

# Administrative Procedures

The following administrative procedures provide details affecting Safe and Caring Schools within South East Cornerstone Public School Division:

Section	Administrative Procedure
1. Safe & Caring Schools	<a href="#">AP 151: Mediation of Complaint or Grievance</a>
1. Safe & Caring Schools	<a href="#">AP 152: Access to Schools</a>
1. Safe & Caring Schools	<a href="#">AP 192: Emergency Water Situations</a>
1. Safe & Caring Schools	<a href="#">AP 310: Student Supervision</a>
1. Safe & Caring Schools	<a href="#">AP 321: Young Offender Records</a>
1. Safe & Caring Schools	<a href="#">AP 355: Student Discipline</a>
1. Safe & Caring Schools	<a href="#">AP 404: Violence in the Workplace</a>
1. Safe & Caring Schools	<a href="#">AP 546: Buildings and Grounds Security</a>
2. Bullying	<a href="#">AP 350: Student Conduct</a>
2. Bullying	<a href="#">AP 351: A Respectful Learning Environment</a>
2. Bullying	<a href="#">AP 352: Safe School Environment</a>
2. Bullying	<a href="#">AP 356 - Bullying</a>
3. VTRA	<a href="#">AP 172: Threat Assessment Protocol</a>
3. VTRA	<a href="#">AP 320: Appendix A: Form 321-1 Threat Risk Summary Letter</a>
4. Tragic Events	<a href="#">AP 171: Tragic Event Guide</a>
4. Tragic Events	<a href="#">Tragic Events Guide - Document</a>
5. Emergency Response	<a href="#">AP 170: Emergency Response</a>
5. Emergency Response	<a href="#">AP 170: Appendix – Emergency Response Plan</a>
6. Student Welfare	<a href="#">AP 159: First Aid/CPR Training</a>
6. Student Welfare	<a href="#">AP 160: Health and Safety of Students and Staff</a>
6. Student Welfare	<a href="#">AP 160: Appendix: Universal Precautions</a>
6. Student Welfare	<a href="#">AP 161: Appendix A: Communicable Diseases</a>

6. Student Welfare	<a href="#">AP 161: Appendix B: Communicable Disease Control Handbook</a>
6. Student Welfare	<a href="#">AP 161: Dangerous/Communicable Diseases</a>
6. Student Welfare	<a href="#">AP 315: Illness and Injury at School</a>
6. Student Welfare	<a href="#">AP 316: Administering Medication to Students</a>
6. Student Welfare	<a href="#">AP 317: Life Threatening Allergies (Anaphylaxis)</a>
6. Student Welfare	<a href="#">AP 318: Head Lice</a>
6. Student Welfare	<a href="#">AP 330: Student Welfare</a>
6. Student Welfare	<a href="#">AP 162: Dangerous and Infectious Diseases Pandemic</a>
6. Student Welfare	<a href="#">AP 163: HIV AIDS</a>
6. Student Welfare	<a href="#">AP 164: Tobacco Free Environment</a>
6. Student Welfare	<a href="#">AP 165: Nutrition</a>
6. Student Welfare	<a href="#">AP 543: Maintenance and Inspection</a>
6. Student Welfare	<a href="#">AP 544: Chemical and Hazardous Waste Management</a>

## ***Section 1: Safe and Caring Schools***

### Provisions for Safe and Caring Schools:

- [AP 151: Mediation of Complaint or Grievance](#)
- [AP 152: Access to Schools](#)
- [AP 192: Emergency Water Situations](#)
- [AP 310: Student Supervision](#)
- [AP 321: Young Offender Records](#)
- [AP 355: Student Discipline](#)
- [AP 404: Violence in the Workplace](#)
- [AP 546: Buildings and Grounds Security](#)

### Belief Statement

Weldon School believes all students are able to learn to the best of their ability from being part of a safe and caring school community.

### Desired School Climate

A safe and caring school is a place where all partners – students, staff, parents and community members – are safe from harm, treat others fairly with respect and kindness, and act in a socially responsible way towards all members of the school community.

To this end, Weldon School commits itself to balancing physical security with a caring school climate.

## Assessing School Climate

The Principal, in collaboration with the staff and School Community Council, will implement the OurSchool survey to assess the school climate. Other means also may be used to assess school climate.

Tools to assess school climate:

- OurSchool Data
- Review 360 Data
- Locally developed school surveys
  - Samples are provided in the Safe Schools Handbook; for example the SST School Culture Checklist

Reference: [AP 352: Safe School Environment](#)

## Strategies to Strengthen the School Climate

Once Weldon School has a thorough understanding of its existing culture, we will undertake the process of addressing areas that need improvement.

Reference: [Caring and Safe Schools in Ontario](#) (n.d., p. 16)

Our Weldon School strategies for the 2017-2018 school year will include:

- OurSchool strategies and action plan to be completed in SIP
- Review 360: identify frequency of events and action plan
- SLC: student leadership initiatives
- Assemblies/speakers on events
- Anti-Bullying events: Pink Shirt day
- Respect Ed Red Cross
- Bring your Backpack
- Open House
- Family Movie/Dance night
- Implementation of Growth Mindset

## Roles and Responsibilities

Weldon School adopts the following roles and responsibilities for all students, staff, and parents/guardians.

# Roles and Responsibilities

## Weldon School

### ***Roles and Responsibilities***

#### **School Administrators**

School administrators, with the support of their superintendent, take a leadership role in the daily operation of a school.

They provide this leadership by:

- Demonstrating care for the school community and commitment to academic excellence in a safe learning environment
- Defining and prescribing the standards of the school with respect to the duties of the students and give direction to members of the staff and to students that may be necessary to maintain good order and harmony in the school.
- Administering any disciplinary procedures that are considered appropriate and that are consistent with the Saskatchewan Education Act, 1995.
- Empowering students to be positive leaders in their school and community
- Communicating regularly and meaningfully with all members of their school community.

#### **School Staff**

Teachers and school staff, under the leadership of their administrators, help maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, school and community
- communicate regularly with parents on important issues
- maintain consistent standards of behaviour for all students
- show respect for all students, staff, parents, volunteers and members of the school community
- prepare students for the full responsibilities of citizenship

#### **Students**

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- attends school regularly, on time, and ready to learn
- shows respect for himself/herself, for others and for those in authority, and for school property and the property of others
- refrains from bringing anything to school that may put the safety of others at risk

- exercises self-discipline, follows the established rules and takes responsibility for his/her own actions

## **Parents and Guardians**

Parents and guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents and guardians fulfill this responsibility when they:

- make sure their child is properly nourished, appropriately dressed and prepared for school
- show an active interest in their child's school work and progress
- communicate regularly with the school
- ensure that their child attends school regularly and on time
- inform the school promptly about their child's absence or late arrival
- become familiar with the school's roles and responsibilities and the school rules
- encourage and help their child follow the rules
- help school staff deal with disciplinary issues involving their child

## **School Community Councils**

SCCs work with parents and community members to:

- develop shared responsibility for the learning success and well-being of all children and youth
- encourage and facilitate parent, community and youth engagement in school planning and improvement processes

Note: SCCs do not discuss or have access to confidential personal information or complaints about students or their family members, teachers, administrators or other board employees.

Resource: <http://www.education.gov.sk.ca/scc>

## **Discipline Procedures**

Discipline is part of the teaching-learning process. While it is recognized that students must be accountable for their behaviour, every effort must be made to teach appropriate behaviour to students.

Parents and/or guardians, staff and students must work together to ensure positive, orderly, nurturing learning environments in which students feel physically, emotionally and spiritually safe.

The Division is committed to the principle of natural justice and expects that all interventions on behalf of students will reflect the dignity of the individual and will focus on the ability to correct the undesirable behaviour, while providing positive opportunities for positive growth and forgiveness

Weldon School expects that all interventions on behalf of students will maintain the dignity of the individual and will focus on the ability to correct the undesirable behaviour, while providing opportunities for positive growth and forgiveness.

## Discipline Procedure

The staff at Weldon School takes a pro-active approach when dealing with discipline. Students are taught and given the opportunity to practice appropriate behaviour. Weldon School has a behavior matrix that outlines expectations focusing on Responsibility, Respect and Safety. As a school we celebrate our successes on a regular basis.

If behavioural situations arise during the course of the year, the following procedures may take place: Minor offenses are handled either on the spot in the class, halls and other general areas of the school or by the office. Staff managed behaviour situations will include consequences such as conferences, and communication with home through telephone calls. For more serious incidents, an office referral will be made. Office managed behaviour situations will include; investigations, which include some agreed upon form of restitution, and communication with home through telephone calls.

The progressive discipline cycle is implemented at the office level for the following major offences or continuous disruptive behavior, including, but not limited to:

- Theft
- Weapons
- Fighting
- Discrimination
- Drugs or Alcohol
- Insubordination
- Vandalism
- Truancy or repeated tardiness
- Throwing objects such as rocks or snowballs
- Profanity or abusive language

**Depending on the seriousness of the situation, the following plan may be implemented:**

- Office investigation. Parents may be notified.
- In-School Suspension. Parents will be notified by phone. School and home will work together with the student.
- Out of School Suspension. A conference will take place with the parents and a plan will be put in place to help reduce the risk of any future incidents. **An Individual Behaviour Plan may be put into place.**

**Weldon School is proud to be a school that believes in Respecting Self, Others and Property.**

## ***Section 2: Bullying***

### Provisions for Bullying and Harassment

- [AP 350 – Student Conduct](#)
- [AP 351 – A Respectful Learning Environment](#)
- [AP 352 – Safe School Environment](#)
- [AP 356 - Bullying](#)

### Bullying Procedure

#### 1. Bullying

- 1.1 All members of the school community (students, staff, parents/guardians and the larger community) have a responsibility to report incidents of bullying and harassment to the Principal or designate. All staff members have a responsibility to respond to instances of bullying and harassment when they occur.

#### 2. Investigation of Reported Bullying Behaviour

- 2.1 The safety and well –being of all students involved shall be of primary concern. The student(s) allegedly engaging in bullying behaviour shall be separated, be given the opportunity to speak, and shall be dealt with individually.
- 2.2 Information related to bullying behaviours shall be gathered and documented from all students involved, including any witnesses.
- 2.3 A Review 360 report shall be completed

#### 3. Actions to be Taken if Bullying Behaviour is Evident:

- 3.1 Actions to address incidents of bullying behaviour shall take into account:
- 3.1.1 The developmental and maturity levels of the students involved;
  - 3.1.2 The levels of harm that have occurred;
  - 3.1.3 The surrounding circumstances and the context in which the alleged incidents occurred;
  - 3.1.4 The nature of behaviours in the past related to similar incidents or continuing patterns of behavior; and
  - 3.1.5 The relationships among the parties involved
- 3.2 All those involved will be informed individually that there will be follow-up of the incident, with the behaviour of each student involved, regardless of role, being monitored to determine further actions.
- 3.3 The in-school administration or the classroom teacher(s) shall determine whether it is appropriate to contact the parents/guardians of the students involved in the incident.
- 3.4 The in-school administrator may request assistance from Student Support Services personnel
- 3.5 Intentionally and falsely accusing another student of bullying behaviour shall be considered bullying behaviour and dealt with as such

- 3.6 In the event that efforts expended by the staff with students involved are unsuccessful and further bullying behaviours are found to occur, the formal procedures detailed below shall be followed:
- 3.6.1 In cases where it is determined that bullying behaviour has occurred and is a part of a continuing pattern, the classroom teacher shall document the pattern in Review 360 and the incident will be taken to the Student Support Team (SST) meeting
  - 3.6.2 The in-school administration shall contact the parents/guardians of every student involved and invite them to participate in meetings to discuss their child's involvement in the incident(s). In most instances separate meetings shall be arranged for the parents/guardians of each student involved.
  - 3.6.3 The plan of action and strategies to be undertaken by the school, parents/guardians, and students involved will be recorded in Review 360

### ***Section 3: Violent Threat Risk Assessment (VTRA)***

Provisions for VTRA

- [AP 172 – Threat Risk Assessment Protocol](#)
- [AP 320 – Appendix A – Form 321-1 – Threat Risk Summary Letter](#)

### ***Section 4: Tragic Events***

Provisions for Tragic Events

- [AP 171: Tragic Event Guide](#)

### ***Section 5: Emergency Response***

Provisions for Emergency Response

- [AP 170: Emergency Response](#)
- [AP 170: Appendix: Emergency Response Plan](#)

### ***Section 6: Student Welfare***

Provisions for Student Welfare:

- [AP 170: Emergency Response](#)
- [AP 170: Appendix – Emergency Response Plan](#)
- [AP 159: First Aid/CPR Training](#)
- [AP 160: Health and Safety of Students and Staff](#)
- [AP 160: Appendix: Universal Precautions](#)

- [AP 161: Dangerous/Communicable Diseases](#)
- [AP 161: Appendix A: Communicable Diseases](#)
- [AP 161: Appendix B: Communicable Disease Control Handbook](#)
- [AP 315: Illness and Injury at School](#)
- [AP 316: Administering Medication to Students](#)
- [AP 317: Life Threatening Allergies \(Anaphylaxis\)](#)
- [AP 318: Head Lice](#)
- [AP 330: Student Welfare](#)
- [AP 162: Dangerous and Infectious Diseases Pandemic](#)
- [AP 163: HIV AIDS](#)
- [AP 164: Tobacco Free Environment](#)
- [AP 165: Nutrition](#)
- [AP 543: Maintenance and Inspection](#)
- [AP 544: Chemical and Hazardous Waste Management](#)

## Provisions for Dangerous Weapons

- [AP 352 – Safe School Environment](#)

### 2. Dangerous Weapons

- 2.1 Explosives, firearms and/or other dangerous instruments are forbidden on school property, on the way to and from school, or during any school related activity unless for special purposes in authorized activities where the Principal has granted special permission.
- 2.2 The Principal shall respond decisively and judiciously to students in possession of explosives, firearms or other dangerous instruments or materials when the incidents occur on school property, during any school activity, or on the way to and from school.
- 2.3 Offenders in possession of firearms, explosives or items of similar danger will be subject to reprimand, suspension, expulsion or other forms of discipline in accordance with Administrative Procedure 355 – Student Discipline.
- 2.4 Police involvement shall be requested in dealing with such incidents.
- 2.5 The Principal shall enact the provisions of Administrative Procedure 171 – Threat Assessment Protocol, when a student is in possession of explosives, firearms or other dangerous instruments.
- 2.6 Investigations and responses regarding students in possession of explosives, firearms, or other dangerous instruments or materials shall be conducted with due regard to Administrative Procedure 330 – Student Welfare.

## Provisions for Illegal Substances

- [AP 352 – Safe School Environment](#)

### 2. Illegal Substances

- 2.1 Possession of, distributing, selling or supplying drugs or alcohol listed under the Controlled Drugs and Substances Act or the Food and Drugs Act is prohibited on school premises, school buses or at school-sponsored activities.
- 2.2 The Principal may suspend any student who is in possession of, distributing, selling, or supplying drugs or alcohol listed under the Controlled Drugs and Substances Act or the Food and Drugs Act and is on school premises, school buses or at school sponsored activities. The suspension is to be in accordance with Administrative Procedure 355 – Student Discipline.
- 2.3 Any student convicted of trafficking in drugs on school property, school activities or school buses is to be suspended after consultation with the Director or designate in accordance with Administrative Procedure 355 – Student Discipline.
- 2.4 Any student who has a drug or alcohol problem and confides in a teacher or Principal for the purpose of receiving assistance in overcoming the problem is to be directed to appropriate programs and services for assistance.
- 2.5 The Principal and staff are to cooperate fully with parents, community agencies and law enforcement agencies in their attempts to solve problems associated with drug and alcohol usage.

### School Drug Policy and Procedure

Weldon School believes in taking a preventative and proactive approach to helping students make positive choices. As such, much of our work around addictions and substance use and abuse focuses at a curricular level on prevention and education. While this is the main goal of Weldon School, we recognize that there may still be times when the possession or use of drugs or alcohol at school may happen. For the purpose of this charter, the terms drugs and alcohol shall also refer to, but not be limited to the following: Drugs, alcohol, cigarettes, e-cigarettes, vaporizers or any paraphernalia related to these items. In accordance with the Education Act and the Law, students are not allowed to be under the influence of illegal drugs or alcohol, nor are allowed to have possession of drugs or alcohol while in attendance at school or when involved in any school-sanctioned activity. This includes any event where students are under the supervision of teachers, such as extra-curricular trips, dances, or any other activities connected to the school. The policy of Weldon School is that no drugs or alcohol are to be on school property, therefore no student that smells of drugs or alcohol or is in any way in an intoxicated state shall be in attendance.

If there is suspicion, the following steps will be taken:

1. The principal or acting principal is notified and he/she investigates. This can include interviews and locker searches.

2. If the principal or acting principal has sufficient evidence or justification to believe that a student possesses drugs or alcohol on their person the police may be called to conduct a search.

If a student is found to be in possession of or under the influence of drugs or alcohol at school the following steps will be taken.

First Offence:

1. Parents will be contacted to come to the school.
2. If the student is in possession of an illegal substance the police will be called.
3. The student will be suspended for 3-5 days.
4. The student will be required to meet with an Addictions Services Counselor.
5. The student will be supervised at all times for a period of 2 weeks to 1 month upon return to school.
6. The school will request to be part of any mediation that takes place through Justice.

Second Offence:

1. Parents will be contacted to come to the school.
2. If the student is in possession of an illegal substance the police will be called.
3. The student will be suspended for 5-10 days with a possible recommendation to a Southeast Cornerstone School Division disciplinary committee.
4. The student will be required to continue Addiction Services counseling.
5. The student will be supervised at all times for a period of 1 to 2 months.
6. The school will request to be part of any mediation that takes place through Justice.

Third Offence:

1. Parents will be contacted to come to the school.
2. If the student is in possession of an illegal substance the police will be called.
3. The student will be suspended for 10 days with a referral to a Southeast Cornerstone School Division disciplinary committee with a recommendation for expulsion.
4. If the student returns they will be required to meet with an Addictions Services Counselor.
5. If the student returns they will be supervised at all times for the remainder of the school year or be placed on an alternate school program.
6. The school will request to be part of any mediation that takes place through Justice.

If a student is found to be in possession for the purposes of trafficking or is found to be trafficking at Weldon School, the following steps will be taken:

First Offence:

1. Parents will be contacted to come to the school.
2. Police will be called.
3. The student will be suspended for 10 days with a recommendation for a hearing with a Southeast Cornerstone School Division disciplinary committee.
4. If the student returns they will be required to meet with an Addictions Services Counselor.
5. If the student returns they will be supervised at all times for the remainder of the school year or be placed on an alternate school day.
6. The school will request to be part of any mediation that takes place through Justice.

7. Any second offense under this policy will be a 10 day suspension with the recommendation for a disciplinary committee hearing and for expulsion.

Any student who is suspended from or expelled from Weldon School may not be on school property or at school sponsored events during or after school hours.

In all cases we hope to resolve any issues that may arise by working as co-operatively as possible with parents and outside agencies to support all students at Weldon School make positive decisions.

## Provisions for Reporting Child Abuse/Neglect

All employees of South East Cornerstone School Division #209 are required to perform their duties in compliance with the Saskatchewan Child and Family Services Act, which mandates that every person who believes that a child is in need of protection must report this to a child protection worker or police officer. Employees of our school shall make these reports to the principal, who then must report all of this information to the authorities. It is not the responsibility of school personnel to determine if a child is abused or neglected before they report; it is their responsibility to report all suspected cases of abuse or neglect. (refer to [http://www.qp.gov.sk.ca/Publications\\_Centre/SocialServices/Saskatchewan-Child-Abuse-Protocol-2014.pdf](http://www.qp.gov.sk.ca/Publications_Centre/SocialServices/Saskatchewan-Child-Abuse-Protocol-2014.pdf))

## Provisions for Student Leadership

Leadership is a highly valued characteristic both in academic and work life. All students should be provided with the opportunity to be leaders.

Leadership needs to be monitored carefully. It begins with explicit instruction on how to be a good leader as well as clear expectation for what our young leaders can and cannot do. It is then important to tap in to the creativity and strengths of our students to see how they can enhance the school environment (while they learn to be leaders).

Samples of student leadership opportunities can include:

- SRC/ SLC: Student leadership Committee
- Officiating at intramural opportunities
- Emcee assemblies or other school gatherings
- Running the canteen/milk program
- Safety patrols – ensuring students cross safely at the crosswalks
- Lunch buddies – where students eat in younger classrooms to help students open containers, etc. during the eating time
- Reading buddies where one older class is paired with a younger class. The two classes then meet at a common time where one student from each class is paired together to read together. This pairing can also occur for other subjects and it can also happen at recess – where we call it “reading buddy recess”
- The SLC determines and organizes our spirit days (dress up days) and other special events.

## A Communication Plan

The principal will effectively communicate with parents regarding their child's behaviour when deemed necessary. The communication plan will outline the process to receive, record, communicate, and respond to incidents and concerns.

The principal will effectively communicate information in a timely manner to the school community concerning a student's behaviour when deemed necessary and appropriate. An individual's right to privacy will be weighed against the safety and needs of the school community.

## Partnerships

### Safe School Charter

#### Partnerships

The commitment to safe schools is a shared responsibility of school board trustees and school division leadership team, principals, teachers, support staff, students, parents, police, social services, and other community members. These partners will collaborate to ensure that the safety of all children and youth in our care is a priority.

List of our Partners:

Weldon School Staff  
Weldon School SCC  
RCMP  
Town of Bienfait  
Breakfast Program  
Envision  
RM of Coalfields