



WE ARE COUGAR STRONG!

STUDENT HANDBOOK 2024-2025

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Motto: Many Hands, Many Minds, Success for All...We are Cougar Strong!

Central School Mission Statement: The Central School Educational Community is committed to ensuring “success for all.”

Central School Value Statements:

1. We value a thriving, positive school community where we feel safe, cared for, and respected. We value responsibility for our actions and attitudes towards each other and the environment.
2. We value an education that enables each child to achieve success through the use of a variety of instructional methods that meet their learning styles, nurtures curiosity, and celebrates the cultural diversity of all.
3. We value providing opportunities to empower the learning community, which includes students, parents, community members, and staff, to develop leadership qualities.
4. We value that assessment covers a broad spectrum of factors impacting the child. Assessment is a positive tool used to help the child learn, self-assess and provide a basis for added support and instruction.
5. We value methods of early detection to implement strength-based approaches to meet every child's needs.
6. We value partnerships developed among school, family, and community agencies with the common goal of enhancing student learning and success. “It takes a community to raise a child.”

Central School Vision Statements:

1. Central School will be a safe and respectful environment that promotes virtues, diversity, and responsible attitudes.
2. The staff at Central School will respond to students’ learning needs by providing a variety of instructional strategies to engage their natural curiosity.
3. Central School will be a learning community that encourages and promotes leadership opportunities for everyone.
4. Central School’s assessments will support and challenge all members of our school community to reach their personal best by focusing on improved learning.
5. Central School will be an environment in which students’ needs are identified so interventions can be implemented to promote continuous improvement.
6. Central School will be an environment in which authentic partnerships are developed with the community to enhance our students’ opportunities to learn.

School Beliefs

The students, staff, and parent community believe that it is important to:

- A) Show **respect** for self, others, and property;
 - Honesty
 - Empathy - caring
 - Acceptance of individual differences
 - Compassion

- B) Be **responsible** for our work and behaviour;
 - Sharing
 - Ambition
 - Integrity (conscientiousness, hardworking)
 - Self-esteem (confidence, self-worth, independence)
 - Striving to do our best
 - Taking pride in ourselves and our work

- C) Be **safe**;
 - Physically
 - Emotionally

- D) Have **fun** learning in a respectful, responsible, and safe learning environment;
 - Celebrating success
 - Innovative approaches

School Goals

- ❖ Create a caring and safe environment for all.

- ❖ Teach children to make wise choices in order to become healthy, contributing citizens.

- ❖ Foster the growth of responsibility and respect for all people and property.

Central School Cougars...We Are Cougar Strong!
Safe, Caring, and Respectful School
Environment Policy

A safe, caring, and respectful school environment:

1. Values diversity and all members grow in their knowledge and respect for the cultures of all students and their families.
2. Ensures that all students have access to a barrier-free learning environment and benefit equally from a variety of learning experiences and needed supports and services in the classroom, the school, and the community.
3. Creates the atmosphere necessary to promote the well-being and educational success of students and families.
4. Is family friendly.

Key elements:

1. Collaborative relationships
2. Personal and social development
3. Comprehensive services and supports
4. Comprehensive response plan
 - Responding to individual needs
 - Student code of conduct
 - Bottom lines

Students need to deal with a variety of unexpected situations that have the potential to adversely affect students, staff, and the wider community. To help us we use:

- Chinook School Division Discipline Cycle/Procedures
- School Code of Conduct
- School “Bottom Lines”
- Bullying Response Plan: Bullying is a serious societal issue and impacts everyone... the bullied, the bully, and their families as well as the bystanders. As a school community it is necessary for us to acknowledge that bullying takes place and plan an appropriate response.

In alignment with Saskatchewan Learning and the Anti-Bullying Strategy (2005) we believe that bullying must be addressed on many levels. To be successful, an anti-bullying intervention requires a comprehensive strategy. This strategy takes a systematic approach focusing not only on the bully and the victim, but on the school, students, parents and the larger community in which the bullying takes place. It needs to be a shared response and a shared responsibility.

Definition of “Bullying”

Bullying happens when one person or a group of people tries to upset another person by saying mean things or doing hurtful things to him or her again and again.

Some of the ways kids bully others are by hitting, kicking, name calling, saying or writing mean things, leaving others out of activities, not talking to them, making them feel uncomfortable or scared and taking or damaging their belongings. Sometimes it comes in the way of threats or teasing.

It is not bullying when two people of roughly the same strength/age/ability have a fight or disagreement.

In order for it to be bullying there is an imbalance of power – one person enjoys having power over the other and it must happen more than once.

Our School’s Response Plan:

1. Children must be taught about bullying and given strategies to use when dealing with it.
2. All staff need to be involved in teaching and modeling virtues as well as teaching strategies to respond to bullying.
3. Bullying incidents need to be reported to a staff member and recorded.
4. Teachers/administration will investigate the bullying allegation.
5. If it is a bullying issue/situation, parents will be contacted immediately.
6. A variety of outcomes are possible...
 - Mediation or restitution
 - A “no bullying” contract may be developed
 - Parent/student/administration meeting
 - A Behaviour Plan for the bully may be developed
 - Counsellor involvement
 - On-going monitoring of the situation
 - Central Office personnel involvement (Superintendent, SST Coordinator, Ed Psych, Director, etc.)

I Am Cougar Strong...We Are Cougar Strong!

Cougar Strong means living life the Central Cougars way. Everyone can be Cougar Strong and together...We are Cougar Strong!

Through our commitment to being “Cougar Strong” we model and teach each other about living happy, healthy, and productive lifestyles. Each one of us has been given unique gifts! Our goal is to develop those gifts in each other, use them to make a difference in others’ lives, and commit to being “Cougar Strong” for life.

Cougar Strong emphasises three important areas:

Cougars are Mentally Strong (Cougars Think Right)

- Maintain high academic goals
- Be curious and teachable
- Think and act with integrity and honesty
- Develop a lifelong love for learning

Cougars are Socially Strong (Cougars Treat Right)

- Treat others with kindness and respect
- Be considerate & tolerate when others have different values, opinions or beliefs
- Stand up to bullying
- Demonstrate good sportsmanship when participating or watching sport

Cougars are Physically Strong (Cougars Train Right)

- Always exercise
- Get proper nutrition and rest
- Avoid harmful and addictive substances, including drugs, alcohol, and tobacco



Central School Code of Conduct

Our Code of Conduct is the foundation for developing positive behaviours in the learning environment. Within our school setting, students, parents/guardians and staff interact with each other. To enable those interactions to be positive and supportive of a safe and welcoming environment, there is a need to clearly and consistently communicate our shared expectations.

These expectations include our staff, parent/guardian and student beliefs about how we wish to conduct ourselves to ensure a safe and caring learning community. At our school, we are committed to putting this code into action, by upholding and modelling it and teaching our Cougars the positive behaviours and skills to be successful at living it out each day at school. Thank you to all of our school community partners for your support and active role in the day-to-day application of this code in order to transcend these beliefs from policy to practice.

At Central School we use a Restitution/Self Discipline program to deal with behaviour problems and develop character.

The Restitution Program is based on the following principles:

- We respect each individual's view of the world.
- We create a non-threatening environment so students can evaluate information and make choices that reflect the beliefs of the school community.
- We reduce both rewards and consequences that deflect youth from developing self-discipline.
- We develop internal moral sense rather than forcing conformity.
- Bottom line behaviours will be upheld consistently and publicly so people feel safe.

Central School Staff 2024/2025

Principal	Mr. Jared Wipf
Vice-Principal	Mrs. Tricia Raynard
Office Manager	Mrs. Natasha Jahnke
Pre - Kindergarten Teacher	Mrs. Kelsie Cobb
Kindergarten Teacher	Mrs. Jennifer Judge
Grade 1 Teacher	Mrs. Kristina Bakanec
Grade 1/2 Teacher	Mrs. Jennifer Priebe
Grade 2/3 Teacher	Ms. Jacquelyn Easton
Grade 3/4 Teacher	Ms. Natasha Vaughan
Grade 4 Teacher	Mrs. Renae Harkes
Grade 5 Teacher	Ms. Tanya Turner
Grade 6 Teacher	Mrs. Tarina Kelln
Grade 7 Teacher	Mr. Jason Steinley
Grade 8 Teacher	Ms. Leanne Drullette
Intervention Teacher	Mrs. Cynthia Lemieux
Arts Education Teacher	Mrs. Bobbi Caswell
Band Teacher	Ms. Michaila Jersak
Student Services Teacher	Mrs. Jennifer Dyck
School Counsellor	Mrs. Kayla Myers
Library Technician	Mrs. Erin Braun
Educational Assistant	Ms. Nicole Dyck
Educational Assistant	Mrs. Brenda Sandau
Educational Assistant	Ms. Kim Kardash
Educational Assistant	Ms. Tanis Harden
Educational Assistant	Mrs. Tammy Meyers
Educational Assistant	Mrs. Tanya Inder
Educational Assistant	Mrs. Josie Wason
Educational Assistant	Mrs. Cindy Cameron
Educational Assistant	Mrs. Victoria Calkins
Educational Assistant	Ms. Laura Wilde
Educational Assistant	Mrs. Jenna Butterworth
Educational Assistant	Mrs. Angela Sauder
Educational Assistant	Ms. Chelsea Angell
Educational Assistant	Mrs. Gail Kozyn
Educational Assistant	Mrs. Irene Kalousis
Educational Assistant	Mrs. Lynnette Potter
Educational Assistant	Mrs. Chiryl Ojana
Facility Operator	Mr. Victor Cortes
Facility Assistant	Mrs. Maria Cortescardenas

Central School Bell Schedule

Warning Bell 8:50

Period 1	8:55 – 9:30
Period 2	9:30 – 10:00
Period 3	10:00 – 10:30

Break/Recess 10:30 – 10:45

Period 4	10:45 – 11:15
Period 5	11:15 – 11:45

Lunch 11:45 – 12:35

Period 6	12:35 – 1:05
Period 7	1:05 – 1:35
Period 8	1:35 – 2:05

Break/Recess 2:05 – 2:20

Period 9	2:20 – 2:50
Period 10	2:50 – 3:25

NOTE: School doors will open to all students at 8:35 am. Students are expected to proceed directly to their classrooms upon arrival. The front school doors are opened at 8:00AM for parents/guardians needing to visit the main office.

A. School Procedures

1. Attendance

Regular attendance is necessary for successful school progress. If a student misses school he/she is responsible for the materials covered in class. This means completing assignments and making sure he/she gets any missed notes, or handouts. Data shows that a student's learning is greatly impacted in a negative way when he/she misses a lot of school. If a student experiences chronic absenteeism the school will contact the family, communicate the attendance data, and work with the family to improve the child's attendance. Whenever a student is absent from class, he/she must ensure his/her parent or guardian either brings a signed note or phones the school the same day to confirm the absence and the reason. The purpose of contacting the school is for the home and school to communicate that a student is safe and accounted for. Thank you for assisting in this process.

2. Lates

It is important that students arrive on time and are prepared to learn for each class. When the warning bell rings, students should immediately proceed to class and sit down in their assigned seats. When a student arrives late to the school, they must check in at the main office to receive a late slip and have their attendance recorded. If a student is chronically late, parents/guardians will be contacted in order to develop a solution.

3. Leaving the School

If a student leaves the school during school hours, he or she must check out at the Main Office. Parents/guardians should notify the office via phone call or written note before the student needs to leave. When returning to school during the day, students must report to the office before going to class. Whenever possible, student appointments (i.e. medical, dental, etc.) should be made outside of regular school hours.

4. Illness/Injury

In the event of sudden illness or injury, the student should notify his or her teacher, excuse himself/herself from class, and come down to the office. Students exhibiting any sick symptoms (i.e. headache, cough, nausea, etc.) will be sent home. Parents/guardians need to notify their child's teacher of any seasonal allergies.

5. Lunches

Parents/guardians determine where they would like their children to be during lunch hour. Parents can choose whether their children eat their lunch at school (within their classroom), leave the school grounds to go home for lunch, or leave the school grounds to go somewhere other than home (Gr. 8 students only). Parents/guardians are asked to indicate to the school if their son/daughter has permission to leave school during lunch on the Noon Hour Parent Consent Form. The school will monitor students at noon. It is preferred that students stay on the school grounds during the lunch break. Students do not have access to microwaves at Central School. The staff at Central School strongly

discourage the purchase and consumption of Energy Drinks due to the health risks associated with them. Students will not be permitted to bring energy drinks to school or consume energy drinks during the school day or during school-sanctioned activities.

Due to a number of nut allergies, our school is **Nut-Sensitive**. This means that as a school community (students and staff), we will do our best to not bring any tree nut or peanut products into the school.

6. Locks and Lockers

All grade 6-8 students are assigned two lockers and are expected to use two school locks. One locker is located on the top floor and is for storage of books, coats, lunches, etc. The other is in the locker room for storage of gym clothes, running shoes, deodorant, etc. Lost locks must be replaced at the cost of the student, which are \$10 each. Students are not to share their combinations with fellow students. Lockers are the property of Central School and are being loaned to the student. Central School reserves the right to enter and search a student's locker when deemed necessary.

7. Library Books

Students at Central School have the privilege to sign out books from the school library for take-home reading. The number of books a student can sign out at any given time is at the discretion of the teacher and typically increases with age. Below is Central School's overdue book policy:

- Books that have not been returned or renewed after 14 days are deemed *overdue*.
- When a student has a book that is overdue a notice will be sent home to the family.
- Students with overdue books will not be permitted to sign out any additional books until they have 1) returned or renewed the book or 2) paid for the missing book.
- Books that are intentionally damaged or defaced must be paid for.

8. Personal Property

Items which distract, disturb others, or jeopardise student safety are not to be brought to school. If deemed unnecessary, a staff member may confiscate such items. Students are strongly encouraged to look after their personal belongings as they are responsible for the safekeeping of them. All student items should be clearly labelled with a name. Students must store iPod players, iPads, cell phones, etc. in their designated storage space. It is strongly encouraged that students keep these electronic devices at home. Lost and found items should be taken to the lost and found bin. Bikes should be locked and placed in the out-door racks provided. They are not to be ridden on the school grounds. Roller blades, scooters, skateboards, and longboards are not to be used on school property. These items should be securely stored from the time a student arrives at school to the time they depart. **The school assumes no responsibility for stolen or misplaced items.**

9. Fire Drills/Emergency Procedures

Regulations require that six fire drills be conducted throughout the school year. Places of exit are posted in each room. When the siren sounds, students must move quickly to the exit without running. The first student at each door will hold the door open until all have exited. During a fire drill, students will be escorted out of the building by their classroom teacher and will meet in a designated area for attendance. The building should be completely cleared in one minute. When the drill concludes, students will return quickly to their classrooms. Also, staff will practise with students various scenarios out of the Chinook School Division Emergency Procedure Guide (i.e. Hold and Secure, Lockdown, etc.).

10. Dress and Appearance: “Dressing Cougar Strong”

The purpose of a dress policy is to reflect and promote respect for self and others. Students are encouraged to develop a sense of pride in themselves and in our school. Parents/guardians and Central School staff work together to prepare students for success, now and in the future. School should be considered a workplace, where the business is learning. Students and staff are expected to dress accordingly:

- Dress and appearance should reflect cleanliness, neatness, appropriateness and not interfere with student learning.
- Clothing must be worn in a way that covers all private body parts.
- Messages (written or symbolic) on clothing must be appropriate for school (ex. nothing illegal, obscene, sexual, or profane).
- Nothing promoting alcohol or controlled substances.
- All headwear must be removed upon entry to classrooms (i.e. hats, hoods, toques, etc.) unless it is a religious head covering (i.e. hijab, yarmulke, dastar, etc.).

11. Physical Education/Gym Use

a) Participation

Regular participation is required for a student's success in physical education. Requests to be absent from parts of the class, or limiting participation, must be supported by a note from parents or guardians. Students will be expected to participate in the parts of the class in which they are able. Long-term absences must be supported by a doctor's note explaining the reasons and the length of the absence.

b) Active Wear

Grade 6-8 students must change for physical education classes. Students are expected to have the following items for physical education:

- T-shirt
- Gym shorts or sweatpants
- One pair of gym shoes
- Deodorant in a metal or plastic container.

Frequent washing of gym clothing is strongly encouraged!

c) Gym/Equipment Room

The gymnasium and all sports equipment is off limits to all students unless a staff member has granted them permission and is supervising. For open gym time before, during, or after school hours, students do not need to change their clothing, however, they must wear appropriate running shoes. Hats are not allowed to be worn in the gymnasium.

12. School Grounds

The parking lot is reserved for divisional staff only. This area is out-of-bounds to students during regular school hours.

13. Assemblies and Junior Concerts

Our students will participate in a school assembly once a month to celebrate student learning and promote school culture. These assemblies will rotate each month. We will also have special performances through our Junior Concert series. These performances will be an opportunity for our K to 8 students to come together. All junior concerts support our Arts Education program. Families are welcome to join us for our monthly assemblies and junior concerts. Please look for the dates of monthly assemblies and junior concerts in our monthly newsletter and on our school website.

14. Recess

All students K - 5 are expected to go outside for recess. Students should have clothing for changing weather conditions. If your child is sick and needs to stay inside, please get a note from your family doctor. If the temperature is - 26 to -29 degrees Celsius (with the wind-chill) students will complete a short Polar Bear Run before coming inside. If the temperature is - 30 degrees Celsius or colder (with the wind-chill) students will remain indoors. Students in grades 6 - 8 have the option to stay inside or go outside during recess.

Rules and Guidelines:

Westside Play Structure: Kindergarten - Grade 2 Students

Eastside Play Structure: Grade 3-5 Students

**No middle years students on play structures during recess/noon hour*

Basketball Court: Grades 6-8 Students

Four Square Games/Swings: First Come First Serve Basis

Safe Play Rules:

- Students can play with another student who is one grade up or one grade down.
- No standing, twirling or side-to-side swinging on the swings - students need to be seated. Students need to stay off the gravel/outside of the wooden border of the swing area while they are waiting their turn.
- No climbing on the very top of play structures or monkey bars.
- Students need to slide down feet first (not head first).
- No hands-on contact between students, unless it is a light touch (i.e. tag).
- Students need to share and take turns at the glider and monkey bars.
- Students are not to climb or touch the trees/bushes on the school grounds.

B. Coaching & Managing Student Behaviour

1. Behavioural Expectations

Behavioural expectations at Central School are based on the following virtues of character:

- Respect
- Responsibility
- Kindness
- Honesty
- Self-control

The school recognizes that people make mistakes. Making mistakes is part of learning and growing as individuals. Students who have difficulty meeting the teacher's or the school's expectations for behaviour have opportunities to correct their mistakes or to "make things better." Sometimes, part of this process is accepting consequences assigned by the teacher for behaviour that is not appropriate. Teachers may use a variety of strategies, including restitution, in working with students. There may be times when students refuse to attempt to "make things better," or students refuse to cooperate with their teachers. This student behaviour can be highly inappropriate or even pose a risk to the safety and well being of other students. These behaviours define the school's "bottom line" for behaviour that cannot be tolerated or accepted.

Central School Bottom Line Behaviours

When an individual's behaviour is not consistent with the established beliefs, most of the time the individual is given an opportunity to fix their mistakes. However, there are some behaviours at Central School we have called bottom line behaviours. Bottom lines are a short list of behaviours that are totally unacceptable by students. These are usually behaviours that prevent learning or violate safety norms.

- Destroying school property
- Verbal assault to others

- Physical injury to self or others
- Threatening self or others
- Touching others in an inappropriate manner
- Stealing
- Open and consistent disrespect to staff
- Refusal to comply with the request of a staff member
- Consistent, documented disruptions to the learning environment
- Behaviour that damages the moral tone of the school and/or the well-being of fellow students and staff.

Consequences are implemented immediately when bottom line behaviour occurs and parents/guardians are notified as soon as possible. Consequences may consist of an in or out of school suspension. Following the suspension an administrator will discuss the situation with the student and identify the changes in behaviour needed to avoid a repeat of this type of behaviour. The school believes that a student's individual circumstances or situation must be recognized when working with students to solve serious issues. We follow a philosophy of progressive discipline when dealing with student behaviour issues.

2. School Bus Regulations

Riding the bus is a privilege; therefore, students are expected to follow the behaviour and safety guidelines set. If the bus driver deems a student's behaviour is jeopardising the safe operation of the bus, the driver will document the incident and notify school administration. Below is an overview of the school's response:

First incident will result in a verbal warning from administration and a call home.

Second incident will result in a call home with a same day/next day suspension from riding the bus.

Third Incident will result in a call home with a three-day suspension from the bus.

Fourth Incident will result in a call home with a possible extension of a three-day suspension. This decision will be made in conjunction with the direction that is provided by the superintendent.

Please note that school administration (in collaboration with the superintendent/transportation manager/bus driver) reserve the right to alter consequences according to the severity of the incident. An exception to the bus policy would be if the student crosses our school bottom lines during bus transport. Then the determination of length of suspension will be determined by administration, with direction from the superintendent.

C. Student Services and Activities

1. School Counseling Services

Central School provides counselling services for individuals and groups of students. These services are designed to assist students to achieve academic goals and develop social skills. Counselling support for students will be determined by Central School's Student Services Team.

2. Resource Centre/Library

Students are responsible for the materials they sign out. There will be charges for any lost materials or damaged materials not returned by the end of the school year.

3. School Telephones

Each classroom is equipped with a landline telephone. Students may make outgoing calls with permission from their classroom teacher.

4. Cell Phone Policy

Cell phones are a means of communication for many students and families at Central School. In an effort to balance protecting the learning environment, providing a safe environment for all students, and respecting the student/parent sense of security, the following policy has been developed:

All students must silence and stow away their cellphones in lockers or designated storage places while at school. Students in grade 6-8 must lock their cell phones in their upstairs lockers. If students are caught manipulating any cell phone device while in the school, it will be confiscated and brought to the school administration. Students may use their cell phones after school once they have left the school premises.

First Offence – Cell phone is confiscated and returned at the end of the day. A parent will be contacted.

Second Offence – Cell phone is confiscated and a parent/guardian will be asked to pick up the cell phone from the Main Office.

Third Offence – An in-school suspension will occur for defiance of school policy, and a parent/guardian will be asked to pick up the cell phone.

Fourth Offence – Out-of-school suspension will occur for overt opposition to authority, and a parent/guardian will be asked to pick up the cell phone.

5. Extra-Curricular Opportunities

All students are encouraged to join programs that interest them. Activities vary slightly from year to year depending on the interests of the students and staff. In past years, Central School has offered the following recess, noon hour, and/or after school activities:

Yearbook	Choir	Spirit Club
Basketball	Band	Chess Club
Volleyball	Badminton	Art Club
Track and Field	Drama Club	Recorder Club
Gay-Straight Alliance (GSA)	Cross Country	School Dances
Drumming Club	Sports Club	Library Club

Central School's Sports' Vision

At Central School we believe in developing life-long sport participation, to support students to be the best they can be while helping students develop and maintain healthy minds and bodies. We believe that sports are an introduction to skill development, team concepts, and sportsmanship. The emphasis will focus on character building, participation, responsibility and fostering the development of positive attitudes.

Goals:

- To build self-esteem
- To develop skills
- To expand interest in lifetime and leisure activities
- To provide opportunity for personal and social growth
- To encourage all students to participate
- To develop positive self-discipline
- To develop self-motivation

6. Band Program

Grade 6 students who enter the band class in the fall have no more than six weeks after the beginner band clinic in September to switch to a non-band class. Grade 7 and 8 students who start the year in band are expected to remain in band and participate in all band concerts until the end of the school year.

D. Communication Between Home and School

1. Communication Tools and Opportunities

- A school newsletter is sent home each month electronically. You must go to our school website and sign-up.

- Parents/guardians are invited to contact the school when they have questions, concerns or comments at 306-778-9255.
- Staff can be contacted via email by typing the staff member's first initial of their first name and their whole last name, followed by @chinooksd.ca. For example, djones@chinooksd.ca.
- Teachers will contact parents/guardians when necessary.
- Our internet address is <http://schools.chinooksd.ca/central/>
- Morning announcements will occur every morning communicating school and extracurricular reminders and notifications.
- Classroom teachers will have varying methods and practices involving parent/guardian/student communication. Methods of communication may include telephone, email, text message, letter or social media platforms.

2. Parent-Teacher Conferences

We believe it is important early in the school year to build strong working relationships between home and school. Students, parents, and teachers need to have opportunities to work together. By providing opportunities to meet with your child's teacher, collaborative relationships can be built. In the months of November and March, parents/guardians will be invited to meet with the classroom teacher to discuss student performance, progress, and behaviour. Central School supports and encourages informal communication throughout the year.

E. Severe Weather Policy

1. Impact on Bussing

The Chinook School Division will make the decision to cancel bus transportation for the day based on weather information provided by Environment Canada. Transportation will be cancelled for the entire day when the morning temperature is -40 degrees Celsius or the wind chill is -45 degrees Celsius or below. Cancellations will be broadcasted on local radio stations and should not be confused with school cancellation. All Chinook School Division city schools will remain open. Parents are asked to use their own discretion regarding their child's attendance on such days.