

2021-22

WALDHEIM SCHOOL HANDBOOK



Our Vision:

At #WaldheimSchool every adult will have a deep and thorough understanding of every student they work with as a learner.

Our Mission:

At #WaldheimSchool every adult will respond to the unique and diverse needs of every student they work with by adapting their teaching and classroom environment.

Our Goals:

At #WaldheimSchool every adult will be an active participant in a collective inquiry to improve student learning.

The information contained in this student handbook is subject to change as needed.

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#WaldheimSchool

Principal – Bruce Mellesmoen Vice Principal – Michelle Lockinger

Waldheim School Handbook



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Welcome to Waldheim School

We are excited to be a part of the education of your child. Waldheim School has a rich history in giving the students of the communities of Laird and Waldheim a high quality education. Challenging students both academically and socially has been an important part of what Waldheim School has stood for. We are proud of our successes both in the field of athletics and in other extra-curricular areas such as drama and music. Our Christmas concerts and Spring Arts productions have been an important part of the learning journey our students are on. Our school has been involved in many different Practical and Applied Arts projects which include displays in Saskatoon highlighting some of the work done by our students. Waldheim School has been an integral part of our communities' life and will continue to be that by staying current and giving our students the best opportunity to be successful global citizens. We look forward to carrying on the excellence in education that our communities have come to expect. This handbook provides important information regarding the operation of Waldheim School. We view our school as a learning community where teachers, students, and parents will all be engaged in the process of learning. Learning is the fundamental purpose of our school. We are committed to working collaboratively to ensure learning occurs. We will assess our effectiveness on the basis of results that will promote continuous improvement. We ask that you take some time to read through the following pages to find information regarding academic and extra-curricular programs, expectations of students, and a variety of other relevant topics.



Prairie Spirit Guiding Principles



Learning: In Prairie Spirit, students and adults learn without limits in a world of possibilities. We create learning environments that are student centered where higher order thinking is evident as students inquire, discover and apply their learning in the real world.

Teaching: A Prairie Spirit teacher is a facilitator and a co-learner who inspires curiosity, instills confidence, nurtures student spirit and engages students to discover and present thoughtful responses to meaningful questions. Our teachers create collaborative learning environments where risk-taking, deep thinking and diversity are valued.

Assessment and Feedback: In Prairie Spirit School Division, we are committed to assessment and feedback in a culture of collaboration with effective communication, a clear purpose and appropriate use of data. Our primary purpose for assessment and feedback is to support learning, inform next steps for growth and collect evidence needed to account for learning.

Engagement: As engaged members of the Prairie Spirit learning community, we have a clear purpose, personal autonomy and opportunities to achieve to a high level. Engagement is evident in our passion for learning, our excitement to share with others and our belief that our learning will make a difference.

School Calendar

Date	Activity	Date	Activity
September 1 st	Students' first day	February 1 st	Quarter Three Begins
September 6 th	Labour Day – No School	February 4 th	7 – 12 Progress Reports
September 9 th	Meet the Family BBQ	February 18 th	K – 3 Fun Day 4 – 12 Ski Trip
September 20 th	Picture Day	Feb. 21 st – 25 th	February Break
October 7 th	P/T Conference 10-12 only	February 28 th	Classes Resume
October 8 th	No School	March 9 th	P/T Conference 10-12 only
October 11 th	Thanksgiving – No School	March 25 th	K – 6 Progress Reports
October 27 th	P/T Conference K-9 only	March 30 th	P/T conferences K-9 only
October 28 th	P/T Conference K-9 only	March 31 st	P/T conferences K-9 only
October 29 th	No School	April 1 st	No School
November 10 th	Quarter One Ends	April 4 th	No School
November 11 th	Remembrance Day – No School	April 15 th – 22 nd	Easter Break
November 12 th	No School		
November 15 th	Quarter Two Begins	April 25 th	Quarter Four Begins
November 17 th	7 – 12 Progress Reports	April 28 th	7 – 12 Progress Reports
December 3 rd	1 – 6 Progress Reports	May 13 th	No School
December 8 th	P/T Conference 10-12 only	May 23 rd	Victoria Day
December 16 th	Christmas Concert	May 25 th	P/T Conference 10-12 Only
Dec. 20 th – Jan. 3 rd	Christmas Break	May 26 th	K – 6 Track & Field
January 4 th	Classes resume	June 6 th	No School
January 28 th	Quarter Two Ends	June 28 th	GRAD
January 31 st	No Classes	June 28 th	Last Day of Classes K – 9 Progress Reports
		June 29 th	10 – 12 Progress Reports School Closes 12:00 noon

Staff Directory (Support)

Corinne Neufeldt Lori Jalbert	Admin. Assistants		Jamie Boschman (head) Brandi Peters (asst.)	Caretakers
Cora Redekopp	EA		Kim Heidel	EA
Wendy Besser	EA		Krista Kroeker (0.8 FTE)	EA
Cindy Loewen (0.6 FTE)	EA		Jamey Fehr (0.6 FTE)	EA
Malinda Hack (0.5 FTE)	EA		Jennifer Allcock	Counsellor
Mitchell Gee	IT Support		Jayne Shaw	Library Technician

Staff Directory (K - 6)

June Kitchen	Kindergarten		Nicole Kornelson	Grade 1
Sharlene Smith	Grade 2		Carla Markus (0.8 FTE) Brittney Scherr (0.2 FTE)	Grade 3/4
Laura Shirley	Grade 4 Learning Facilitator		Leah Hardy	Grade 5
Scott Myrah (0.5 FTE) Michelle Lockinger (0.5)	Grade 6		Brittney Scherr (0.8)	K – 6 SERT Learning Facilitator
Jade Bowering	7-12 SERT			

Staff Directory (7 - 12)

Celine Vandale (Sept-Nov) Katy Kohli (Nov-June)	Grade 7		Trace Block	Grade 8
Julie Shaw-Bergen	Grade 9S		Tracy Doleszar-Glarvin	Grade 9D
Marla Laskowski (0.5 FTE) Krisinda Waugh (0.5 FTE)	7 – 12 Home Ec		Glen Friesen	7 – 12 Industrial Arts
Ellen Verity	Senior Mathematics		Briane Saathoff	Senior Sciences
Steve Kitchen	Senior ELA		David Guenther	Senior Electives
Michelle Lockinger	Vice Principal Grade 6		Bruce Mellesmoen	Principal

School Community Council (SCC)

The role of the School Community Council (SCC) is to build shared responsibility among parents the community and school for student learning and well-being and to lead parent and community involvement in school planning and improvement.

Responsibilities: The responsibilities of SCCs are to:

- Understand parent, student and public economic, social and health conditions and needs and their aspirations for child and youth learning and well-being and to become knowledgeable about resources and supports for the school, parents and community
- Develop and recommend a Learning Improvement Plan, jointly and in cooperation with the Principal and staff of the school, for approval to the Board of Education
- Provide advice and represent the parents and community to:
 - the Board of Education on education policies, programs and educational service delivery decisions, including grade discontinuance, school closure, religious instruction, language of instruction, fundraising activities and school fees, and the Student Code of Conduct, but not including educational service delivery by a specific teacher
 - the school on its programs
 - other organizations, agencies and governments on the learning needs and well-being of students
- Take action to engage parents and community, to develop shared responsibility for child and youth learning and well-being, and to fulfill initiatives assigned it within the Learning Improvement Plan
- Report to the parents and community on its plans, initiatives and outcomes and on the expenditure of funds related to the operation of the School Community Council
- Participate in opportunities to develop the capacity of the School Community Council to fulfill these responsibilities.

School Community Councils are advisory bodies focused on student learning and well-being and always on the best interest of all students. Success will hinge on their ability to engage all parents in the education of their children. We are very thankful for and proud to work with all of our SCC members.

SCC Members (subject to change):

Ashten Hiebert	Cindy Loewen	Darlene Krikau
Melissa Kobylak	Whitney Gunn	Carrie Lalonde
Jen Field	Ryan Dueck	Erika Wiens
Tamzyn Neufeld	Mindy Neufeld	James VanderVeen
Liz Schmidt	Michelle Lockinger	Bruce Mellesmoen

Communication Protocol

To ensure a high quality of education, the staff of Waldheim School and Prairie Spirit School Division welcomes feedback. If students or parents have concerns or questions about an issue at school, please follow this communication process:

1. The classroom teacher is to be the first person to hear and address any concerns from a student or parent.
2. If the issue cannot be resolved with the teacher, the principal is to be contacted.
3. If the matter remains unresolved, the parent may request a meeting with the school superintendent.
4. If further discussion is required, the parent may ask to meet with the Director.
5. Finally, the parent may request the issue to be heard by the Board of Education.

General Expectations for Behaviour

Section 150 (1) of the Saskatchewan Education Act outlines the general duties of students.

(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 subsection s(2) and (3).

(2) Every pupil shall co-operate fully with all persons employed by the board of education or the conseil scolaire 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, the conseil scolaire 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 or the conseil scolaire that the principal considers necessary for any particular course of instruction;

(c) observe standards approved by the board of education or the conseil scolaire 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.

Code of Conduct

For Students

- to attend school punctually and conform to the policies and procedures of the school;
- to participate willingly in their learning;
- to respect others' safety, well-being, and property;
- to be accountable for their behavior and responsive to reasonable, and respectful consequences;
- to participate in creating a safe, positive environment that is conducive to learning for all.

For Parents/Guardians

- to support their child(ren) in regular and punctual attendance at school;
- to participate in creating a safe, positive, learning environment at their school; and
- to work and cooperate with the school to resolve concerns involving their child(ren).

For School Staff

- to take a leadership role in creating a safe, positive environment conducive to learning;
- to involve their students in developing classroom discipline practices which utilize reasonable, related and respectful consequences; and
- to model, teach and reinforce appropriate behavior.

Bullying Prevention

Students have the right to a caring, respectful and safe school environment free from all forms of bullying. All school staff members will take steps to prevent bullying and to assist and support students who are being bullied.

Shared Understandings of Unwanted Behaviour

Harassment is any unwanted comment or behaviour by an individual or group towards another which is perceived to be hurtful, intimidating, or alienating. Harassment may include unwelcome remarks, jokes, innuendoes or taunting about a person's body, attire, gender, sexual orientation, racial or ethnic background, place of birth, citizenship, ancestry, age, physical size or weight, religion, marital status, family status or ability. Harassment is against the law. Harassment can consist of a single incident. It is common, however, for harassment to involve a series of unwanted, often subtle, incidents over time.

Bullying is repeated harassment. Bullying is generally identified as a form of hurtful behaviour that is repeatedly directed at an individual or group from a position of power. Identical to harassment, bullying behaviour can take many forms. It can be physical (i.e. hitting, pushing, tripping), verbal (i.e. name calling, insults, put-downs), social (i.e. social isolation, gossip) or cyber (i.e. threats, insults or harmful messages spread through the Internet). Bullying can be direct, "in your face" confrontation, or indirect, "behind your back", such as spreading rumours. The seriousness of any offending behaviour must also be considered through the criteria of intentionality, balance of power and the pattern of behaviour.

It is important to differentiate between bullying and conflict which is expected to be a normal occurrence during any social interactions. Conflicts are natural and enable individuals to develop

appropriate problem solving and social skills. Play-fighting, rough and tumble play and playful teasing among friends of equal power may be inappropriate, but should not be considered bullying. Such behaviour should be looked upon as part of normal growth and development. It is through such interactions that children learn the skills necessary to make friends, resolve conflicts, and develop positive relationships with others.

We believe that bullying is a serious problem that adversely affects the learning success and wellbeing of children and youth. A child or young person being bullied feels helpless in trying to stop it and this can affect their ability to learn. Consequently, bullying in any form will not be tolerated.

Notes from the PSSD Harassment Protocol:

- Severity increases with repetition – i.e. repeated name-calling or shoving becomes more damaging.
- Degrees of intention are often difficult to determine.
- There are different modes of bullying and harassment that span the levels of severity—i.e. teasing, social rejection, or threats of sexual acts can occur via facial expression or cyber modes.
- Age and developmental level are considered in assessing severity (i.e.: Spitting by a kindergarten student may be level 1, whereas spitting by a grade 8 student may be level 3.)
- The lines between the levels are blurred.

Level 1	Level 2	Level 3
<i>Physical</i>		
<ul style="list-style-type: none"> • rough play • pushing and shoving 	<ul style="list-style-type: none"> • spitting • clear intentions to hurt • punching, kicking 	<ul style="list-style-type: none"> • inflicting bodily harm • use of a weapon
<i>Verbal</i>		
<ul style="list-style-type: none"> • teasing • name-calling 	<ul style="list-style-type: none"> • intimidation • racial slurs • swearing 	<ul style="list-style-type: none"> • threats of harm • threatening use of weapon – danger to life
<i>Social</i>		
<ul style="list-style-type: none"> • dirty looks • gossiping • ignoring 	<ul style="list-style-type: none"> • spreading rumors • exclusion from a group • social rejection • intolerance 	<ul style="list-style-type: none"> • severe alienation • public humiliation • group harassment • public-wide distribution via email
<i>Sexual</i>		
<ul style="list-style-type: none"> • jokes with a sexual theme • innuendo 	<ul style="list-style-type: none"> • innuendo • comments on physical character-issues • sexual gestures 	<ul style="list-style-type: none"> • sexual touching • threats of sexual acts • forcing sexual acts • pornography

Roles and Responsibilities in Bullying Prevention

Our school division shares responsibility with in-school administrators, school staff, students, parents, the School Community Council and community members to promote a caring, respectful and safe school environment and to prevent and reduce bullying. All members of the school community (students, staff, parents/guardians and the larger community) have a responsibility to report incidents of bullying and harassment. School-based administrators and staff have a responsibility to respond to instances of bullying and harassment when they occur.

School Procedures

When bullying or harassment occurs, the following steps will be taken:

Target of Harassment/Bullying

Level 1 or 2 Behaviours:

Step One: IGNORE

- If a person believes they are the target of harassment and the harassment is of a mild form the first and least intrusive response is for them to ignore the behaviour. Ignoring may result in the harassing behaviour stopping. Ignoring is a short-term strategy only and the student should move to step two if the bullying does not stop shortly.

Step Two: Tell the Aggressor to Stop

- The second response, if it is safe and comfortable to do so, is for the target of harassment to tell the person how he or she feels and request that the behaviour stop. This person-to-person communication may yield a positive result.

Step Three: Report to Adult

- If it is not safe or is ineffective to ignore or to talk directly with the aggressor, the target needs to speak with an adult in the school with whom they feel comfortable in order to receive support.

Level 3 and Possibly 2 Behaviours:

Step One: Report to Adult

- If the harassment is of a more severe form, the target needs to speak with an adult in the school with whom they feel comfortable. The adult is compelled to intervene by supporting the student through approaches such as speaking with the person doing the bullying, mediating a meeting between the two, contacting parents, or speaking with other staff members or in-school administrators. If the above practices do not result in a satisfactory end to the harassment a formal complaint can be made by the complainant with the support of school personnel.

Students Observing Harassment/Bystanders

It is considered to be everyone's duty to respond to harassment. When students observe harassment they are encouraged to offer assistance to the target. This may be done in the following ways in any order:

- a) asking the target if he/she wants help
- b) telling the aggressor to stop if safe to do so
- c) reporting the incident to an appropriate adult

Students Accused of Harassing/Bullying (Aggressor)

Empathy: A student accused of harassment/bullying must take responsibility for their actions and is encouraged to reflect the impact their behaviour has had on another individual. They must recognize that even if the behaviour is not intended to offend someone, it may indeed be offensive to another person. Nonetheless, the target's point of view of the behaviour is critical in determining the appropriateness of the behavior.

Stop: The aggressor must stop the offending behaviour when asked to do so.

Apologize: The aggressor is encouraged to apologize to the target and include a commitment to not let the behaviour happen again.

Seek Support: The aggressor may choose to ask for support from an adult within the school. It is likely that the aggressor will be asked to meet with the school counsellor.

School Day Hours

K – 6		7 – 12	
8:50	Welcome Bell	8:50	Welcome Bell
8:55	Classes Begin	8:55	Period 1 Begins
12:10	Lunch Break Begins	10:05	Period 2 Begins
12:55	Afternoon Classes Begin	11:10	Period 3 Begins
3:10	School Ends	12:10	Lunch Break Begins
As directed by the Ministry of Education, each school day will be 315 minutes in length. The students will have a 15-minute morning recess as well.		12:55	Period 4 Begins
		2:05	Period 5 Begins
		3:10	School Ends

School Arrival

Students are asked not to arrive at school before 8:40 a.m. unless they are attending a school-related activity. Playground supervision does not begin until 8:40 a.m. Elementary students (grades 1-6) will be expected to wait outside on the north side of the school until the bell rings.

Cold Weather and Recess and Before School

At break times and before school, all students from Kindergarten to grade 6 will go outside and play. Your child should always come to school with proper cold weather attire, regardless of the season. When the temperature with wind-chill factor falls between **-25 and -29** degrees Celsius, children will be expected to spend a shorter time outside. When the wind chill factor is **-30 degrees Celsius or colder**, students will not be required to go outside, however they should always have sufficient outdoor clothing in the event of an emergency. Should a student's medical condition require him/her to temporarily stay indoors, we ask the parent to notify the teacher. We would encourage you to keep your child at home if they are ill.

Noon Hour Procedures

All parents are encouraged to have their children go home for lunch as often as possible. Students who stay at school at noon eat lunch in their classrooms, or designated eating areas. Students are to remain seated until they are dismissed by a supervisor to go outside. Students who are too ill to go outdoors should not be at school. If a medical situation exists, the parent is required to write in the planner or provide a note to the teacher indicating the exception to this. Inappropriate student behavior at noon will be dealt with on a case-by-case situation. If it is apparent that a student is not successful at noon at school, alternate arrangements may need to be made. These decisions will be made through consultation with the school administration.

Food Allergies

We have students with nut allergies and ask parents/caregivers for their cooperation in not sending nut products or foods with nuts in your child's lunch or snacks. We have other children in the building with allergies that may limit what your child can bring into their individual classroom. Your child's classroom teacher will let you know if these conditions are something you need to be aware of.

Teacher/Parent Communication (grade K-6)

All Waldheim School students in grades K – 6 are supplied with a communication planner at the start of the year. The planners represent a substantial cost, and we are very thankful of the SCC's support to supplement a portion of this cost. Along with the planners, teacher newsletters, websites, e-mail, blogs, and class created communication books are examples of communication tools used in the past. Communication between teachers and parents is key to a successful school year. Although each classroom may utilize different ways to communicate, the goal is to increase communication and help students with their organizational skills. Upcoming absences (i.e. appointments or vacations) should be communicated to the teacher prior to the absence through the selected communication tool. Teachers should also be made aware of changes to a student's regular after school plans or lunch arrangements whenever possible.

Course Selection and Academic Requirements

Grade 10 Compulsory Subjects

- English Language Arts A10
- English Language Arts B10
- Science 10
- History 10
- Level 10 Math (Work Place Math 10 and/or Foundations and Pre-Calculus Math 10)
- A minimum total of eight (8) credits are required for a complete grade 10 standing. (Please note the additional requirements listed in the grade 12 section.)

Grade 11 Compulsory Subjects

- English Language Arts 20
- Level 20 Math
- A minimum of sixteen (16) credits are required for a complete Grade 11.

Grade 12 Compulsory Subjects

- English Language Arts A30
- English Language Arts B30
- Social Studies or History 30
- A minimum total of twenty-four (24) credits are required for a complete grade 12 standing.
 - Of these, at least five (5) must be level 30.
 - One (1) of these credits must be either Wellness 10 or Physical Education 20 or 30.

Although students are strongly encouraged to take four credits in either arts education, practical and applied arts and physical education, the minimum requirement for a complete grade 12 standing is a total of two (2) credits from these areas

Students may be permitted to withdraw from a course through consultation with the office. This decision needs to be confirmed prior to the final exam for that course. For students under the age of 19 years, parents will be consulted.

Attendance and Late Arrival

Regular attendance by all students is expected, as well as being on time for school. Being punctual is a life-long skill and should be developed early. When students habitually arrive late to school it is a disruption, and teachers are unable to begin the daily routine for the entire class.

If a student will be absent or late, parents are requested to call the school before 8:30 a.m. to give the office staff time to pass on the information to the teachers before attendance is taken. We have voicemail (306-945-2211) where messages can be left at any time. Please do not email absences directly to a teacher's email address as substitute teachers do not have access to this account.

Students who arrive at school after the bell are expected to report to the office before proceeding to their classroom so their absence status can be changed to a late status. If students are not in their classroom when attendance is taken and the teacher doesn't know where they are, they are concerned

for their safety. The office staff is notified to make a courtesy call to ensure the student's safety; however, it is the parent or guardian's responsibility to notify the school of their child's absence. Please consider that it is much more efficient for parents to contact the school than it is for the school to track down parents. Homes of students who have an unexcused absent will receive a phone call from the school on the day of the absence. If the absence is to be excused, the parent must phone to do so within 48 hours of the absence. Students may also be asked to make up time after school for unexcused absences. Attendance is tracked closely and if a pattern of unexcused or even excessive absences occurs, families and students are notified that the situation and placement in the course is under review. Patterns of excessive absences may result in removal or withdrawal from classes. Students who develop a pattern of late arrival to classes will be brought to the attention of the office. Contact with home will take place and an action plan (which may include detentions, etc.) will be developed to fix the problem. Should the problem continue, review of student standing will take place.

Tobacco and Smoking Policy

This policy pertains to both smoking (vaping, cigarettes, e-cigarettes, cigars, pipes, etc.) and smokeless (snuff, chewing tobacco, etc.) tobacco products. **Smoking on school property is illegal.** Persons caught using tobacco products on school property are now subject to legal repercussions.

- 1) The use of tobacco products must take place off school property. This includes within vehicles located on school property.
- 2) Students will only take out, light up, smoke, and butt out tobacco/nicotine products off of school property. ***Please respect all properties surrounding Waldheim School if you choose to smoke off of school property.***
- 3) All tobacco products, matches, and lighters are to be kept out of sight (i.e. in jackets, lockers, backpacks, etc.) while on school property or in the building.

Violations of these guidelines will result in disciplinary action.

Drug and Alcohol Use Policy

Waldheim School has **zero tolerance** for the possession or use of alcohol or drugs at any school related activities or functions or on school property at any time. Therefore, any student caught either in possession of or having consumed alcohol or drugs, on or off school property during school hours or on school property after school hours, will be subject to the following sanctions:

- 1) The student will be immediately removed from the activity and the parents/guardians will be called to pick up their child.
- 2) The student will receive an out-of-school suspension of one to three days.
- 3) The student may be suspended from all school activities and trips for one calendar year (including graduation).
- 4) The student will be required to meet with the administration and school counselor prior to his/her return to classes.
- 5) The student will be required to attend follow-up sessions with the school counselor at the discretion of the administrative-counseling team.
- 6) Involvement of the police may occur at the discretion of the administration/staff.

Telephone Calls and Messages

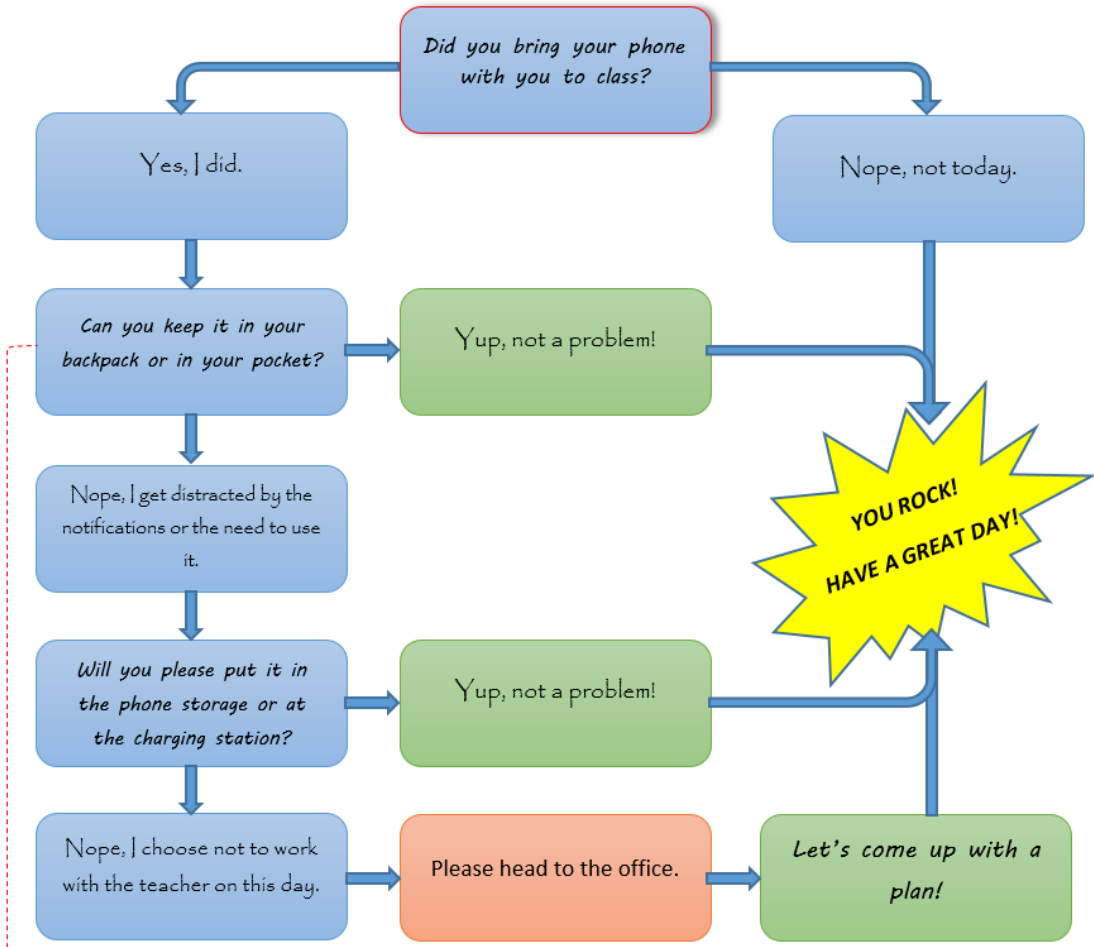
Students must receive permission from their classroom teacher before using the school telephones. Student use of school telephones is for emergency/urgent needs only. We want to protect instructional time for students and staff so ask that you refrain from calling for students or staff 16 during that time (with the exception of true emergencies). We are happy to take a message with the intent that your call will be returned at the next break in the day.

Use of Cell Phones, iPods and other Electronic Devices

Waldheim School Cell Phone Usage Policy

First and foremost, we want everyone to work together to maximize the learning that occurs in this room every day. The teachers have been asked to create relevant and engaging lessons that are intended to help you learn the content that is to be the foundation of future success. Students have been asked to be active participants in their learning, we believe neither teachers nor students can be truly successful if they are distracted by their phones.

Note: there may be times when an alternate policy may be needed for individual students.



Some criteria for the phone to be out of your backpack or pocket:

- ✓ All done my work and teacher has given me the “thumbs up”
- ✓ The teacher told me to get my phone out because we need it for a task
- ✓ I have discussed the special circumstances with my teacher that requires me to have my phone out for emergency purposes
- ✓ Other clearly laid out classroom expectations

At Waldheim School we **really** want an environment where students and teachers work together. If you feel we are not respecting your ability to self monitor your cell phone usage, please speak with us about it.



We wish to encourage a forward-thinking approach that integrates technology for the purpose of enhancing learning and promoting appropriate etiquette for use of electronic devices in a large social setting. Students should exercise caution when sending and receiving calls and texts within the building so as to avoid interrupting on-going classes and activities. The following guidelines have been designed to maintain a focus on using technology for educational purposes in the school.

1. **Cell phones, iPods, and other electronic devices are not to be used during class time or instructional periods unless authorized by the classroom teacher.** This includes in the library, during labs, indoor and outdoor physical education classes, and field trips.
2. Students should keep electronic devices in a location such as their backpacks, handbags or lockers to minimize distraction and for security purposes.
3. Parents who wish to contact their child during class-time should direct their call through the office at 306-945-2211.
4. Cell phones, iPods and other electronic devices may be used before and after school, during breaks, at lunch-time and during spares for high school and middle years students. The daily school schedule is available on our school website.
5. Students leaving the classroom during instructional time **may be asked to leave their devices, including music players, with the teacher.** Students will not be allowed to check their devices when they leave the classroom during instructional time.
6. Use of any recording devices (accessible on cell phones or other devices) is strictly forbidden in classrooms, locker rooms, dressing areas, washrooms and other private areas of the school unless authorized by the classroom teacher for educational purposes. Such use may also be in violation of the criminal code.
7. Unauthorized use of these devices is a violation of school policy and the following consequences may result:
 - First Offence: The device will be confiscated until the end of the class.
 - Second Offence: The device will be confiscated and the student may pick up the device from the office.
 - Third Offence: The device will be confiscated and a parent/guardian will be contacted, at which time arrangements will be made for the device to be picked up.

Lockers

All grade 7-12 students have a hallway locker assigned to them for the school year. Students are expected to maintain neat, clean lockers at all times. Students are responsible for the care of their own property. All personal belongings, textbooks, notebooks and gym equipment must be clearly marked with the owner's name. The office needs to have a copy of the combination or a key for any locked locker. Students are not to bring large sums of money to school. Under no circumstances should money, jewelry, or other valuables, such as Ipods, mp3s or cameras be left unattended. The school carries no insurance for personal property and cannot accept responsibility for personal articles lost or stolen. Students are reminded that lockers are the property of the school and not their private property. The administration has the legal right to search lockers if there is a reason to conduct a search.

Bussing

All bus cancellations are prominently noted on the Prairie Spirit School Division website. Questions and concerns about buses running late or bus cancellations need to be directed to the PSSD Bus Garage at 306-374-2496. Buses in Prairie Spirit School Division will not run if the combined temperature and wind chill factors result in a reading of -40 degrees or below at 6am (as reported by Environment Canada for Saskatoon). In stormy conditions, bus drivers will use their discretion to determine whether or not to run. Buses are not to operate if weather conditions such as freezing rain, dense fog, heavy rain, or severe dust storms impair visibility or otherwise cause dangerous travel conditions. Bus drivers decide whether or not to run by no later than thirty minutes before the first scheduled morning pick up and by no later than one hour prior to the scheduled afternoon dismissal. Buses that do not run at the regular time in the morning due to weather conditions do not run at all on that same day, despite changes in the weather conditions. ***Even if the buses are not running, the school is still open and there are regular classes held.*** Parents often transport their children to school on these days. School is closed to students only for reasons such as health and safety.

School Visitors

We welcome visitors to our school. All visitors are required to check in at the office upon arrival.

Access to Schools

The Prairie Spirit School Division Safe and Secure Protocol has been developed in the interest of student safety, while supporting a welcoming learning environment for our students, parents, staff and community members.

- Access to schools is to be controlled for the duration of the school day.
- All access doors (excluding main entrance doors) are to be locked 15 minutes after the morning entry bell and are to remain locked for the duration of the school day.
- After the doors are locked, all access to the school for the public and late arriving students will be via the main entrance doors.
- Staff may use keys to open perimeter doors during the school day but the doors should always be re-locked.

- Once the doors have been locked, it is recommended that a staff member check periodically for students arriving late to school. This is of particular importance for younger students and in very cold weather.
- The main entrance doors may be left unlocked during the school day. This entrance should be monitored at all times

Dress Code

All members of Waldheim School, adults and students, are expected to exercise good judgment and to take pride in their personal appearance. These expectations are not designed to hinder anyone's right to choose clothes, but instead, they are intended to assist with the development of positive and responsible attitudes towards situational appropriate clothing. Clothing should be suitable for a school environment where learning is the focus, and the clothing being worn is not causing distraction or offence to others.

Expectations:

1. Clothing with offensive language, slogans advocating substance or alcohol use, vulgarities, prejudicial or sexist mottos are not acceptable.
2. No underwear should be showing.
3. No cleavage (butt or chest) should be exposed. Students who wear clothing that is inappropriate for Waldheim School will be asked to go home and change their clothes, turn their clothes inside out, or a clean shirt will be provided to them.

Study Periods / Spares

Only students in grade 11 and 12 are permitted to have study periods and the scheduling of these are to be determined through consultation with the in-school administration. The following guidelines may be changed if it is determined to be in the best interest of the student. Grade 11 students are only permitted to have one spare during the first semester if they have successfully completed 10 credits from grade 10. Grade 11 students are permitted to have one spare during the second semester if they have successfully completed 14 combined credits from grade 10 and 11.

Grade 12 students are permitted to have spares during first semester if they have successfully completed 18 combined credits (including compulsory subjects) from grade 10 and 11. Grade 12 students who have finished their required course work to satisfy Ministry of Education requirements for graduation before the end of the school day may leave school for the rest of the day. This is not considered a spare(s) as the student is not in school.

Exams

High School (Grade 10 – 12) exams are scheduled by the School Division and are set for the final two days of each quarter. During the examination periods, students in grade K – 9 will have regularly scheduled classes, while students in grade 10 – 12 will be allowed to leave the school.

Report Cards

Report cards will be delivered electronically (e-mail), however we will print copies upon request. Please contact the school office if you wish to receive a paper copy of your child's report card.

Kindergarten

Report Card #1 –

Report Card #2 – June 26th

Grade 1 – 6

Report Card #1 – December 3rd

Report Card #2 – March 25th

Report Card #3 – June 28th

Grade 7 – 12

Report Card #1 – November 17th

Report Card #2 – February 4th

Report Card #3 – April 28th

Report Card #4 – June 29th

Parent/Teacher/Student Conference Days

<p>K to 9: Session One: October 27th & 28th Session Two: March 30th & 31st</p>	<p>10 to 12: Quarter One: October 7th Quarter Two: December 9th Quarter Three: March 10th Quarter Four: May 26th</p>
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School Dance Guidelines

- 1) A one-way door policy will be in effect. Students who leave the dance at any time may not be readmitted.
- 2) Students who will be arriving late to the dance will need permission from Administration. These students will be placed on a "late" list no later than one day before the dance.
- 3) All guests must be cleared by the school administration at least 3 days before the dance.
- 4) A minimum of six staff/parent chaperones (minimum 4 staff members) will be required for each dance. These chaperones will need to arrive 30 minutes before the start of the dance.
- 5) There will be a compulsory coat/bag check in effect. Any student who refuses to check his/her coat or purse/bag/backpack will be asked to leave.
- 6) Any student suspected of being under the influence of drugs or alcohol will not be permitted entrance into the dance. Any student caught drinking/smoking during the dance will be removed and will not be allowed to participate in SRC activities for the remainder of the year. In addition, these individuals will be dealt with by the school administration and/or the RCMP and further consequences may apply.
- 7) Students are expected to dress in a way that reflects the values we wish to convey at Waldheim School.

Community Threat Assessment and Support Protocol (CTASP)

Dear Parent and/or Guardian:

Prairie Spirit School Division is committed to providing safe and caring learning environments in each of our schools.

As part of this commitment, Prairie Spirit works with other local school divisions and a variety of community organizations to put best safety and prevention procedures into place. This collaborative work, called the Community Threat Assessment and Support Protocol (CTASP), involves the entire community to support our safe schools and neighbourhoods.

As part of the protocol, we are committed to following established safety procedures in our schools. Our principals are required to complete a threat assessment to determine the immediacy and the level of risk whenever a student makes a significant threat to harm themselves or others. The purpose of the assessment is to determine how best to support high-risk students so that their behavior does not become hurtful or destructive.

The protocol facilitates sharing of information between community organizations (for example, the Ministries of Social Services, Education and Justice, as well as local police services and other organizations) when a student may pose a risk of violence towards themselves or others.

All of our principals and vice-principals, as well as many other school leaders, have benefited from training in this area called Violence Threat Risk Assessment. Because of our shared understanding and commitment to safety, we are well equipped to intervene and respond to a student in crisis.

We will continue to work with you and with our community partners to provide safe and caring schools for our students.

If you have further questions about this protocol and our procedures, please contact your principal.

For more information about our strategy for safe and caring schools, please go to our website:

<https://www.spiritsd.ca/safe-schools/>



