

Viscount Central School



Handbook 2021-2022

This document is considered “green” and is subject to change based on the needs of the school or changes to division level administrative procedures.

Viscount Central School

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Secretary: Mrs. Dieno

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Viscount Central School Mission Statement

Viscount Central School is committed to encouraging life-long learning strategies where students and staff are accepted as individuals in an enjoyable, cooperative, and secure environment, in order to lead a happy, healthy, and successful life.

Viscount Central School Vision Statement

- To acknowledge and appreciate individual learning styles and abilities of our students and adapt accordingly
- To enable and educate each student to become a positive community contributor by adapting opportunities to provide for personal growth and measurable success
- To build and foster positive relationships with the communities and their unique people

Division & Board Representatives

Mr. Kevin Garinger – Director of Education

Ms. Jennifer Lemky – Board Representative

SCC Members

Alyssa Dale – Chair

Elise Senko – Secretary

Megan Serke - Teacher Rep

Vanessa Udell

Renee Blow

Martin Atkinson

Viscount Central School Staff

English – Mrs. Blachford

Math – Ms. Nienaber

Principal – Mr. Anderson

LRT – Mrs. Frey

Kindergarten – Mrs. Librarian – Mrs. Jantz

Buckingham/Ms. McMann

Grade 1/2 – Mrs. Serke

Grade 3/4 – Mrs. Kirzinger

Grade 5/6 – Mrs. Kozuska

PE & PAA – Mr. Serke

Science – Ms. Ortman

Secretary – Mrs. Dieno

Leave Coverage - Ms. Buckingham

Caretaker – Mr. Evenson

Caretaker – Mrs. Gusikoski

EA – Mrs. Volk

EA – Mrs. Gusikoski

EA - Ms. Hayter

EA - Ms. Tolhuysen

EA - Ms. McLaren

Bus Drivers

Ms. Meddins, Mr. Grieman, Ms. Mann

Bell Schedule

Viscount Central - Kindergarten to 6			
	Start Time	End Time	Duration
Ready Bell	8:45 AM	8:50 AM	
Period 1	8:50 AM	10:00 AM	70 min
Period 2	10:00 AM	10:30 AM	30 min
Recess	10:30 AM	10:45 AM	
Period 2 Con't	10:45 AM	11:10 PM	25 min
Period 3	11:10 PM	12:15 PM	65 min
Lunch	12:15 PM	12:30 PM	
Recess	12:30 PM	12:45 PM	
Period 4	12:45 PM	2:05 PM	80 min
Recess	2:05 PM	2:20 PM	
Period 5	2:20 PM	3:15 PM	55 min
Total			325 min

Viscount Central - Grade 7 to 12			
	Start Time	End Time	Duration
Ready Bell	8:45 AM	8:50 AM	
Period 1	8:50 AM	9:55 AM	65 min
Break	9:55 AM	10:00 AM	
Period 2	10:00 AM	11:05 PM	65 min
Break	11:05 PM	11:10 PM	
Period 3	11:10 PM	12:15 PM	65 min
Lunch	12:15 PM	12:35 PM	
Intramurals/Br eak	12:35 PM	12:55 PM	

Warning Bell	12:55 PM	1:00 PM	
Period 4	1:00 PM	2:05 PM	65 min
Break	2:05 PM	2:10 PM	
Period 5	2:10 PM	3:15 PM	65 min
Total			325 min

Credit Requirements for High School

It is the policy of Viscount Central School to encourage students to take as many subjects as possible. This will leave all possibilities open to them at the end of their secondary education. Students (in grades 10-12) should be registered in at least nine credits per school year. Viscount Central School follows the core curriculum guidelines in Kindergarten through Grade 12 on a yearly rotating basis.

Dropping Classes

- Students should take 10 credits in grade 12, 9 credits in grade 11, and 8 credits in grade 10
- If a student is taking less than the grade level credits, they should pick up another credit through Distance Education
- Classes should be dropped within the first two weeks of class unless given special approval
- The student should consult with our career guidance counsellor about program requirements before a drop will be considered
- The student must have all prerequisites to graduate before the student can drop a class

VCS School Programming

Sports	Activities and Clubs	Student Driven Clubs
Cross-Country Volleyball Basketball Curling Badminton Track and Field Football	Intramurals Drama Bells Yearbook Choir Journalism SADD SRC	TBD
Annual Events		School/Community Partnerships
Remembrance Day Assembly Christmas Concert Thanksgiving Dinner Christmas Dinner Grade 12 Grad Awards Day Spring Supper		Gym Rentals Community Programs Rec Board Village of Viscount RM of Viscount

Breakfast for Learning

The SCC, grants, and donations help supply free, healthy cereal to students. Cereal is served by student leaders.

Milk Program

Students have the opportunity to purchase milk every day.

Fruits and Veggies

Students have the opportunity to eat fresh fruit and vegetables during snack time which have been prepared by staff and students.

Distance Education Courses

Students are strongly encouraged to take courses at Viscount Central School. If VCS is unable to offer a required course, students may apply to take a distance education course. Please see Mr. Anderson for more information.

School Photos

Individual student and class photographs are taken each year and the students may purchase them if they wish. Preschoolers may also have photos taken at this time, but arrangements must be made with the photographer prior to this dates.

Horizon School Division Established Procedures

Student Evaluation (AP-360)

The evaluation of students is a fundamentally vital aspect of any successful and effective education system. The basis for all educational planning and school programs will ultimately be measured against the evaluation criteria and professional judgment of the teacher who has responsibility to measure the gains a student has made in achieving the learning outcomes identified in each curricular area. It is imperative that teachers accept responsibility for the evaluation of students using the assessment

instrument most appropriate to measuring the learning outcomes that have been achieved.

Assessments – diagnostic, formative and summative, will be used to measure outcome attainment. In all assessments, the improvement of student learning outcomes shall be a primary concern.

Assessment Beliefs

2. Specific Expectations

Evaluation Criteria:

All students in the Horizon School Division shall have the right to written evaluation criteria that are established by the teacher. Teachers shall be responsible to establish criteria based on the following:

- The curriculum of study as developed by Ministry of Education or by the Horizon School Division;
- The outcomes or the foundational objectives of the determined curriculum; and
- The administrative and parental approval of any modification or adaptation of curriculum for a specific student.

Teachers shall present a written copy of their evaluation criteria to students and their parents, no later than one week after the commencement of the class of instruction. A copy of this handout shall be forwarded to the principal of the school and the designated area superintendent

Teacher modifications of the evaluation criteria shall be approved by the school administration and the designated area superintendent (or designate).

Final Examinations:

School staff, under the supervision of the school administration will develop final examination procedures, subject to the following guidelines:

General

- Notwithstanding other assessments as determined by the Ministry or Division, curricular testing and promotions from Grade I to XII inclusive are the responsibility of the school staff under the jurisdiction of the school-based administrator and under the supervision of the Director of Education (or designate).
- Testing periods in Grade XII will be as determined by the Minister of Education in each given year.
- An End_Of_June Closing Procedure will apply as per policy or contractual agreements. Additional terms may be developed each year in consultation between the Horizon Administrators' Group and Horizon Board of Education.
- It is incumbent on each staff to adopt the established marking and reporting procedures consistent with sound evaluative and statistical techniques as developed by and for the Horizon School Division.

- At the prerogative of the Director of Education (or designate) any or all schools in Horizon School Division may be required to utilize departmental exams in any given subject areas or set of subjects.

3. In the application of assessment tools and the utilization of electronic based reporting, the use of pedagogical non-cumulative grading is expected.

Refer to Appendix A

4. Elementary (Kindergarten – Grade 5)

Electronic based reporting forms will be used and records shall be retained in the electronic filing system. Passwords will exist for the teacher, Director of Education, superintendents and school-based administration in order to access these records.

5. Middle Years (Grades 6-9)

Electronic based reporting forms will be used and records shall be retained in the electronic filing system. Passwords will exist for the teacher, Director of Education, superintendents and school-based administration in order to access these records. In addition:

- The number of subjects, which will constitute a year's work for each student, will be determined by the school, but is to be consistent with Ministry of Education policy. For more information, refer to Subject Load Procedure 05-104

6. Secondary (Grades 10-12)

Electronic based reporting forms will be used and records shall be retained in the electronic filing system. Passwords will exist for the teacher, Director of Education, superintendents and school-based administration in order to access these records. In addition:

- The number of subjects required will be as determined by the Ministry of Education.
- Marks of 46 to 49 will be considered as 50%.
- Marks must be reported as required by Ministry of Education policy.

7. Recommendations & Comprehensive Exams:

The practice of conferring recommends in grades 6 – 9 was discontinued effective June 30, 2012.

K-8 students shall operate on the basis of continuous evaluation as per Ministry of Education guidelines.

8. Progress Reports to Parents & Exam Schedules:

Student progress reports shall be made at least three times for Grades K-5 in each academic year and four times in each academic year for students in Grades 6_12. A Kindergarten – Grade 6 school may have their grade 6 students on the same reporting period as the rest of the school with permission from their area superintendent of schools. Variations to the above shall be approved by the Director.

The Horizon School Division Learning Superintendents using the following guidelines shall establish the four report periods annually:

- First _ After approximately 50 school days
- Second _ On the date of final departmental exam in January
- Third _ After approximately 149 school days
- Fourth _ On the last day of school for the year.

The Horizon School Division expects the implementation of three-way conferences among parents, students and teachers and encourages the schools and the School Community Councils implement such conferences.

Promotions and Retentions (AP-361)

Teachers are expected to communicate throughout the year with parents and/or caregivers in other formats to report student progress as well (parent nights, interviews, and letters).

Educational research overwhelmingly indicates that grade retention does not benefit the student over the long-term. Consequently, in general, students will progress from Kindergarten through Grades 9 in Horizon schools with their age peers.

The teacher is expected to meet the individual learning needs of students by making adaptations in regular instruction and assessment as per the Adaptive Dimension in the Core Curriculum.

The classroom teacher and/or principal will communicate with parents at the earliest stage possible and frequently throughout the year, should anything beyond the ordinary promotion practice be contemplated.

Procedures

1. Should a student's progress in achieving the curricular outcomes not match grade level expectations, the principal shall ensure that an individualized program or student support plan to meet the needs of the student and which aligns with the student services plan. Communication with parents/caregivers about such planning will be ongoing through all stages of this procedure.
2. Should additional support for student programming be required, the core team at the school level will work with Student Services personnel

3. In general, students will progress from Kindergarten through Grades 9 in Horizon schools with their age peers. Should retention be contemplated, the final decision will be made collaboratively by the principal, teacher, parents, Assistant Superintendent of Student Services, and the Superintendent of Student Services.

4. If a parent insists that a student must be retained, then a letter from the school to the parent(s) AF-361 Grade Promotion and Retention Parent Form shall be placed in the child's cumulative file. This letter must be signed by the parent that he/she is aware that retention is against the school's recommendations. See sample letter attached.

5. Students at the secondary level (Grades 10-12) shall progress on a per subject basis as per Ministry of Education policy. Retention will only occur if students have not achieved the essential outcomes of the curriculum. Teachers, in consultation with the principal, and in alignment with the procedures and standards established by the principal, shall determine the retention of a student in a course. Communication with parents/caregivers about the progress of students towards curriculum outcomes will be ongoing.

Attendance and Late Policy

The Education Act specifies that the school must be notified of reasons for student absences from school.

High School Students (Grade 7-12)

Attendance is taken for every class. The classroom teacher enters the attendance at the beginning of each class. The secretary calls the parents/guardians if they have not contacted the school. If a student arrives late, they are to check in at the office to receive a late note, and are marked late on the attendance.

5 unexcused absences or lates – teacher contacts home

If a parent/guardian contacts the school with valid reasons why their child(ren) are absent, it is an excusable absence. Every pupil whose attendance is considered irregular under the policies of the Board may be suspended pursuant to section 158 of the Education Act.

Elementary Students (Kindergarten-Grade 6)

Students must be present for the majority (75%) of the morning and/or afternoon hours in order to be marked present for that part of the school day.

Students at Risk (AP-353)

The purpose of this procedure is to clearly denote a process that supports a student and staff in their efforts to deal with situations where a student is not fulfilling his/her duties as outlined in the Education Act Section 150, Duties of Pupils:

Every pupil shall:

1. Attend school regularly and punctually;
2. Purchase any supplies and materials not furnished by the Division that the principal considers necessary for any particular course of instruction;
3. Observe standards approved by the Division with respect to:
 - 3.1. Cleanliness and tidiness of person;
 - 3.2. General deportment;
 - 3.3. Obedience;
 - 3.4. Courtesy; and
 - 3.5. The rights of other persons;
4. Be diligent in his or her studies;
5. Conform to the rules of the school approved by the Division; and
6. Subject to subsection (4), submit to any discipline that would be exercised by a kind, firm and judicious parent.

Specifically, the core team comprised of teacher(s), principal, LRT and support staff will:

- Identify in specific terms the duties that are being neglected;
- Clarify with the student and his/her parents/guardians, the manner and degree to which the student's academic progress has been affected by the neglected duties; and
- Determine the extent to which the neglected duties have had a detrimental influence on the tone of the classroom and the school as a whole;
- Promote, in consultation with the student and his/her parents/guardians, some reasonable and specific behaviours and expectations for the student to demonstrate over a reasonable period of time.

Procedures

1. The teacher(s) will contact parents or guardians regarding the student's neglected duties at the earliest stage possible.

2. A teacher will identify the concern and submit the [AF 353 - Student at Risk Referral Form \(Laggard\).pdf](#) to the principal. This form will identify the specific details of the unacceptable behaviour.
3. The teacher(s), with the support of the principal, will initiate the process for obtaining support for the student from Division and external supports including student counselors, career counselors, educational psychologists, and other support professionals.
4. The principal will investigate the status of the student in all subjects, the attendance record, the behaviour record, the punctuality record, and any other information deemed to be pertinent to this process. The principal will also seek information regarding the impact of the student's behaviour on his/her classmates and the general tone of the class. The principal shall then make a decision as to whether the student is deemed to be neglectful in his/her duties as a student.
5. If the principal deems that the student has neglected his/her duties, he/she will arrange a meeting with the student and the parents or guardians to inform them of the specific nature of the problem and to explore possible solutions. Expectations will be identified in writing (use the [AF 353 - Student at Risk Referral Form \(Laggard\).pdf](#) for the student and the parents or guardians. The students' progress will then be monitored for ten school days.
6. At the end of the ten-day period, the principal will review the situation with the student and his/her parents or guardians. If the student has not demonstrated a marked improvement, the principal may:
 - 6.1. Refer the situation for a second ten-day period; or
 - 6.2. Suspend the student for a period not to exceed three days; or
 - 6.3. Suspend the student for four to ten days upon approval of the Director of Education; and/or
 - 6.4. Recommend to the Board that the student be suspended for the remainder of the school semester or year.
 - 6.5. Enact a solution as provided in step 5 above.
7. Once the student has been suspended for over three days or referred to the Board, the student and parents will be entitled to a hearing as per [AP-152 Concerns and Issues](#).
8. If a review of the situation after a ten-day period has demonstrated a marked improvement, then the student and his/her parents or guardians will be informed that no further disciplinary action will be taken at that time. Should the same student regress to the point where he/she again becomes considered as having neglected his/her duties as a student, the student will be dealt with as per step 6 of the above procedure.
9. In some situations, a student may be referred to an appropriate support service (e.g. anger management) to facilitate the return to classes.

Access to School Building

- The elementary and main entrance doors will be opened at 8:30 a.m., however, supervision of students does not start until 8:40 a.m.
- Once classes have started for the day, all exterior doors will be locked from the outside, except for the front main entrance doors.
- In case of an emergency, students are still able to exit any of the doors in the building.
- All visitors to the school, including parents/guardians, are to report to the office; therefore, the front main entrance doors will remain unlocked throughout the day until 4:00 p.m.

Student Vehicles

Driving private vehicles to school is a *privilege*. Parking is to be on the lot opposite the staff parking. Student use of vehicles over the noon hour and during spares is discouraged. Riding motorized vehicles (ATV's, snow machines, etc.) on school grounds from 8:30 a.m. - 4:00 p.m. is prohibited for the safety of others.

Student Rights & Responsibilities

I have the RIGHT to learn in this school.

It is my RESPONSIBILITY to listen to instructions, to work quietly, and to raise my hand if I have a question, concern, or need to leave.

I have the RIGHT to hear and be heard.

It is my RESPONSIBILITY not to talk, shout, or make loud noises when others are speaking.

I have the RIGHT to be respected in this school.

It is my RESPONSIBILITY not to tease or bug other people or to hurt their feelings.

I have the RIGHT to be safe in this school.

It is my RESPONSIBILITY not to threaten, kick, punch, or physically harm anyone else.

I have the RIGHT to privacy and to my own personal space.

It is my RESPONSIBILITY to respect the personal property of others, and to accept their right to privacy

Student Expectations

- Show respect for yourself and others.
- Be on time and prepared for class.
- Use appropriate respectful language: no swearing, yelling, intimidation, harassment, or insulting others.
- Refrain from hitting, or physical contact that may be unwanted.
- Do your best to stay on task during class.
- Remove wet or dirty footwear, put boots, and shoes on boot racks. A two-shoe policy is recommended with inside shoes having non-marking soles.
- Students are asked not to trade food due to allergies others may have.
- *Nut products are NOT allowed* due to severe allergies among students and staff at VCS.
- The only time students in Kindergarten to Grade 9 are allowed to leave the school grounds is with a signed and dated note (or call to the office) from their parents/guardians and permission from the teacher.
- Students in grade 10, 11, and 12 are permitted to leave school at lunch and during spare classes. Use of vehicles is very much discouraged.
- Students leaving the building during spare classes are asked to “check out” and “check in” at the office in case of an emergency.
- Remove hats at the door and leave in lockers during school hours.
- Leave hand-held games at home.
- Cell phones should be left in the locker during school hours. Confiscation may occur if a problem persists.
- Electronic devices (cell phones, iPod’s, etc.) are prohibited during exams.
- Refrain from playing in the ditch or parking lot area.
- Leave your bicycle parked in the bike rack. Riding bicycles across playgrounds, during bus times, and behind parked cars is unsafe.

- Riding motorized recreational vehicles (ATV's, snow machines, etc.) on school grounds from 8:30 a.m. – 4:00 p.m. is *prohibited* for the safety of others.
- Follow the Horizon School Division guidelines (AP-356) regarding drugs and alcohol.

Drug and Alcohol Policy (AP-356)

A primary responsibility of Horizon School Division is to provide a school environment conducive to effective learning. Consequently, the Division will not tolerate alcohol or drug use in schools. One way in which this responsibility is achievable is through the provision of meaningful consequences for breaches of alcohol or drug rules. Consequences increase in severity for repeat offenders.

These consequences will provide assistance to those who are in need of counseling and rehabilitation and will serve as a deterrent to students who may be using alcohol and other drugs.

The actions in this procedure are guided by: [The Education Act, 1995](#) (sections 152 to 154); [The Narcotic Control Act](#); [The Food and Drug Act](#); [The Youth Criminal Justice Act](#); and [The Charter of Rights and Freedoms](#).

Procedures

1. Under the Influence of, in Possession of or Trafficking in Alcohol or Drugs:
 - 1.1. In all instances when the use or possession of the substance has a discernible effect upon a student, during school hours, during an extra-curricular function at the school or on a designated trip, a staff member shall report reasonable suspicion to the principal.
 - 1.2. If evidence is sufficient to establish that a breach has in fact occurred, the principal will:
 - 1.2.1. Immediately contact the parent/caregiver; and/or convene a meeting of the student, parent/caregiver and other appropriate persons to determine a course of action, and;
 - 1.2.2. Arrange for the immediate and safe departure of the student from school property.
 - 1.3. Principals shall refer to AP 350 – Student Discipline when addressing the behaviour.
 - 1.4. Principal may recommend or require the student be referred for counseling and/or rehabilitation

Tobacco and Electronic Smoking Products (AP-159)

Horizon School Division strives to provide safe, caring, and healthy environments for all students, employees, community partners, visitors, and guests. Recognizing that the use of tobacco and/or the use of electronic smoking products is a significant health risk, Horizon School Division prohibits such use on all properties owned or operated by Horizon School Division.

Definitions

Electronic smoking products consist of a battery-powered delivery system that produces a vapour that resembles smoke and/or a vapour that delivers a liquid chemical mixture that may be composed of various amounts of nicotine, propylene glycol, and/or other chemicals, this liquid is vapourized and inhaled. Electronic smoking products include but are not limited to electronic cigarettes, e-cigarettes, vapourizer cigarettes, cigars, pipes, personal vapourizers and electronic nicotine delivery systems.

Procedures

1. All buildings, property, and vehicles owned by Horizon School Division shall be free from the use of tobacco, tobacco products, and electronic smoking products.
2. Electronic smoking products as well as cartridges of nicotine solutions and related products are prohibited in schools and on all Horizon School Division properties.
3. All buses and other kinds of vehicles, either contracted or privately owned, will be free from the use of tobacco, tobacco related products, and electronic smoking products while traveling to or from school related or division related activities.
4. Horizon School Division may allow the use of tobacco or tobacco products on school division property pursuant to Section 11(3) of the Provincial Control Act, which permits the use of tobacco in an enclosed public space for Indigenous spiritual and cultural practices or ceremonies.
 - 4.1. Approval for use in schools shall be granted by the principal in consultation with the Director or designate.
 - 4.2. Approval for use in other Horizon School Division owned facilities shall be granted by the Director or designate.

Student Discipline (AP-350)

Background

1. Goals of the Procedure
 - 1.1. The long-range goal of school discipline is to develop students' capacity for intelligent self-regulation.
 - 1.2. The short-range goal of school discipline is to further enhance students' learning by providing a positive school climate focused upon students' learning and well-being.
2. Characteristics of School Discipline
 - 2.1. All discipline is intended to correct inappropriate behaviour of students.

2.2. The principles of fair and effective discipline include:

- Due process;
- Progressive discipline;
- Clearly understood standards of behaviour and consequences; and
- Preservation of the dignity of all involved,

2.3. Discipline will be based upon the provisions of The Education Act, 1995 and the administrative procedures of the Division.

2.4. There is sufficient authority behind each teacher to make it possible for him/her to deal with disciplinary issues in an objective, professional fashion, treating each child in the light of his/her individual needs, considering each discipline occurrence as a learning situation to be handled intelligently and patiently.

2.5. The techniques used to accomplish the short-range purpose must serve the long-range purpose as well. The Division will support its teachers and the principles of fair and effective discipline in the maintenance of proper order and discipline.

2.6. Corporal punishment is not permitted as a disciplinary measure.

Procedures

The following procedure outlines those actions required by Section 152-155 of The Education Act, 1995, and provides supplementary information.

1. The principal, staff, and School Community Council shall take proactive steps to ensure a safe and caring learning environment for the school's students. Such action shall include:

1.1. The principal and staff of the school, in collaboration with the School Community Council, will establish a School Code of Conduct;

1.2. Each teacher will ensure that the standards and consequences used in her/his class, are aligned with the School's Code of Conduct; and

1.3. The teacher will ensure that her/his students are aware of and understand the school's behavioural standards and the consequences for non-adherence. Such standards are most effective when students have had an opportunity to contribute to their development.

2. Where the safety of others is not considered to be at risk, the established procedure listed below is to be followed by the teacher and the principal when student behaviour problems are encountered:

2.1. If a student's behaviour does not meet the school's standards and /or if the student's behaviour prevents his/her learning or the learning of others, the teacher shall assist the student in identifying the behaviour problem, its causes and appropriate alternative behaviours;

2.2. After the actions taken in 2.1. above, if the student's behaviour continues to be a concern, the teacher shall discuss the student's behaviour with the student's parent(s)/guardian(s);

2.3. After the actions taken in 2.1. and 2.2. above, if the student's behaviour continues to be a concern, the teacher shall discuss the student's behaviour with the principal to generate alternative strategies; and

2.4. If behavioural difficulties continue, the principal may engage the services of an appropriate Student Services professional to assist in appropriate corrective action.

3. Temporary restraining force, that is reasonable under the circumstances, may be used to ensure the student's own safety, the safety of others, or to protect property, as per the Non-violent Crisis Intervention Protocol training.

4. If measures taken in sections 1. and 2. above do not result in appropriate student behaviour, the principal shall consult with the Superintendent of Learning Services or the Superintendent of Student Services to plan for further remedial action in accordance with The Education Act, 1995.

5. Teachers and principals shall document in writing the strategies, procedures, and techniques used to address inappropriate behaviour.

6. Detention of students may be used provided the following criteria are met:

6.1. A student who travels on a school bus is not to be detained after school hours unless prior arrangements have been made with the parents or guardians;

6.2. Teachers shall notify the principal immediately;

6.3. Suitable supervision must be available;

6.4. The time limit must be reasonable; and

6.5. Parents/guardians should be notified, if after school detention is being planned.

7. Teachers can exclude any pupil from the class setting for overt opposition to the teacher's authority or other gross misconduct and, by the conclusion of that day, report in writing to the principal the circumstances of that exclusion.

8. If required, suspension shall be administered as per Section 154 of [The Education Act, 1995](#). The following is the procedure that should be followed when a student is suspended from attending school or from a specific classroom setting:

8.1. The principal may suspend a student from school for not more than three school days at any time for overt opposition to authority or serious misconduct and shall immediately report the circumstances and action taken to the parent(s)/guardian(s) of that student and the Director of Education.

8.2. If the principal considers suspending a student for a period of more than three days but not exceeding ten days, the principal shall consult the Director of Education;

8.3. Based upon the consultation in 8.2, the principal may suspend a student for a period not exceeding 10 school days where the principal receives information alleging, and is satisfied, that the student has:

- Persistently displayed overt opposition to authority;

- Refused to conform to the rules of the school;
- Been irregular in attendance at school;
- Habitually neglected his or her duties;
- Willfully destroyed school property;
- Used profane or improper language; or
- Engaged in any other type of gross misconduct.

8.4. The principal suspends a student for a period of more than three days but not exceeding 10 school days, the principal shall immediately:

- Inform the student of the reason for his or her suspension;
- Report the matter to the Director of Education;
- Notify the parents/guardians of the circumstances of the suspension and the action taken;
- And as soon as is practical shall:
- Prepare a written report of the circumstances of the suspension and provide it to the parent(s)/guardian(s) and the Director. and
- On the request of either the student or his/her parent(s)/guardian(s) grant, and organize the details of, a hearing to the student and his/her parent(s)/guardian(s).

8.5. Where the principal suspends a student for a period not exceeding 10 school days, the Director (or designate), after consulting with the principal and any others he/she considers appropriate and after granting a hearing to the student and his/her parent(s)/guardian(s), shall confirm, reduce, or remove the suspension before the expiration of the period of suspension.

8.6. Where the Director of Education establishes a review committee, to investigate the circumstances of the suspension submitted by the Principal, the investigation shall be concluded before the period of suspension. After such an investigation, should the committee determine that a suspension of greater than 10 days is warranted by the student's actions, the committee may suspend a student from all or any of the Division's schools for a period of not greater than one year.

8.7. The committee, may exclude a student from attendance at any or all schools of the Division for a period not greater than one year. Such action by the committee must be guided by Section 155 of The Education Act, 1995.

Additional Information Related to Discipline at Viscount Central School

Discipline is a necessary part of the teaching process. It is part of the job of being an educator. Teachers at Viscount Central School are expected to establish rules of conduct for their students from the first day of school. They need to communicate clearly to students which behaviour is appropriate and expected, as well as make them aware of the consequences that occur when school rules are broken. The ultimate goal of a solid discipline program, in partnership between school and home, is to work towards the development of citizenship of students who respect their parents, themselves, staff, adults, and peers. The job of the staff at Viscount Central School is to model this respect and to maintain a fair and equitable school environment.

At Viscount Central School, we have high standards of behaviour for our students. Students are expected to:

- Use respectful tone of voice and language when addressing adults and classmates
- To follow the established rules of conduct for in the classroom, in the hallway, on the bus and in the playground
- To be polite (please, thank you, excuse me, etc.)
- To solve disputes and arguments without violence
- To use school materials with care
- Dress in an appropriate manner

As educators, we understand that students are not only developing cognitively and physically, but emotionally and socially as well. With age and maturity comes a greater ability to control one's emotional reactions. Students are better able to talk about their feelings and express them in an appropriate manner as they grow. Solving problems and disputes with words rather than physical force can be a long, complicated learning process. Learning to work and play cooperatively with others requires much encouragement, practise, and reinforcement by the teacher and parent(s). Teachers at Viscount Central School teach students strategies to use when dealing with conflict. The staff members encourage and positively reinforce good behaviours. When a student breaks an established school rule, however, the staff member intervenes.

Viscount Central School staff members will implement discipline procedures when a student chooses to break established classroom and/or school rule. Students must have consequences and opportunities for restitution for breaking rules so that they can learn from their mistakes.

Teacher Intervention

Teachers start their interventions with the least disruptive actions, depending on the behaviour. The goal is to stop inappropriate behaviour without interrupting the flow of a lesson and disturbing the learning of other students. If the behaviour does not stop, then the teacher will progress accordingly.

- *Ignoring behaviour* – Teachers can sometimes stop behaviour by moving closer to a student who is distracting others, by making eye contact, placing a hand on the desk, taking away an object they may be playing with, or by simply redirecting that student's attention without stopping the lesson or drawing attention to the student.
- *Gentle verbal reprimands* – Simply asking the student to stop or reminding them of the rule or the harmful effect of their behaviour on the learning of their classmates, may be all that is needed to stop a disruptive behaviour. If the initial reprimand is ignored then the student will be reminded of the

rule they are breaking and the consequences of breaking it. Teachers always try to maintain the dignity of the student when reprimanding. If necessary, they may take the student out of the room to discuss their behaviour with them.

- *Logical consequences* – When a student demonstrates behaviour that is inappropriate, teachers will use logical consequences whenever they can be applied. In this way, the student is made responsible for his or her actions. For example, if a student is talking too much during class time and being disruptive, he/she may be asked to move to another area to work. This is not punishment, but logical consequences of his/her actions. If he/she has wasted his/her time and cannot get his/her assignment done by the end of the lesson, then logical consequences are that he/she stays in during recess and/or noon hour to finish or takes it home as additional homework.

- *Taking away privileges* - A student may have their classroom or extra-curricular privileges taken away because of poor behaviour in class. This may include staying in at recess and/or noon hour, loss of free time, missing special activities or events, etc.

- *Isolation* – Students who are frustrated or upset may need a quiet place to be alone and regain control of their emotions. They should be removed from the other students and regular classroom activities. They may need to calm down. When a teacher has not been able to stop a disruptive student's behaviour, they may decide to send the student out of the classroom. That student may spend time working alone in a supervised location. Being disruptive means not being able to work in the same environment as the other students. When one student is constantly disrupting a classroom, they will be removed from the room so that the other students still have the opportunity to learn. When a student is removed from the classroom, the student is responsible for completing the materials covered in class. Teachers will not be expected to re-teach materials to a student who was disruptive and removed from the room.

- Students who are asked to leave the classroom three times after consistent disruptive behavior will be asked to not return to the classroom until the conclusion of the current unit of study, or the conclusion of the course, depending on the severity of the disruption. The teacher will provide students all classroom materials and notes, but students will not participate in classroom instruction, discussion, or other classroom activities. These students will be assigned an appropriate place to work within the school building at the time of the class and will have a teacher to report to.

Parental Contact

When an inappropriate behaviour happens repeatedly and teacher interventions have not been effective, the student's parent(s) are contacted. Under these circumstances, the parent is asked to meet with the teacher, with or without the student present, to discuss the student's behaviour.

Parents are contacted *immediately* when a student:

- Exhibits physical abuse towards another student or staff member

- Aggressive behaviour is reported immediately to the principal and to the parents of the student(s) involved
- Depending on the severity of the aggression, student(s) involved may be sent home that day
- Uses threats of violence or overt opposition to authority
- Repetitive inappropriate behaviour
- Damage to school property

After parents have been notified, the following consequences may be followed:

- Recess/noon hour detention - Starting 10 minutes after noon dismissal, student is expected to have their lunch by this time and is not allowed any electronic devices during this time.
- In-school suspension – The student is in school and is provided with all class work and assignments; however, he/she is isolated, does not participate in or attend any extracurricular activities, have breaks at the same time as other students, and is not allowed any electronic devices at this time.
- Out-of-school suspension – The student is not allowed on school property for the duration of the suspension and does not participate in or attend any extracurricular activities. It is the responsibility of the student to complete materials covered in class during this time. The teacher is not expected to re-teach materials.
- Horizon School Division Board involvement
- RCMP involvement

Parents who are supportive of the school’s discipline policies and teacher’s efforts to promote good behaviour are a valuable asset to the school. The classroom teacher documents incidents of poor behaviour and parents are informed even if the parent is not supportive of the discipline policies of the school. Together, parents and teachers can work towards helping students follow rules of good conduct. They can also support each other in their guidance of that student.

Nutritious and Healthy Foods (AP-167)

The Division is committed to encouraging all schools, school committees, Division offices and workplaces to promote, offer, and serve healthy, nutritious food. Further the Division encourages staff to make healthy choices easy for its students and staff and to promote positive nutritious habits.

Procedures

1. At the beginning of each school year, schools are encouraged to:
 - Establish goals for areas of improvement and/or maintenance
 - Create (or update) a written outline of the school’s nutrition procedures and practices, including the current year’s goals

- Inform families of the school division’s nutrition procedure and how it applies to their respective school (this can be a continual communication throughout the year)
2. Throughout the school year, schools are encouraged to include practical suggestions for school lunches and snacks in school newsletters, make nutrition/healthy eating promotion evident in the school (e.g. posters, displays), and otherwise distribute information on healthy eating behaviors to parents and students.
 3. Schools are encouraged to utilize the list of “choose most” and “choose sometimes” from Healthy Foods for My School (Saskatchewan Ministry of Health) to guide school nutrition decisions. This document is tied directly to Canada’s Food Guide (Health Canada) and supports the goals of Nourishing Minds (Saskatchewan Ministry of Education).
 4. Schools providing breakfast, snack, and/or lunch programs are to formulate a written menu plan. The menu plan shall ensure the portion size/number of servings are appropriate ([Canada’s Food Guide, Health Canada](#)), and ensure nutritious foods are served ([Healthy Foods for My School, Saskatchewan Ministry of Health & Healthy Eating Guidelines Nourishing Minds](#)).
 5. Schools shall adhere to Public Health Food Safety Standards. The Division shall support training for those who serve and handle foods in each school. Principals will ensure that the food provided to students in all situations in each school is acquired, prepared, stored, and served in a safe manner. This includes but is not limited to following good sanitation and food safety practices, including hand-washing procedures.
 6. Schools shall continue to be diligent in addressing the needs and safety of students and staff with food allergies.
 7. Where food service contracts are in place for a school, the school principal (and/or designated staff member) shall oversee all offerings and assist and supervise the food service contractor to ensure a variety of foods from the “choose most” and “choose sometimes” categories in Healthy Foods for My School are served. Food service providers shall comply with a principal’s and/or designates request to not serve or stock specific food items, drinks, or snacks.
 8. Schools are encouraged to consider locally grown foods in making food service decisions.
 9. School staff members are encouraged to set an example by refraining from consuming foods and drinks with minimal nutritional value when students are present.
 10. Schools are encouraged to plan for healthier snack and/or meal and beverage choices (including catered foods) when hosting meetings, staff meetings, or professional development.
 11. For the purposes of reflection, schools are encouraged to create a written summary at or near the end of each year, outlining the school’s nutrition procedures, their initial school year goals, and an

evaluation of the degree of success within each targeted area of improvement and/or maintenance. Appendix C from Nourishing Minds is one possible evaluation tools.

12. Schools are encouraged to establish a Nutrition Committee to facilitate the development and implementation of the above procedures.

13. Employees of Horizon School Division shall not make beverages of highly questionable value or suitability, such as Energy Drink products, available to students in any Horizon schools.

Fire Drills (AP-162)

Horizon School Division believes that fire drills/evacuations are not only a legal responsibility but also a practical aspect of operations to ensure the safety of staff and children.

Procedures

1. In advance of school opening each year, the principal will develop a detailed fire drill plan in consultation with local Fire Departments. Fire drill plans should provide the following:

1.1. The orderly and prompt evacuation of all persons from the building;

1.2. The evacuated persons are to proceed to the designated muster point;

1.3. Monitors to hold open exit doors;

1.4. Designated staff members are to check all areas and report the evacuation complete;

1.5. Designated staff member to be responsible for notifying the local fire department by telephone;

1.6. Designated staff members stationed as necessary at the foot of stairways and fire escapes to prevent accidents;

1.7. Teachers in charge of classes are to check to ensure that all students are accounted for; a class list is to be used for this purpose;

1.8. Ensure that all staff members are fully informed of their respective duties under the approved plan for fire drill;

1.9. Plans are to be posted conspicuously in the office, in each staff room, in the caretaker's room, and in each wing of each floor at, or near a fire alarm station; and

1.10. Outline detailed instructions for the direction of students in a fire drill shall be posted in classrooms and used for instruction.

2. Schools should practice fire drills that include scenarios such as a blocked entrance, alarms at noon hour and/or recess, or an assembly.

3. Each drill should be a practice for children, staff and other persons to evacuate the school building in an orderly fashion in the event of an emergency.
4. The principal has the responsibility to periodically inspect his/her school for possible fire hazards and if possible, to correct them at once, or to report these immediately to the Superintendent of Operational Services.
5. Each school will hold at least six fire drills during each school year:
 - Two announced fire drills will be held during the initial two weeks of school operation
 - Four additional drills that are not announced will be held at times over the balance of the school year as determined by the principal
 - the plan must include at least one unannounced drill per semester

The completion of fire drills are to be reported through the Horizon Safe and Caring Reporting App after each drill is completed.

Lockdown Drills (AP-163)

Horizon School Division believes that lockdowns are a practical aspect of operations to ensure the safety of staff and students in the event that it is ever necessary. There is also a need to practice such, in a drill format similar to Fire Drills.

Procedures

1. The principal will develop a detailed lockdown plan in accordance with Horizon School Division's School Safety Plan appropriate for his/her school in advance of school opening each year.
2. The principal shall collaborate with RCMP and other emergency services personnel, to seek their input and to prepare them for what to expect when the school is in lockdown.
3. Ensure that all staff members are fully informed of their respective duties under the approved plan for lockdown.
4. Inform parents annually of what is expected of them during a lockdown. (Refer to Section 4 – Communication Plans in School Safety Plan).
5. Each drill should be a practice for children, staff and other persons to lockdown the school.
6. School should practice lockdown drills that include scenarios such as a lockdown at noon hour and/or recess, or an assembly.
7. Each school will hold at least three lockdown drills during each school year:

7.1. The first announced lockdown will be held during the initial two weeks of school operation; and

7.2. Two additional announced lockdowns will be held at times over the balance of the school year as determined by the principal. The plan must include one drill per semester.

The completion of lockdown drills are to be reported through the Horizon Safe and Caring Reporting App after each drill is completed.

Student Dress Expectations

- Please wear shoes as bare feet are not permitted.
- Appropriate length of shorts and skirts is very much encouraged! If you are not sitting on it...it's too short!
- Revealing shirts and tank tops are very much discouraged!
- Shirts with questionable or offensive slogans are not acceptable (such as drug/alcohol advertisements, violence, sexual content and appropriate language, or content).
- Winter parkas and heavy jackets should not be worn during class time.
- Students are asked to wear non-scuff shoes.
- Students are expected to change their wet or muddy footwear at the door to prevent tracking.
- Warm and waterproof clothing should be worn as students in Kindergarten to Grade 6 are expected to go outside for all recesses and noon hours, except in severely inclement weather (once wind-chill + temperature = more than -25).
- Bus students are reminded to dress appropriately for the weather.

Locker Use (AP-359)

The principal has the right and the responsibility to carry out routine administrative searches of lockers and other school property to insure the safety of the student(s).

As a condition of locker use, students agree to locker investigation upon signing the [AF-300 Student Registration Form](#).

Procedures

1. The [AF-300 Student Registration Form](#) is provided to students.
2. The student and his/her parent or guardian sign the form.

3. The form is returned to school and kept in the school records.

Parent and Student Responsibilities Regarding Bussing (AP-554)

The safe and effective operation of school buses requires that parents and students know and act in accordance with their responsibilities.

Procedures

1. Parents and guardians of students who ride school buses must:

1.1 Provide necessary lanes and turn around for yard pick-up to accommodate a school bus when required;

1.2 Ensure that students are adequately dressed for the climate conditions should they need to evacuate the bus in emergency situations;

1.3 Co-operate with the bus drivers and principals in carrying out proper discipline on the bus;

1.4 Ensure arrangements are made for billeting of their children in town should buses not run due to severe weather conditions. These arrangements must be made at the start of the school year, updated as the need arises, and communicated to the principal;

1.5 Advise the driver when their child(ren) will not be using the bus service;

1.6 Request permission of the driver to arrange for any special situations requiring additional bus service (i.e. children to grandparents, birthday parties, etc.); and

1.7 Request changes to their child(ren)'s transportation.

2. Students must:

2.1 Be properly dressed in winter for any emergency; the bus driver has the responsibility to refuse to transport any student, if the student does not have in their possession, while travelling on the school bus, proper headgear, gloves, footwear, etc.;

2.2 Be on time. The bus driver should not be expected to wait on students unless he/she is early. If students are habitually causing the driver to wait, this fact should be reported to the parent and/or the principal;

2.3 Not move from seat to seat on a school bus after he/she has been given seating instructions by the driver at the beginning of the fall term. This also means that no student may move from seat to seat when the bus is in motion;

2.4 Refrain from yelling, shouting or whistling, as it distracts the driver's attention to horns or railroad bells. Low talk is permitted;

2.5 Advise the driver when he/she will not be using the bus service;

2.6 Obey the driver's instructions. The driver can either report to the principal, and/or has the right not to pick the student up. If this is done, the driver should report the situation to the parent, and the

principal. The principal will then inform the designated Area Superintendent of Schools and the Superintendent of Operations;

2.7 Refrain from fighting or throwing objects. This action brings an immediate suspension of the student riding the bus. The driver must take the student home, but does not have to pick him/her up. The driver will report such incidents in concert with his/her responsibilities outlined in another procedure;

2.8 Refrain from the use of profanity on the bus;

2.9 Assist the driver with keeping the interior of the bus clean;

2.10 Refrain from extending arms, heads, or limbs beyond open windows. No littering will be tolerated;

2.11 Not use the rear door except in an emergency;

2.12 Be made familiar with the location and use of the first aid kit, the fire extinguisher, and the emergency door, in case of an emergency. This is especially important for older students. Students should be aware of the location of a cell phone in order to call 911 in an emergency in which the driver cannot make this call;

2.13 Obey the school bus driver, and special attention should be paid to following the driver's directions with respect to boarding or leaving the bus;

2.14 Wait for a signal from the driver when it is necessary for the pupils to cross a highway in order to board or leave the bus. Crossings must always be made in front of the vehicle;

2.15 Ensure that if equipment related to instruction and extra-curricular activities is transported on the bus that it will be transported in proper carrying cases that will fit under the seat. Under no circumstance can such equipment be placed in the aisle; and

2.16 Treat the school bus with the same consideration they would give their own personal property.

Emergency School Closure (AP-129)

The Director may close schools and/or arrange for the early dismissal of students in situations where the health and safety of students are at risk.

In the event of early dismissal of bussed students, every student shall be delivered safely to their parents/guardians or safely housed at an arranged billet.

Procedures

1. Advance Preparations for Emergencies

1.1. At school opening, the principal shall provide staff with information about the procedure for emergency school closure.

1.2. Each school shall establish an emergency evacuation site (muster point) close to the school.

1.3. Early in the school year, the principal will communicate to parents/guardians the current procedures for emergency school closure. The principal will also initiate the collection of contact information and the billeting instructions from each family.

1.4. It is the parents'/guardians' responsibility to provide the school with a contact name(s) and phone number(s) where they can be reached in the event of an emergency school closure.

1.4.1. At the commencement of the school year, all parents of students who ride the bus to school shall provide the school with billeting instructions for their children in the event that the school is closed at some point other than the regular closing time and their children cannot be transported home safely.

2. Potential Emergencies that Might Result in Emergency Closure

2.1. School will close for students and staff if conditions are such that their health or safety is at risk.

2.2. Situations that may put the health and safety of students and staff at risk may include:

2.2.1. Loss of power;

2.2.2. Loss of heat;

2.2.3. Inadequate water supply;

2.2.4. Sewer back-up;

2.2.5. Illness, epidemic;

2.2.6. Structural damage to the school building;

2.2.7. Gas leak; and

2.2.8. Other situations.

3. Procedure in the Event of an Emergency School Closure

3.1. In the event of an emergency closure or an early dismissal, the principal shall assess the situation and consult with the Director of Education regarding appropriate action.

3.2. Further consultation with Facility and/or Transportation Services may also be appropriate, depending upon the nature of the situation.

3.3. Feeder schools or schools with feeder school enrolment must contact Transportation Services as early as possible, if school closure will necessitate bus transportation.

3.4. In extreme emergency situations, the principal may exercise her/his professional judgment and take the appropriate action without consultation.

3.5. If the decision of the Director of Education or designate is to cancel school or dismiss students early:

3.5.1. The principal shall:

3.5.1.1. Notify school personnel of the decision;

3.5.1.2. Ensure that all students are accounted for;

3.5.1.3. Ensure that all parents are notified;

3.5.1.4. Determine that every student has adequate supervision in the home in the event that the school is closed at some point other than the regular closing time;

3.5.1.5. If it is not possible to get students home, but conditions are such that they cannot remain in school, they must be billeted or moved to the school's emergency evacuation site or transported to another school; and,

3.5.1.6. Initiate the spread of information about the emergency closure to the larger school community using the most effective means available;

3.5.2. The Director of Education will notify the sub-division trustee and other members of the Senior Leadership Team;

3.5.3. The Transportation Services Department shall arrange for bus drivers to be notified immediately to arrange the transportation of students home should closure happen during the school day before regular closing time;

3.5.4. The school bus drivers shall, in the event that the school is closed at some point other than the regular closing time, verify that every student has adequate supervision in the home before dropping students off.

Telephone

Parents should contact their child(ren) by phone during the breaks if possible. A student may make local calls from the student phone in the foyer.

Lunch Time

Students are asked not to trade food due to allergies and food sensitivities others may have. We are a *nut free* school due to many serious food allergies within our school population.

School Fees (AP-505)

Horizon School Division No. 205 believes all students are entitled to an education at the cost of the division. The provision of safe and caring learning environments includes ensuring equity and equal access to education for all students, regardless of personal financial circumstances.

Fees may be charged for specific materials for a particular course as long as the fee is reasonable and based on recovery of actual costs to the school. A fee may also be levied for supplies and materials not ordinarily provided by the division, including consumables like pencils, paper, notebooks, and personal use items of a general nature.

School fees are considered public funds and shall be approved by the School Community Council annually. Horizon School Division is committed to exploring all reasonable means of containing fees, levies, and charges to parents, so as to maintain inclusivity, diversity, and compliance with the Act. No student shall be denied access to education solely for reason of inability to pay the fees levied for a course. Every effort will be made to safeguard the dignity of each family and to ensure confidentiality in accordance with [The Local Authority Freedom of Information and Protection of Privacy Act](#).

Procedures

1. The principal, subject to the approval of the School Community Council, may establish student fees within the following limits:
 - 1.1. Consumption fee: Schools may charge a maximum of twenty-five dollars (\$25.00) per student per year for such items as photocopying, art supplies, and consumables;
 - 1.2. Practical and Applied Arts fee: Schools may charge students to recover the actual costs of projects. In addition, the school may charge up to a maximum of fifteen dollars (\$15.00) per student per class for incidentals such as thread, glue, nails, etc.;
 - 1.3. Student Council fees: Schools may charge up to a maximum of twenty dollars (\$20.00) per student per year provided these fees are used solely for the purposes of the student council and its related activities;
 - 1.4. Yearbook fees: Schools may charge up to the maximum of the actual costs of producing the yearbook, but in all cases the purchase of the yearbook shall be optional;
 - 1.5. Off-site special events: Schools may charge a fee at the established cost of the event, which might include admission, travel, and accommodations; and
 - 1.6. Optional items and events: Schools may charge for optional items and events approved by the principal, provided:

1.6.1. Such charges are reasonable;

1.6.2. Students are given the opportunity to opt out of the item or event and not pay the charges; and

1.6.3. Such items, events, or activities are not compulsory in a mandatory course of instruction.

2. Schools shall not charge a caution fee, but schools may invoice students directly for damages at a reasonable repair or replacement cost. This shall include all materials and equipment owned by the school and loaned for use to students including books, locks, lab equipment, and sports equipment.

3. General:

3.1. The principal shall submit a copy of the fee schedule for the upcoming year by April 1 of each year to the School Community Council for review and approval;

3.2. Fees are to be collected and administered through the school office; and

3.3. The principal shall follow all Administrative Procedures to ensure the safekeeping and accounting of funds.

4. Fees may be lowered at the discretion of the principal.

5. The principal in dealing with unpaid student accounts may contact the Superintendent of Finance Services/CFO.

6. Parents and students shall have the right to appeal to the Director (or designate).

Library Policy

- The library is a quiet place in which to work and do research.
- There is no food or drink allowed in the library.
- All library materials must be signed out before leaving the library.
- Students should make every effort to return materials by the due date. If you still need to use the books, they may be renewed in the usual manner. Students who do not return overdue materials after repeated notices will have their borrowing privileges revoked.

Harassment, Bullying, and Cyber-bullying (AP-358)

The Division believes in the importance of providing students with a safe and secure environment. Therefore, acts or threats of violence, intimidation, bullying, cyber-bullying or harassment on or by any person will not be tolerated.

The Division supports the provision of training for staff that includes:

- The means to recognize potential acts of violence, intimidation, bullying, cyber-bullying or harassment on or by any person;
- Procedures and practices that minimize or eliminate risks to students;
- The appropriate responses of staffs and students to incidents of violence, intimidation, bullying, cyber-bullying or harassment on or by any person.

Guidelines:

- Safe and caring schools that promote healthy workplaces for teachers and healthy learning environments for children and youth is a Division priority. Collectively, society shares the responsibility for creating positive learning environments that foster respect and understanding, and are free from acts of violence, threats of acts of violence, intimidation, bullying, cyber-bullying or harassment.
- Individual rights to freedom of information, thought, belief, opinion and expression, should be balanced with the rights and responsibilities of parents, students, guardians and the education community. These include the right to guide individuals in the responsible use of information and communication technology.
- Cyber misconduct, including cyber-bullying, negatively influences student learning and teacher workplaces and is viewed as a significant workplace health and safety issue. Any response to cyber misconduct and/or cyber-bullying should focus on protection of students, teachers, and the school community. Refer to the Horizon School Division [AP-140 Acceptable Use of Computers Procedure](#).
- Appropriate conduct involves a set of rules for behaving properly. In an educational setting, examples of appropriate cyber conduct include:
 - Maintaining professional standards when communicating with teachers, students, parents, and administrators in accordance with the [AP-140 Acceptable Use of Computers Procedure](#).
 - Maintaining the confidentiality of information about students, parents, teachers, or administrators.
 - Respecting the rights of others and behave in a manner that facilitates the orderly functioning of the school community.
 - Ensuring that appropriate safeguards and protection measures are in place prior to posting personal or professional data or information. Refer to the Horizon School Division procedure [AP-181](#)
- Misconduct that originates from within the school or from the community-at-large, which ultimately has a negative impact on the school climate and/or culture, warrants immediate and decisive action by the school administration including the imposition of sanctions, when appropriate, on the offender(s).

Definitions:

- Violence, Bullying or Harassment means the attempted, threatened, or actual conduct of a person that causes or is likely to cause injury, and includes any threatening statement or behavior that gives a person reasonable cause to believe that he or she is at risk of injury within Division-operated facilities, on Division property, at any school-related activity or event and travelling to and from school. This includes any verbal or physical action taken which threatens or results in the inflicting of physical, emotional or psychological distress or bodily harm on a person. Also included is any behavior that has intent or effect to alarm, annoy or belittle a person.
- A weapon is any object which is either designed or intended for use in threatening or inflicting body harm on a person.
- Sexual harassment is any unwelcome behavior which is sexual in nature. It can include but is not limited to the following:
 - unwanted physical contact;
 - unwelcome remarks or compromising invitations;
 - verbal abuse;
 - display of suggestive pictures;
 - leering, whistling, innuendoes, jokes or other behaviors or gestures of a sexual nature;
 - demands for sexual favours.
- Cyber-bullying is the use of information and communication technology to bully, embarrass, threaten or harass another. It also includes the use of information and communication technology to engage in conduct or behaviour that is derogatory, defamatory, degrading, illegal, and/or abusive. Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, which is intended to harm others. (Source - Bill Belsy - <http://www.cyberbullying.ca/>)
- Zero tolerance means there will always be consequences for all acts of violence, intimidation, bullying, cyber-bullying or harassment. It does not mean zero tolerance of the student who commits an act wherein one incident automatically means expulsion. It means that judgment and common sense will be applied to each situation.
- Information and Communication Technology is equipment that includes, but is not limited to, any current or emerging stationary or wireless technologies or systems that can be used by individuals or groups for the purpose of communication, entertainment, data management, word processing, internet access, image capture/recording, sound recording and information transmitting, receiving or storage. Refer to the Horizon School Division [AP-140 Acceptable Use of Computers Procedure](#)
- Safe Cyber Environment is an environment where teaching and learning takes place while accessing and utilizing all the educational opportunities, influence and potential of information and communication technology. Furthermore, it is a setting that is equitable and free from hazards and abuses directed at, or occurring from, users of information and communication technology.

Procedures

1. Staff at all levels are expected to respond firmly, decisively, and without delay to behavior which causes or threatens to cause harm to others or is viewed as an act or threat of violence, intimidation, bullying, cyber-bullying or harassment.
2. All staff members are responsible for all students and all students are responsible to all staff members with regard to the maintenance of a safe and secure environment.
3. It is important to note that while safety and security violations commonly revolve around students acting against other students, all staff members must be aware of two other dimensions of possible violations - students acting against teachers and teachers acting against students.
4. Staff are directed to take particular note of the most common safety and security violations faced by students:
 - 4.1. Bullying and threatening;
 - 4.2. Physical violence;
 - 4.3. Harassment and mistreatment;
 - 4.4. Vandalism, theft and extortion;
 - 4.5. Sexual abuse;
 - 4.6. Cyber-bullying;
 - 4.7. Drug and alcohol offenses, and
 - 4.8. Possession of weapons.
5. School expectations concerning student conduct with respect to violence, intimidation, bullying, cyber-bullying or harassment, and the possible consequences of serious or repeated misconduct, are to be communicated to students, parents and staff.
6. The onus is on the victim or witness to report incidents of violence, intimidation, bullying, cyber-bullying or harassment as soon as is reasonably possible. Refer to [AP-354 Violence and Threats](#)
7. Reported cases of violence, intimidation, bullying, cyber-bullying or harassment shall be investigated by the appropriate school-based or system administrator in keeping with the AP-358 Bullying, Harassment and Cyber-bullying procedures. The investigative procedures shall include:
 - A review of the complaint, interview of the complainant and, if possible, interview of the alleged perpetrator or perpetrators, as well as any witnesses, and determination of whether to proceed on a formal or informal basis,

- A decision by the school-based or system administrator to proceed with formal action would follow one or more of the following:
 - School-based discipline procedures;
 - Board policy and administrative procedures on suspension and expulsion;
 - Involvement of the police or other agencies if necessary.

8. As part of the investigation:

- the victim and the alleged perpetrator shall be requested to provide a statement;
- the victim and/or witness shall be made aware of their right to report the incident to the police;
- school principals are authorized to report incidents directly to the police;
- in case of students, the parent/guardian of both the complainant and perpetrator shall be advised of the reported incidents.

9. Written records of the incident shall be retained by the investigator.

10. Where necessary, student victims and perpetrators will be provided with counselling and support.

11. Offenders may be asked to obtain external counselling.

Education

- Anti-bullying principles form the basis for appropriate cyber-conduct and cyber-bullying prevention. Appropriate conduct should involve:
 - Modeling and demonstrating appropriate cyber conduct
 - Utilizing a whole school/whole community approach
 - Focusing on prevention, protection and intervention and, where possible, the imposition of sanctions for violations.
- School Staff and members of the school community, including parents, are encouraged to pursue ongoing access to learning opportunities that provide current, relevant education about appropriate violence, intimidation, bullying, cyber-bullying or harassment prevention strategies.
- Principles, processes and actions for effective violence, intimidation, bullying, cyber conduct, cyber-bullying and harassment education include:
 - The development and sharing of educational materials in partnership with stakeholders.
 - Disseminating educational materials about appropriate conduct to the school community.
 - Recognizing that educators, students, parents and the entire school community, have a responsibility in working to eliminate misconduct from the learning environment.
 - Establishing consequences for engaging in conduct that has negative affects the school climate and/or culture.
- Preventative programs include:
 - Providing and sharing comprehensive and current information about appropriate violence, intimidation, bullying, cyber-bullying and harassment prevention measures. This may include data, facts and realistic examples of occurrences.

- The development of strategies that will help school staff, parents and caregivers recognize and address misconduct in classrooms and school communities.
- Sharing information about new and emerging information and communication technologies.

Roles and Responsibilities

Students shall:

- Follow principles of appropriate conduct and adhere to principles of this document and the Horizon School Division [AP-140 Acceptable Use of Computers Procedure](#) at home, at school and anywhere outside the school.
- Advise the appropriate adult if they observe/know about another person who is the victim of violence, intimidation, bullying, cyber-bullying or harassment or are experiencing any of these acts themselves.
- Actively participate in and contribute to activities that discourage violence, intimidation, bullying, cyber-bullying and harassment.

Parents and Guardians are encouraged to:

- Discourage violence, intimidation, bullying, cyber-bullying or harassment behaviour at home.
- Familiarize themselves with information and communication technology and websites used by their child.
- Have an acceptable use agreement for the use of information and communication technology at home.
- Keep computers and other information and communication technology devices in an open, common area and have filter software installed.
- Become familiar with the Horizon School Division [AP-140 Acceptable Use of Computers Procedure](#).
- Actively participate in and contribute to activities that discourage violence, intimidation, bullying, cyber-bullying and harassment.
- Maintain open communication with children about appropriate cyber conduct and/or cyber-bullying and treat any report(s) of violence, intimidation, bullying, cyber-bullying and harassment as a serious matter.
- Become familiar with, and be alert for behaviour that indicates a child may be the target of violence, intimidation, bullying, cyber-bullying or harassment.
- If a child is the target of a violence, intimidation, bullying, cyber-bullying or harassment, assist him/her in determining the best response. Consult with the school Division's Bullying, Harassment and Cyber-bullying procedure and contact the school administrator for assistance if necessary.

School Staff shall:

- Model exemplary conduct.

- Adhere to their Professional Code of Ethics, and the school Division’s appropriate AP-358 Bullying, Harassment and Cyber-bullying procedures.
- Participate in Professional Development sessions to familiarize themselves with violence, intimidation, bullying, cyber-bullying and harassment prevention processes, actions and responses related as part of P.D. and in-service opportunities.
- Assess and appropriately respond to incidents of violence, intimidation, bullying, cyber-bullying and harassment among students or between student(s) and school staff.

Concerns and Issues (AP-152)

It is expected that in the course of operations, misunderstandings and concerns will occur at all levels of the organization. Every effort should be made to handle the concern at the earliest stage. Nothing in this procedure precludes groups of people from meeting jointly, if they so desire. However, it is vital to understand that the process of “natural justice” means that the involved people should always be present at this initial stage.

This procedure shall be communicated to all Division stakeholders through appropriate means.

Matters of alleged criminal behavior must be reported immediately to the Director.

Procedures

1. General Guidelines for Addressing All Concerns and Issues

1.1. In this procedure, it is the duty of an employee to inform the complainant of the process of addressing a particular issue or concern.

1.2. Complainants should be encouraged to inform the employee with whom they are dealing that they will pursue the next step.

1.3. During each step in the processes outlined in this procedure, the complainant should offer the employee reasonable time to address a concern.

2. Parents’ Concerns and Issues

If a parent has a concern about his/her child, he/she should:

2.1. First contact the child's teacher.

2.2. If not satisfied, contact the Principal.

2.3. If not satisfied, direct the concern to the Horizon School Division #205 Central Office in the following manner:

2.3.1. If not satisfied and the concern relates to issues other than an employee of Horizon School Division, contact the appropriate Superintendent.

2.3.2. If not satisfied, and the concern relates to an employee of Horizon School Division, contact the Deputy Director of Education, or the Superintendent of Human Resource Services.

2.4. If not satisfied, contact the Director of Education.

2.5. If not satisfied, contact in writing, the Board of Education.

2.6. If not satisfied, contact the Ministry of Education.

3. Students' Concerns and Issues

If a student has a concern, he/she should:

3.1. First contact his/her teacher.

3.2. If not satisfied, contact the Principal.

3.3. If not satisfied, contact the appropriate Superintendent.

3.4. If not satisfied, contact the Director of Education.

3.5. If not satisfied, contact in writing, the Board of Education.

3.6. If not satisfied, contact the Ministry of Education.

4. Employees' Concerns and Issues

Approaches to resolving some concerns and issues are outlined in local agreements and in employees' Codes of Ethics. Beyond such concerns, if an employee has a concern, he/she should:

4.1. If an employee has a concern or issue with another employee he/she should first address the issue or concern with that person.

4.2. If not satisfied, contact his/her direct supervisor. If the employee's concern is about the supervisor, this step may be omitted if there is a legitimate concern of reprisal.

4.3. If not satisfied, contact the person at the next level of supervision until the level of Superintendent, or Deputy Director has been reached.

4.4. If not satisfied, contact the Director of Education.

4.5. If not satisfied, contact in writing, the Board.

4.6. If not satisfied, contact the Ministry of Education.

4.7. Reprisals of any kind are not tolerated and will be dealt with to the full extent of disciplinary action.

Viscount Central School Academic Integrity & Responsibilities Policy

May 2011

Horizon's Assessment Beliefs

- Assessment must be fair, transparent, curriculum-based, and accountable.
- *Process*
- Assessment will be an accurate reflection of students' learning.
- Assessment will be planned, timely, continuous, and responsive.
- Assessment and instructional strategies will be varied to meet students' needs.
- Assessments will be aligned with curriculum and be respectful of different learning styles and abilities of students.

Student Engagement

- Teachers will engage students in the assessment process.
- Assessment expectations will be clear and communicated to students.
- Students' learning will include continuous assessment and timely feedback.

Communication

- Assessment will communicate a clear purpose, identifiable goals, and expectations.
- Communication about student assessment will be timely and ongoing.
- Strong assessment practices will enhance accountability.

Viscount Central School strives to provide a high level of academic programming in which students are given the opportunity to excel. In order to maintain this high level of programming, academic integrity with regard to plagiarism, copyright infringement, and timeliness of assignments must be clearly stated.

Viscount Central School expects that each student is held to a high level of accountability in areas of academic integrity, including plagiarism, copyright infringement, and timeliness of assignments. Each concern related to academic integrity will be addressed on an individual basis and the final decision will

be left up to the professional judgment of the teacher who may consider extenuating circumstances, keeping in mind the age and ability of the student to reference materials.

The following is to ensure students and parents have a clear understanding of school expectations, exceptions, definitions, and procedures.

Academic integrity refers to the adherence to moral and ethical principles, soundness of moral character, and honesty by students and staff with regard to the academic programming at Viscount Central School.

· *Cheating* occurs when you present the work of another as your own. Some examples of cheating include:

- Copying and/or providing for another an examination, assignment, lab assignment, etc.
- Receiving and/or providing test answers and/or questions prior to the exam.
- Using programmed calculators or other electronic devices unless permitted by the teacher.
- File sharing or copying files from another student.

Plagiarism is the taking someone else's word, thoughts, or ideas and representing them as your own. Some examples of plagiarism include:

- Using all or part of another's speech, paper, or ideas without giving credit to the source
- Copying a passage word for word and not using quotation marks
- Not acknowledging or documenting sources

Timeliness of assignments is the expectation that the student submits assignments or that an exam be written on the date set by the teacher. Infringement of this policy will be considered to have taken place if a student is found to have displayed poor judgment and/or lack of effort in the areas of plagiarism, copyright infringement, or timeliness of assignments.

Plagiarism, copyright infringement, and tardiness in assignments are considered serious matters at Viscount Central School. Teachers and/or in-school administration will screen all incidents. Those considered warranting consequences will be dealt with immediately, taking into consideration the ideals of due process.

Consequences for breach of academic integrity and responsibility may include, but are not limited to:

Loss of marks, up to and including the full value of the assignment as explained in the course outline provided by each teacher

- Verbal and/or written reprimand

- Phone call to parents
- Loss of privileges
- Recess and/or noon hour detention
- Exclusion from regular class activities
- Exclusion from special events
- Suspension
- Expulsion

Regardless of the nature of the consequence, the purpose is to make the student aware of the severity of his/her actions and to help ensure that the behavior is not repeated. It is important to ensure that the significance of academic integrity and responsibility is stressed.

In cases where this policy is contravened, remediation *may* be provided by, but are not limited to:

- Redoing part of or a complete assignment for full marks
- Redoing part of or a complete assignment for partial marks
- Redoing part of or a complete assignment for no marks, but to avoid an *incomplete* mark
- Other remediation as seen fit by the teacher and/or in-school administrator

Although exceptions to this policy will be rare, consideration may be given for:

- Illness or other excused absences in the case of assignment and exam due dates (see Exceptions to School Attendance 157)
- Lack of understanding in the case of plagiarism and copyright infringement
- Number of violations

Roles and Responsibilities

For the purpose of this policy, the following guidelines will be used:

The Education Act, 1995 (<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E0-2.pdf>) states:

General duties of pupils

150(1) In the exercise of his or her right of access to schools and to the benefits of educational services pursuant to this Part, a pupil shall comply with subsections (2) and (3).

(2) Every pupil shall co-operate fully with all persons employed by the board of education and any other persons who have been lawfully assigned responsibilities and functions with respect to the instructional program of the school or any special or ancillary services that may be provided or approved by the board of education or the department.

(3) Every pupil shall:

(a) attend school regularly and punctually;

(b) purchase any supplies and materials not furnished by the board of education that the principal considers necessary for any particular course of instruction;

(c) observe standards approved by the board of education with respect to:

(i) cleanliness and tidiness of person;

(ii) general deportment;

(iii) obedience;

(iv) courtesy; and

(v) the rights of other persons;

(d) be diligent in his or her studies;

(e) conform to the rules of the school approved by the board of education; and

(f) subject to subsection (4), submit to any discipline that would be exercised by a kind, firm, and judicious parent.

(4) For the purposes of clause (3) (f), discipline must not include the use of any of the following:

(a) a strap, cane or other physical object;

(b) a hand or foot in a manner meant to punish.

Pupil accountable to supervisor

151(1) Every pupil is accountable to the teacher for the pupil's conduct on the school premises during school hours and during those hours that the teacher is in charge of the pupil in class or while engaged in authorized school activities conducted during out-of-school hours.

(2) Every pupil is accountable to the principal for the pupil's general deportment at any time that the pupil is under the supervision of the school and members of the teaching staff, including the time spent in travelling between the school and the pupil's place of residence.

(3) Subject to the stated policies of the board of education, every pupil is accountable to the driver of a school bus and to any other person appointed by the board of education for the purposes of supervision during hours when pupils are in the personal charge of those employees of the board of education.

Exceptions to school attendance

157(1) A pupil may be exempted from attendance at a school, and no parent, guardian or other person is liable to conviction for an offence pursuant to section 156 where:

(a) the pupil is under a program of instruction elsewhere with the approval of the board of education;

(b) the pupil is in attendance at a registered independent school;

(c) the pupil is receiving instruction in a registered home-based education program;

(d) the pupil is unable to attend school due to:

(i) illness, supported by a certificate of a duly qualified medical practitioner if required by the board of education; or

(ii) other unavoidable cause considered sufficient by the local attendance counselor;

(e) the distance to a school that the pupil is entitled to attend or to a school bus route exceeds four kilometers, as measured by the nearest passable road from the place of residence of the pupil to the school or school bus route, as the case may be;

(f) the pupil has been suspended or expelled from school;

(g) the pupil has been excluded from attendance at school pursuant to The Public Health Act, 1994;

(h) the director, after inquiry or investigation, is of the opinion certified in writing, that continued attendance at school is not productive or is detrimental to the pupil or to the school;

(i) the pupil is engaged in work-experience or other educational programs authorized or approved by the board of education, as the case may be;

(j) the pupil is absent from school on a holy day of the church or religious denomination of which the pupil or the pupil's parent or guardian is a member;

(k) the pupil is absent from school with the approval of his or her parent or guardian for the purpose of receiving medical or dental treatment; or

(l) the pupil is absent from school in order to accompany his or her parent or guardian on a period of extended travel outside the school division.

(2) Where any extended period of travel mentioned in clause (1) (l) is for more than five school days, the parent or guardian shall:

(a) inform the principal of the anticipated period of absence from school;

(b) where the principal considers it appropriate, consult with him or her and any teaching staff that the principal considers appropriate with respect to what measures are to be taken to maintain reasonable continuity in the progress of the pupil in his or her courses of instruction.

(3) While a pupil is accompanying a parent or guardian on an extended period of travel, the parent or guardian is responsible for implementing the measures mentioned in clause (2)(b) to maintain reasonable continuity in the progress of the pupil in his or her courses of instruction.

Functions and Duties of Teachers

General duties of teachers 231(1) A teacher is responsible, in co-operation with staff colleagues and administrative authorities, for:

(a) advancing the educational standards and efficiency of the school;

(b) participating in educational planning by the staff and the board of education or the conseil scolaire; and

(c) advancing his or her personal professional competence.

(2) A teacher shall:

(a) diligently and faithfully teach the pupils in the educational program assigned by the principal;

(b) plan and organize the learning activities of the class with due regard for the individual differences and needs of the pupils;

(c) co-operate with colleagues and associates in program development and teaching activities pertaining to the class and individual pupils;

(d) maintain, in co-operation with colleagues and with the principal, good order and general discipline in the classroom and on school premises;134

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(e) conduct and manage assigned functions in the instructional program in accordance with the educational policies of the board of education or the conseil scolaire and the applicable regulations;

(f) keep a record of attendance of the pupils for statistical purposes in the form that the department may prescribe or in any other form that may be recommended by the principal and approved by the minister;

(g) report regularly, in accordance with policies of the school approved by the board of education or the conseil scolaire to the parent or guardian of each pupil with respect to progress and any circumstances or conditions that may be of mutual interest and concern to the teacher and the parent or guardian;

(h) participate, under the leadership of the principal, in developing co-operation and co-ordination of effort and activities of members of the staff in accomplishing the objectives of the school;

(i) exclude any pupil from the class for overt opposition to the teacher's authority or other gross misconduct and, by the conclusion of that day, report in writing to the principal the circumstances of that exclusion;

(j) furnish, on request, to the board of education or the conseil scolaire, the director, the principal or the minister, any data or information in the teacher's possession respecting anything connected with the operation of the school or in any way affecting its interests or well-being;

(k) deliver up any school records or other school property or property of the school division or conseil scolaire in the teacher's possession when leaving the employment of the board of education or the conseil scolaire or when requested in writing by the board of education or the conseil scolaire to do so;

(l) exclude from the teacher's classroom any pupil suspected to be suffering from, or of being convalescent from or in contact with, a communicable disease

and immediately report that exclusion to the principal who shall give notification of the exclusion and the reasons for it to the medical health officer;

(m) re-admit to the classroom, on production of a written certificate from the

medical health officer, any pupil who has been excluded pursuant to clause (l);

(n) co-operate with the colleges of education of the universities in the education and training of teachers in accordance with the regulations and any policies of the board of education or the conseil scolaire with respect to access to the school and its facilities for that purpose;

(o) attend regularly all meetings of the staff convened by the principal or the director;

(p) advance or promote pupils in their work in accordance with the

promotion policies of the school and under the general supervision of the principal; and

(q) co-operate with supervisors, consultants and other personnel, and undertake personal initiatives in activities intended or designed to enhance in-service professional growth and the development of professional competence and status.