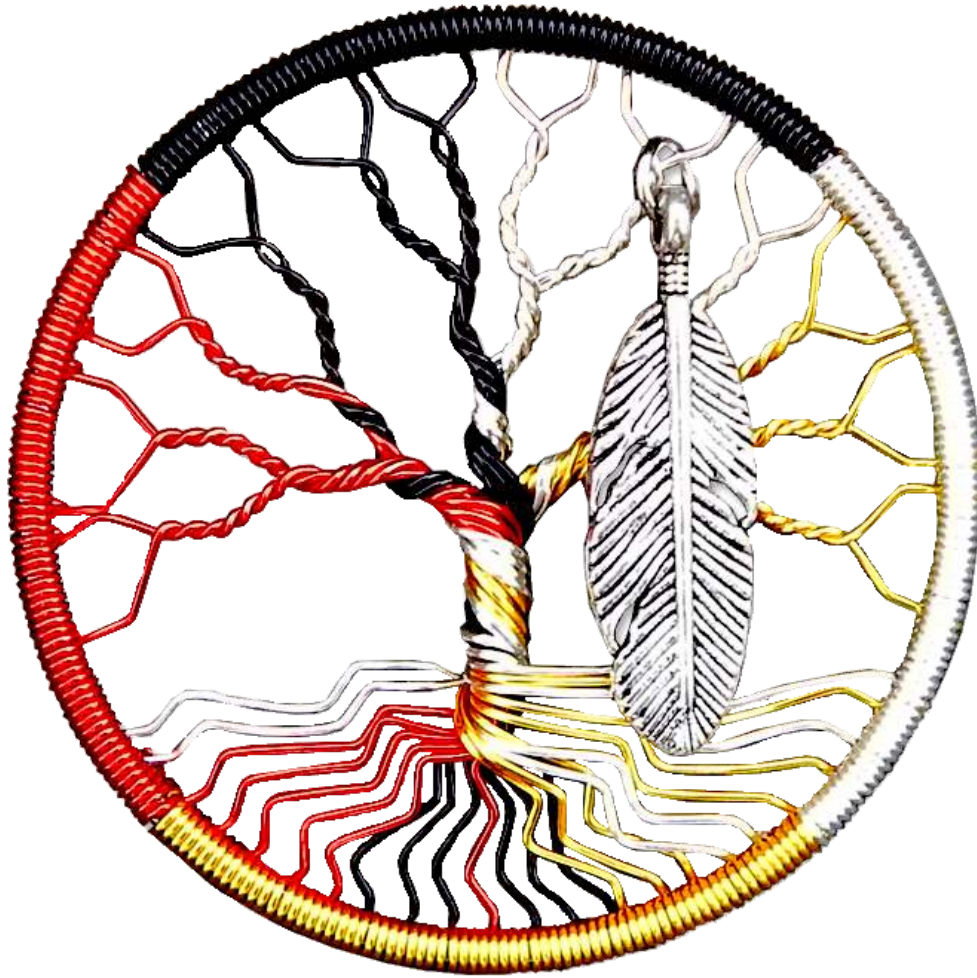# Rossignol High School
Framework for Student Well-being

Contents

What is Student Well-being?

Within Rossignol High School, well-being refers to a positive sense of self and belonging and the skills to make positive and healthy choices to support learning and achievement, provided in a safe and accepting environment for all students.

Vision

Every student in every classroom feels a strong sense of well-being and connectedness as a result of learning and living in a school environment that is welcoming, equitable, inclusive and respectful.

Rossignol High School is:

- A place where every student is encouraged to take risks, be creative, and innovative in a learning culture that is caring and safe.
- A place where healthy relationships are nurtured and students are inspired every day to participate actively and with confidence.
- A place where conditions enable every student to achieve to the best of their ability and be successful in all aspects of learning and life.

Guiding Principles
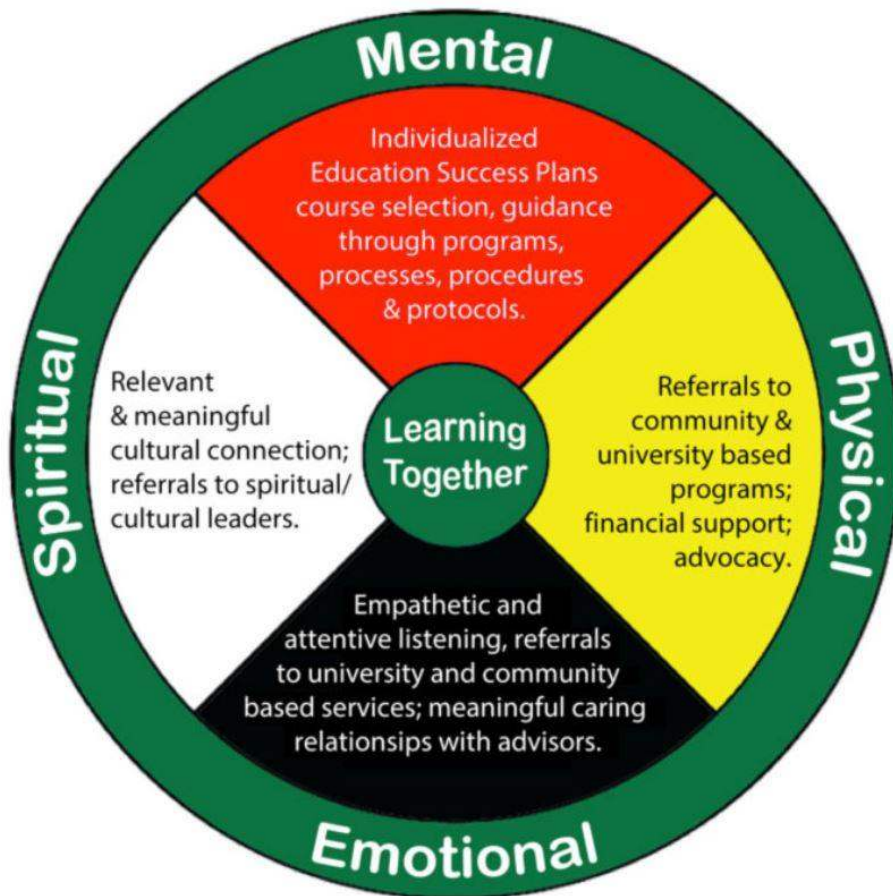
Purpose of the Framework

The framework is the foundation to promote student well-being, learning, and achievement.
It is a conceptual model, based on the Medicine Wheel, with the four dimensions of well-being (physical, mental, spiritual, and emotional).

The school plan for student well-being complements the school learning plan.

This framework is a living document, meaning it will be reviewed at regular intervals, and things will be added as time goes on. This is important to ensure this framework is relevant for our school and community.

Mental Health Crisis:

Should there be a Mental Health Crisis at any time, it is important to follow the appropriate steps. Please refer to the following for these situations:

RHS Protocol for all intervening with a potentially suicidal student/student with mental health issues/Student with self harm ideation

A student threatens suicide or manifests the signs of intent. A student has self harm marks. Student is having a mental health break down.

A student or adult reports that another student has threatened suicide or showed signs of intent. See's self harm marks on a student or see's a student is not doing well.

Referral is made immediately.

- It is not the individual employee's duty to assess the level of risk or do in-depth counseling.
- Responsibility is to secure assistance and appropriate referral.
- Do not leave student alone while securing assistance. Either stay with student or secure the help of an adult.

How do I refer a student?

Is the school counselor at work?

NO

YES

Please report to Principal or Vice Principal.

Contact the school Counselor Immediately.

Admin to call parents or hospital if needed, as there is a mental health counselor on call at hospital.

Admin Follow up with school counselor to ensure student has been connected with mental health.

Dimensions of Well-being

Physical Well-being

Students:
- ❖ understand the importance of safety and take responsibility for the safety of themselves and others, and promote well-being in a conducive learning environment.
- ❖ regularly participate in physical activities and experience improved health and fitness, enhanced learning ability, and reduction in stress, anxiety and depression.
- ❖ have access to nutritious foods and can make healthy food choices, and enjoy enhanced physical and mental health, and success, in school.
- ❖ Feel positive and confident in themselves and others, and are aware of the consequences of risk-taking behaviours, and make responsible choices and enhanced well-being.

Characteristics	Goals	Evidence	Sample Measurement	Sample Strategies
Safety	Students: • are responsible for their own safety and the safety of others at school; • adhere appropriately to safety and injury protocols and show awareness of the space around them; • contribute to a climate that is positive, safe, and free from harassment and bullying at the school and community	Students: • are considerate of others; • report hazardous or potentially hazardous situations; • follow injury and safety protocols; • Willingly engage in safe and respectful behaviour; • refrain from taking actions to put themselves or others at risk.	• OurSCHOOL survey • FTV Surveys • Attendance Data	• Elders providing guidance • Regular parent communication • Open Door policy • Anti-bullying workshops • GSA
Physical Activity	• engage and display competency in a range of activities to promote physical health, increase self-esteem and develop interpersonal skills; • understand there are a variety of ways to achieve physical health and well-being, daily; • set personal goals to improve physical health and take actions to achieve these goals; • co-operate with others to achieve a goal, promote camaraderie.	• participate in a variety of physical activities in and out of school • share creative ways of enjoying physical activity • explore, discover, create and experiment with movement and tactical solutions. • articulate personal fitness goals and plans for achieving them; • use positive communication with all participants in a game	• OurSCHOOL survey • FTV Surveys • FUNctional Fitness Program participation • Phys Ed classes	• FUNctional Fitness Program • MOGA • Body Breaks • Cardboard Boat Races • Extra-Curricular Activities

Nutrition	• understand, evaluate and communicate information to promote, maintain and improve health throughout their life; • set personal goals to improve or maintain good nutrition and take actions to achieve these goals; • understand and internalize the connection between healthy eating and learning.	• make healthy food choices, including types of foods and balanced meals; • advocate for responsible food choices in and out of school; • articulate personal nutrition goals and plans for achieving them; • arrive at school having had breakfast or participating in the Breakfast program if they need to.	• OurSCHOOL survey • FTV Surveys	• Nutrition Program • Nutritionist/ Dietician class visits • Traditional Food incorporation (nutritional info?) • Food Safe Course (HS) • Greenhouse utilization
Healthy Choices and Perspective	• recognize the impacts of risky behaviour, including online activities; • understand that factors such as race, gender, socio-economic status, sexual orientation, physical or mental disabilities are not barriers to student participation; • understand the signs and symptoms of addiction and seek help from available resources for self and others.	• use coping and refusal skills when encountering risky behaviours • share with staff potential or actual incidents of unsafe behaviours, including online interactions; • reach out to and include those who may feel marginalized • refer themselves or their friends to resources	• OurSCHOOL survey • FTV Surveys	• Classroom visits or sessions from Mental Health speaking on their personal experience • Presentations on Mental Health and Sexual Health

Mental and Emotional Well-being

Students flourish when:
- ❖ There is meaning, purpose and engagement in the learning increase.
- ❖ They work from their strengths. They tend to learn more readily, perform at high levels, exhibit motivation and confidence, and gain a sense of satisfaction.
- ❖ There is a level of challenge to increase engagement, risk-taking and self-efficacy.
- ❖ They have a safe environment for taking risks and are encouraged to express innovative, creative and original ideas, experience more positive emotions, and greater intellectual engagement.

Characteristics	Goals	Evidence	Sample Measurement	Sample Strategies
High expectations	Students: - Learn to enhance critical thinking and problem-solving skills; - approach learning based on their strengths; - learn in an environment with supports from peers and staff - Take a goal-setting approach	Students: - Are flexible thinking and critical in their questioning; - Can articulate thinking and learning processes; - Complete school work to the best of their ability; - Co-construct with teachers building upon current knowledge and understandings; - Are flexible in working with others; - Monitor their own progress with progress from teachers.	- Prior-learning assessments - Regular feedback - OurSCHOOL survey - FTV Surveys - Data Wall	- Variety of Classes - Trades and Academic focus - Entry and exit surveys - Parental discussions
Student voice	- Are confident the voice matter; - engage in leadership opportunities in the classroom and community; - have input and choice in selection of learning strategies to pursue and achieve goals; - understand how to use their voices to affect change.	- are excited to be involved in opportunities to share their ideas; - take the opportunity to provide input on issues; - participate in activities, in and out of the classroom, including in communities; - use language that is not harmful to others; - advocate for themselves and others; - see their ideas influencing the school space.	- OurSCHOOL survey - FTV Surveys	- Leadership Conference - Three-way -conferences with students and parents

Academic Relevance and Achievement	• realize how school relates to their goals and aspirations; • believe they have the capacity to undertake tasks; • monitor their own progress and academic challenges to meet long-term goals; • receive and act confidently on constructive feedback.	• communicate an understanding of academic tasks to their everyday lives and future; • embrace challenging tasks towards successful completion; • explore new ways to solve problems, make decisions and set goals; • use feedback and formative assessment to reflect on and refine thinking and enhance their work.	• OurSCHOOL survey • FTV Surveys • Data Wall • Goal monitoring and self-reflection	• Bi-Weekly FTV huddles • Data Wall • Google Classroom • Cross-Curricular Projects • Integrated Projects (with different agencies) • -Ex: House Building
Creativity and Innovation	• Pursue ideas that are innovative and/or helpful and that make an original contribution; • are engaged learners capable of experimenting with new learning; • think critically and creatively	• engage in curricular and extracurricular activities that are relevant and interesting; • take intellectual risks, share ideas, and make connections between ideas, • are open to the input of others; • Have proof of work that reflects ideas, and shows originality. • advances a goal or problem; • articulate the value of diversity	• OurSCHOOL survey • FTV Surveys • Students work posted • Events with student participation	• MOGA • Music Programs • Robotics • Arts and Crafts

Social Well-being

Socially connected students:
- ❖ engage and participate in activities, complete school, have higher levels of achievement, reduced anti-social or disruptive behaviours and more pro-social behaviours;
- ❖ know they are valued members of the class, school and school community
- ❖ have positive, caring, inclusive and respectful relationships with peers and staff;
- ❖ are resilient manage their emotions well, cope better with setbacks, and demonstrate positive social-emotional skills and enhanced well-being.
- ❖ develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making when there is deliberate guidance and instruction in these areas.

Characteristics	Goals	Evidence	Sample Measurement	Sample Strategies
Connectedness and Belonging	Students: • see their cultures in the curriculum; • feel welcomed and engaged in school; • contribute to the school community in meaningful ways.	Students: • feel their culture and/or spirituality is reflected in the curriculum; • Are proud of the school, contribute to the school's reputation, and have positive interactions with peers and teachers; • show, through actions and/or words, that they believe adults care about them as learners individuals; • actively take part in and contribute to class activities and school life	• OurSCHOOL survey • FTV Surveys	• Parental Engagement • MOGA • Cultural Camps • Tent Classroom • Michif Fest • Extra-curricular teams and clubs • Cardboard Boat Races

Social awareness and relationship skills	● recognize and respect similarities and differences across people and cultures; ● have an understanding of their own strengths and challenges, including when working with others; ● advocate for rights and the rights of others; ● have positive relationships with adults and peers and resolve conflict appropriately.	● display empathy, acceptance, appreciation, cooperation, fairness, integrity, responsibility, and respect in the school and community; ● use language and choices that demonstrate respect for self and others in a manner that embraces cultural diversity; ● accurately assess and articulate their own feelings, interests, values and strengths, thinking and learning processes; ● demonstrate positive relationships with adults and peers, including resolving conflicts; ● take a stance, be an advocate, speak up to assist others who are victimized and/or those who are not represented	● OurSCHOOL survey ● FTV Surveys	● Annual conference ● Online training ● Cardboard Boat Races
Resilience	● have personal, social, and environmental resources to respond and adapt to difficult circumstances; ● use healthy responses when dealing with stresses and challenges; ● demonstrate a positive view of self-rooted in an awareness of their personal emotions and values as well as strengths and limitations	● use coping skills ● demonstrate self-confidence and pride in their accomplishments and respond productively criticism; ● identify and communicate personal feelings, interests, strengths, values, limitations.	● OurSCHOOL survey ● FTV Surveys ● One-on-one feedback from students and parents ● Promote coping skills, such as relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions and asking for help when faced with adversity (e.g., bullying, unfair play, homophobic, racist or unkind	● Workshops on Inter-generational Trauma ● Meditation ● Mindfulness ● LGBTQ2+ Support group

			comments);	
Self- management and responsible decision-making	● exhibit emotional and behavioural self regulation strategies; ● take responsibility for their actions, behaviors and choices; ● exhibit an understanding of how their decisions impact themselves and others.	● use self-regulation strategies, including goal setting, impulse control, emotional awareness, body breaks, etc., when faced with challenges; plan and follow through with personal, interpersonal, education, career and life goals; ● take responsibility for their actions and choices); ● refrain from bullying (including cyberbullying), and intervene in a positive and constructive manner to help others who may be victimized.	● OurSCHOOL survey ● FTV Surveys	● Anger Management ● Positive Relationships ● Healthy Boundaries ● Body Breaks ● Goal Setting

Spiritual Well-being

Students:
- ❖ can expand their sense of purpose and meaning in life.
- ❖ understand and/or accept the importance of Indigenizing their life process.
- ❖ feel connected to their culture, way of life, and community.
- ❖ Understand traditional protocol and practice to feel comfortable in spiritual scenes

Characteristics	Goals	Evidence	Sample Measurement	Sample Strategies
Traditional Language	Students: ● are able to use language effectively in 3 types of communication: interpretive, interpersonal, and presentational. ● demonstrate comprehension, comprehensibility, language control, communication strategies, and cultural awareness.	Students: ● persevere through difficult social interactions or negative experiences using personal strengths, supports, effective problem-solving skills, and/or resources within their spiritual beliefs;	● OurSCHOOL survey ● FTV Surveys	● Incorporate Michif into classes
Traditional/Cultural Practices	● contribute to the revitalization of Indigenous ways of life → through learning. ● Engage in traditional events and/or practices ● develop sociocultural competence. ● connect lived experiences and backgrounds to the content. ● develop an understanding of Traditional Medicines	● can discuss or display cultural awareness. ● will be able to demonstrate a sense of respect for self, and cultural practices. ● belief in higher power/belief in spirituality	● OurSCHOOL survey ● FTV Surveys	● Community Feasts ● Sweat Lodge ● Traditional Medicine uses ● Culture Camp ● Tent Classroom ● Beading, making mittens etc ● Daily/Weekly Smudging ● Community Round-dance ● Drum teachings

Environmental Connection	● can utilize the natural environment for spiritual enlightenment and improvement of spiritual well being. ● will develop essential knowledge about their natural environment, how to live with the land traditionally, and how to connect with it. ● Develop appreciation and awareness for our natural environment. ●	● demonstrate understanding of sustainability. ● Will have a deeper connection and understanding for the land and animals	● OurSCHOOL survey ● FTV Surveys	● Land based learning ● Elders ● Culture Camp ● Sweat lodge ● Traditional exercises (snaring, berry picking, purpose of tobacco, medicine picking)
Growth/Life Process → Awareness of self	● will practice learning their strengths, weaknesses, motivators, triggers, and other self awareness essentials, for the purpose of knowing oneself. ● to reflect on oneself and set the necessary self-expectations for spiritual growth.	● will have short/long term goals ● will be able to practice mindfulness, empathy, adaptability, kindness, and other self awareness characteristics.	● OurSCHOOL survey ● FTV Surveys	● Spiritual Room ● Incorporate into classroom ● Self Awareness activities.
Non-Physical Goals	● creating spiritual goals for oneself, for the purpose of improving spiritual well being. ● Committing thought, emotion, and behaviour towards completing a goal.	● Will show a sense of pride, purpose and belonging ● accomplishing set goals	● Goal Setting Templates ● OurSCHOOL survey ● FTV Surveys	● Incorporate into classroom ● Goal Setting plans
Practice Understanding and Wholistic Values	● incorporating a peaceful overall understanding of others and oneself. ● To understand and develop appreciation for individual wholistic values and beliefs	● Will develop a sense of culture and understanding of spirituality and the teachings.	● OurSCHOOL survey ● FTV Surveys	● Spiritual Room ● Elder visits ● 7 teachings ● Medicine wheel teachings ● Tipi teachings
Storytelling and History	● to have the opportunity to learn vital teachings and knowledge passed down through ancestral stories. ● will develop an understanding, respect, and appreciation for spiritual wellness.	● will display enhanced spiritual understanding and communication.	● OurSCHOOL survey ● FTV Surveys	● Incorporate into classes ● Utilize elder knowledge

Staff Wellness

The wellbeing of all staff members is an important factor when thinking of the success of the school. As such, staff wellbeing is also important to focus on. We encourage all staff to take care of themselves, and to ensure their wellbeing is to be attended to.

Dimensions of Well-being for Staff:

Dimension	Description	Potential Personal Strategies	Recommended School Actions
Physical	Physical wellbeing is the ability to maintain a healthy quality of life that allows us to get the most out of our daily activities without undue fatigue or physical stress.	Participate in group activities and functions Use available indoor and outdoor facilities Maintain a balanced diet	-Staff Wellness Day -Staff Retreat -nature walks -medicinal walks -ski trails -snow shoeing -scavenger hunts
Mental and Emotional	Mental and emotional well-being is awareness of emotional, social, psychological health of the self, and others. This helps us to determine how to manage stress, relate to others, make choices, and support for our needs and the needs of others.	Participate in Mental Health Awareness workshops. Mental Health breaks.	-Staff Wellness Day -Cardboard Boat Races -Mindfulness -Yoga -Meditation -smudging -Canvas Paint
Social	Social Wellbeing is a sense of belonging to a community and making a contribution to society.	Participate in school and community sponsored group activities Engage in seasonal events	-Staff Wellness Day -Cardboard Boat Races -Staff Retreat -comedian -prize bingo
Spiritual	Spiritual wellbeing means the ability to experience and integrate meaning and purpose in life.	Taking time for self-reflection Engage in social, cultural, and spiritual awareness through Elders, peers and other school and community supports.	-Staff Wellness Day -Sweat Lodge -Drummers -reiki

Resources:

Mental Health Resources Poster

Mental Health Resources

Ile-a-la Crosse School Division No. 112

EMERGENCY

Call 9-1-1

A 9-1-1 emergency is when someone needs help right away because of an injury or an immediate danger.

HEALTHLINE

Call: 811 OR 1-877-800-0002

Mental health and addictions support 24/7 crisis support, advice to help manage a caller's situation.

MOBILE CRISIS UNIT

Mobile Crisis Helpline: 1-306-757-0127
Suicide Crisis Helpline: 1-306-525-5333
Child Abuse Line: 1-306-569-2724
Sexual Assault Helpline: 1-306-764-1011

Crisis Counsellors are trained and can help you address your mental health issues 24 hours a day.

SUICIDE PREVENTION & INFORMATION

Call: 1-833-456-4566
Online—yourlifematters.ca
        Yourlifecounts.org/find-help

They are there to listen and help as best they can. Grab a hold of all the courage within you and reach out. Its ok...

www.rossignolschools.com

KIDS HELP PHONE

CALL: 1-800-668-6868
TXT: CONNECT to 686868
Chat Online: kidshelpphone.ca

Professional counselling, information and referrals. You can phone, text or chat online. Its confidential, free and available 24/7

LGBTQ2S SUPPORT

CALL: 1-800-358-1833
        1-306-665-1224

Supports and information for individuals and families. Providing peer support and short-term counselling services.

FIRST NATIONS & INUIT HOPE FOR WELLNESS

CALL: 1-855-242-3310
Chat online—hopeforwellness.ca

Offers immediate mental health counselling and crisis intervention to all Indigenous peoples across Canada. Available in English and French. On request, phone counselling is also available in Cree, Ojibway, and Inuktitut.

HEALTH CENTRE

MENTAL HEATH AND ADDICTIONS
Ile a la Crosse: 1-306-833-2016

School Supports

- Counsellors
- Trained staff

Community Supports

- Courses, training, workshops

Outside Supports

- Clinical - SHA
- Mental Health Awareness

Mental Health Apps:

App	Notes	Useful for
Citizen Scientist Mental Health Digital (CS) Platform	App in development, through School Division and Village Information will be added once this App is available.	
notOK iOS link Android link	- Easy setup - Linked Resources (web based) - Mental Health Test - MHA (Mental Health America), screening purposes - Links to additional resources - MHA Website: Lots of information and resources, with a lot of related articles - Does not replace proper counsellors and medical help - Had to manually add phone number (not able to properly add from contacts) - Contact needs to accept being added to your list, by clicking on a link (delivered via text) - Not Ok message sends with ease, one tap on the big red button - Contact receives message - Can also send out an "I'm now OK" message - When message sent, App gives options to send notice again, and to swipe for help now (Crisis Text Hotline) - App offers notifications - Missing a safety plan, which would be a nice addition!!	Students who might be struggling with Mental health, as a quick and easy method for reaching out for help.

| What's Up | • Initial setup: Small positive notes, swipe setup
• CBT techniques:
  ○ Stop: Calm down method
  ○ Get Grounded: Grounding technique
  ○ Breathing Control
  ○ Catastrophe Scale
  ○ Uplifting Quotes (swipeable)
  ○ Here and Now: Grounding Technique based on what you are experiencing right now
  ○ Stay in Today
  ○ Affirmations
  ○ Helpful Websites
• Coping Strategies
  ○ Thinking Patterns
  ○ Metaphors
  ○ Manage Worries
  ○ Positive Steps
• Information section on Anger, Anxiety, Depression, Self Esteem, and Stress
  ○ Includes thoughts, sensations, behavior, and how to break the cycle
  ○ Great tips included here!
• Personal Section
  ○ My Diary to keep track of Good and Bad days
  ○ Positive Habits
  ○ Negative Habits
  ○ Notes
  ○ This section is very useful for people to keep track of their days and habits. This helps to monitor things, and keep track of the positive and negative habits, allowing them to focus on the positive and reduce those negatives.
  ○ Personally, I think this is a great tool for a counsellor to use with students to track these days and habits! This can help students recognize patterns in mood, and keep a focus on the positive while trying to reduce the negative habits!
• This app is a great app, with a lot of amazing resources and recommendations to help people with what they might be experiencing. | Any student dealing with any level of mental illness or mental struggles.

Great tool to be used with a counsellor for monitoring and developing positive coping techniques. |

iOS link

Android link

| Suicide Safety Plan

[iOS link](#)

[Android link](#) | ● Very much a clinical Safety Plan
● Contains same information as a paper based Safety Plan
● Warning Signs
● Coping Strategies
● Reasons to Live
● Contacts
● Places for Distractions
● Other
● This is an app to fill in and record a safety plan
● Guide and Crisis section
● Great for counsellor to help fill out with a student
● This is a great app for listing out the student's safety plan, and keep it accessible to the student
● I would recommend this to accompany any student who has a safety plan, and I would use this in combination with the above apps. | Any student who has a Safety Plan |

Curricular Connections:

Listed here are some curricular connections from the Saskatchewan curricula for grades 7-12. This is not an exhaustive list.

Grade 7	Health: USC7.1, USC7.4, USC7.5, USC7.6, USC7.7, DM7.8, DM7.9 Phys. Ed.: PE7.1, PE7.2, PE7.4, PE7.13
Grade 8	Health: USC8.1, USC8.2, USC8.4, USC8.5, USC8.6, USC8.7, DM8.8, DM8.9, AP8.10 Phys. Ed.: PE8.1, PE8.2, PE8.3, PE8.9, PE8.10, PE8.11, PE8.13, PE8.14
Grade 9	Health: USC9.1, USC9.2, USC9.4, USC9.5, USC9.6, USC9.7, DM9.10, DM9.11, AP9.12 Phys. Ed.: PE9.2, PE9.4, PE9.8, PE9.10, PE9.12, PE9.13
Grade 10	Wellness 10: W1, W2, W3, W4, W5, W6, W7, W8, W9, W11, W12
Grade 11	Phys.Ed.20: PE20.2, PE20.3, PE20.5, PE20.7, PE20.8, PE20.10 Health Science 20: HS20-HC1, HS20-NU1, HS20-NU2
Grade 12	Phys.Ed.30: PE30.2, PE30.3, PE30.4, PE30.6, PE30.7 Native Studies Career and Work Exploration Life Transitions

Incorporation of Elders

Ile-a-la Crosse School Division Elder's Program
- The school division has 2 schools, one Elementary and one High School. We offer a K-12 program with an enrollment of about 400 students.
- There are two Adult Education Programs (ABE 5-10 and Adult 12).
- The community of Ile a la Crosse is almost entirely Métis; complete with its own Michif language.
- The Home/School Liaison Officer/Community School Coordinator is responsible for the identification of community members, in particular Elders, who are willing to visit the school to share their talents and give guidance when requested.

The major role of Elders include:
- assisting teachers with curricula (the Community School Coordinator matches Elders with teacher requests);
- advising in the development of the Locally Determined Option of Michif Language/Culture/Outdoor Education;
- chaperoning and instructing students during Culture Camps.

Land-based Learning

Rossignol High School continues to encourage the use of Land-based Learning, for many purposes including wellbeing. The following are useful resources to consider when thinking of this (this is not an exhaustive list by any means!):

Outdoor Education Guide
Greenhouse Utilization
KIYA Land-Based Program

Professional Development:

As a school, it is very important for all members of our school to focus on overall wellbeing. This includes all staff and students! Many professional development opportunities are available, including (but not limited to):

    Mental Health First Aid training
    Safe-Talk
    ASIST
    VTRA
    CPI Training
    Cultural Sensitivity Training
    Cultural Safety Training
    LGBTQ+ Sensitivity Training
    First Aid

Parental Engagement

Incorporating wellbeing into our school is a critical part of the future for our community, and as such it is important to engage with and encourage community involvement. The school will continue to encourage community involvement, including involvement with overall wellbeing. To help with this, the following strategies are recommended:

- School Community Council
- Parent Mental Health presentation
- Evening Student and Parent discussions and workshops
- Land-based retreat
- Tent classroom
    - 2 times per year (minimum)
    - Fall and Spring
- Michif Fest
    - All School and community
- Culture Camps
    - Grade 7
- Cultural in-school activities
    - National Indigenous Peoples Day
    - National Truth and Reconciliation Day
    - Louis Riel Day
- Community-School activities
    - Seasonal Coffee Houses
    - Christmas Fun Night
- Parent-Student-Teacher Conferences

References:

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Reviewed date:

Last reviewed and update January 12, 2022