

**WESTERN**  
School Division  
Morden, Manitoba

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*“Rooted In Caring;  
Committed to Learning”*



WESTERN SCHOOL DIVISION  
**ADMINISTRATIVE PROCEDURES  
MANUAL**



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## AP 1-000 – GENERAL ADMINISTRATION



## AP 1-100 – REVIEW OF ADMINISTRATIVE PROCEDURES

### BACKGROUND

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The role of the Superintendent requires that the Superintendent develop and keep current an Administrative Procedures Manual and develop and maintain consultative processes for the establishment and review of such procedures.

### PROCEDURES

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1. A review of all administrative procedures will be carried out through the Office of the Superintendent on an annual basis to ensure procedures are kept current and that they effectively facilitate the Superintendent carrying out the will of the Board and the requirements of the Minister and provincial legislation and that this review take into consideration the impact such procedures have on those directly affected. This annual review of administrative procedures shall include an opportunity for broad based input.
2. In addition to this process, a review of a specific administrative procedure may be initiated at any time by a formal request from a Parent Advisory Council, a school administrator or an employee who is affected by that procedure. The request for such a review shall detail the issues and concerns associated with the administrative procedure and, if possible, offer suggestions for revision. The Superintendent invites suggestions for additions, deletions or edits to the Administrative Procedures Manual from staff provided such recommendations are made to the Superintendent via the formal routes of established communication within the Division. It is envisioned that such a process would ensure that lines of authority are respected while providing avenues for response. In addition, an appropriate balance can be maintained between sensitivity to the needs of those impacted by a specific procedure while ensuring that the Superintendent and through him/her, the Division is able to respond in an accountable manner to legislative, Board and Ministerial directives.
3. Steps to be followed in considering recommended changes are:
  - 3.1. The group most affected by any recommendation for change should be first provided the opportunity to review such recommendations. For example if a suggestion were made for a change to the business operations of the jurisdiction it would be appropriate that the Secretary-Treasurer be provided the first opportunity to respond to such a recommendation. The Secretary-Treasurer's input and expertise would be paramount to the Superintendent's decision whether to effect the recommended change to the manual and would include the identification of any accountability issues, which led to the development of the administrative procedure in question.
  - 3.2. As part of their review, the group most affected by the recommended change will recommend other groups that should have input into the proposed change. They are well positioned to know which of the other stakeholders have the prerequisite background to supply valuable commentary on the suggested change, and thereby ensure that the process is not "bogged down" with input from stakeholders with minimal levels of interest or expertise.
  - 3.3. Input into decisions does not always have to be in the form of a face-to-face meeting but can be garnered through email. The intent is to ensure that the process is expedient yet thorough and recognizes Board, Ministerial or legislative requirements placed on the Superintendent.



- 3.4. In the event that the recommendation for change does not primarily impact one segment of the organization, central office senior administration will meet and consider who should be invited to have input into the proposed recommendation.
  - 3.5. There will be situations where input into decisions to revise, delete or add administrative procedures will be limited or non-existent. For example; if there are Board directives, legislative changes or new directives from the Department of Education, formal consultation may not be initiated.
  - 3.6. The above steps facilitate recommendations being made to the Superintendent relative to changes, additions, or deletions to this Administrative Procedures Manual. The final decision regarding the recommendation lies with the Superintendent.
4. Any decision(s) arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders by the Superintendent. Any changes made to the Administrative Procedures will be included as information in the Board agenda.

Reference:

Board Policies 9 and 11

**Adopted:** August 2009



## AP 1-101 – POLICY AND PROCEDURES DISSEMINATION

### BACKGROUND

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The Superintendent has been given the responsibility for implementing policy and procedures, which includes maintaining the Board Policy Manual and the Administrative Procedures Manual and their dissemination to the appropriate members of the Division.

### PROCEDURES

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1. The Superintendent will ensure that the Board Policy Manual and the Administrative Procedures Manual will be available on the Division web page so that all trustees, employees, students, parents, and the general public have ready access to all Board Policies and Administrative Procedures.
2. It shall be the responsibility of the Principal to convey to, and interpret, policy and administrative procedures for the school staff.

Reference:

Public Schools Act  
Board By-Law 01-15  
Board Policy 8

**Adopted:** August 2009



## AP 1-102 – ADMINISTRATION IN ADMINISTRATIVE PROCEDURE ABSENCE

### BACKGROUND

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Where no administrative procedure is in effect, administrators, both at the school and Division levels, make decisions that are in the best interests of education in Western School Division. Subsequently, the need for such administrative procedure is brought to the attention of the Superintendent.

Reference:

Board Policies 9, 11 and 12

**Adopted:**

**August 2015**



## AP 1-103 – ADMINISTRATION COUNCIL

In accordance with our mission statement and Educational Beliefs, the members of Administration Council of Western School Division:

1. Lead, encourage and direct division personnel to provide educational and support services that are in the best interest of our students.
2. Supervise the environment in which students learn and grow.
3. Assist the Board in its role of policy development.
4. Implement Board policies.
5. Manage the resources provided in an efficient, effective and ethical manner.

Administration Council consists of:

- a) Superintendent of Schools
- b) Assistant Superintendent
- c) Principals
- d) Vice-principals
- e) Secretary-Treasurer
- f) Supervisor of Operations
- g) Human Resources Manager

Reference:

Board Policies 9, 11 and 12

**Adopted: August 2015**



## AP 1-104 – ADMINISTRATIVE PLAN

### BACKGROUND

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Planning in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Manitoba's young people.

The Division plan outlines priorities for student learning in the Division, guides budget development, and forms the basis for reporting on progress and achievement.

Plans are updated annually so that, as one year is completed and another is added, the plan continues.

### PROCEDURES

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1. An Administrative Plan that meets local needs and fulfills provincial accountability requirements shall be developed and implemented.
  - 1.1. The Administrative Plan shall be kept current to ensure focused, efficient and effective change and improvements.
  - 1.2. The Administrative Plan shall be updated annually with provision for ongoing input into the revision process by schools, school councils, parents, teachers, students, and community stakeholder.
  - 1.3. Progress reports on the Administrative Plan will be presented to the Board as deemed necessary.
  - 1.4. The Administrative Plan shall contain the elements required by the province, and other local priorities.
  - 1.5. The Administrative Plan shall be consistent with the provincial funding framework.
  - 1.6. The Superintendent shall:
    - 1.6.1. Submit the Plan to the Board on a quarterly basis;
    - 1.6.2. Ensure that the Administrative Plan is submitted to Manitoba Education in a form and at a time that meets requirements;
    - 1.6.3. Prepare a news release advertising the goal initiatives to be undertaken during the upcoming school year; and
    - 1.6.4. Make provision for distribution of the Plan.

Reference:

Funding of Schools Document – Manitoba Education  
Supporting Inclusive Schools: School-Based Planning and Reporting – Manitoba Education  
Kindergarten to Senior 4 Education Agenda for Student Success – MECY (2004)

**Adopted:** August 2009



## AP 1-105 – SCHOOL PLANS AND RESULTS REPORTS

### BACKGROUND

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School planning, budgeting, assessing, and reporting are integral components of school board planning and site-based decision-making.

### PROCEDURES

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1. All plans and results reports must satisfy the requirements outlined in the Supporting Inclusive Schools: School-Based Planning and Reporting Guide, the K-S4 Agenda for Student Success and Western School Division Policy and Administrative Procedure.
2. School plans, results reports, and budgets must be prepared by the Principal in collaboration with staff, school council, and, where appropriate, students.
3. School plans and results reports, aligned with the Division plan, are to be updated and submitted to the Superintendent of Schools by the third Friday in October of each year.

Reference:

Funding of Schools Document – Manitoba Education  
Supporting Inclusive Schools: School-Based Planning and Reporting – Manitoba Education  
Kindergarten to Senior 4 Education Agenda for Student Success – MECY (2004)

**Adopted:** August 2009

**Revised:** July 2013





## AP 1-106 – SCHOOL CALENDAR

### BACKGROUND

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### PROCEDURES

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After consultation with divisional stakeholders the Superintendent shall submit a school calendar by April 30th of each year to the Department of Education which has been reviewed by the Board. The school calendar shall outline the uses to be made of allowable non-teaching days in accordance with provincial regulations.

Reference:

(M.R. 101/95)

**Adopted:** August 2009



## AP 1-200 – PROFESSIONAL RESEARCH AND PUBLISHING

### BACKGROUND

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### PROCEDURES

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Persons wishing to conduct research or publish research results involving students and staff of Western School Division shall apply to the Superintendent of Schools for permission to do so. Professional staff members of Western School Division require similar permission if the proposed research is not in connection with their duties as teachers in the positions assigned to them within Western School Division.

In all cases of professional research conducted in schools, the rights of individual participants shall be protected and no adverse effects incurred by participants.

Adopted: August 2015



## AP 1-201 – PUBLIC COMPLAINTS

### BACKGROUND

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All members of the community shall have the right to express complaints directly to the Board; however, complaints received by the Board will be referred back through the proper administrative channels to explore a resolution prior to an investigation or action by the Board. The only exceptions to this process are complaints that directly concern Board actions or Board operations.

### PROCEDURES

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The Board advises the public that the proper channeling of complaints is as follows:

1. staff member concerned,
2. principal or supervisor,
3. senior administrative staff,
4. superintendent,
5. school board.

If the parent/legal guardian does not accept the decision of the Superintendent, he/she/they may appeal the decision to the School Board.

#### **Appeal**

The decision of the superintendent may be appealed through to the board. Upon review of the basis of the decision the board will either accept or reject to hear the appeal. Should the board agree to hear the appeal it shall be considered in-camera.

The Appeal process consists of the following procedures:

- a) The parent submits a signed and written complaint to the board chair;
- b) The parent may choose to present information in person to the board during an in-camera session; if such a request is made, senior administration will communicate with the parent as to the time and date of the presentation;
- c) The board will respond to the complaint within two weeks and if the parent has not requested to appear in person to the board, they may ask the parent to appear before the board in an in-camera session;
- d) The board will respond to the parent's concern/complaint. The board will advise parents of their right to request formal dispute resolution through Manitoba Education when efforts to resolve the issues locally at the school and school division levels have failed.

In the event the parent is not comfortable with the dispute resolution process, they may identify a support person from a support agency, whom they trust, to work with them through the process to ensure their understanding of the process and procedures. They may also request an alternate process for presenting their concerns.



## AP 1-210 – EVENT PROTOCOL

### BACKGROUND

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The Superintendent has been given the responsibility to ensure positive external and internal communications are developed and maintained. Proper protocol is to be followed for events organized by the Board or its schools.

All Trustees should be invited to significant Division or public school events (e.g. graduation ceremonies, awards nights, community open houses, and orientation nights for parents). It is expected that event organizers will extend an invitation to all Trustees and the Superintendent to attend all such events.

The success of a Division or school event depends largely on good planning, as well as having a defined agenda and purpose for the event. If the event is well planned, protocols should flow smoothly.

Protocols will vary from one situation to another, depending on who is involved in the particular event. Accordingly, in the planning for an event, the order of introductions and speakers must be given special attention.

### PROCEDURES

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1. Introduce the most senior dignitaries first; for example,
  - 1.1. Members of the Senate representing Manitoba
  - 1.2. MPs (cabinet members first)
  - 1.3. MLAs (cabinet members first)
  - 1.4. Civic officials (Mayor or Reeve first)
  - 1.5. Board Chair
  - 1.6. Other civic councillors and trustees
  - 1.7. Senior bureaucrats and heads of other organizations
  - 1.8. Prominent community members
2. When organizing an event within the schools of WSD the introductions will take place in the following order:
  - 2.1. Board Chair
  - 2.2. Vice Chair
  - 2.3. Trustees in attendance
  - 2.4. Superintendent, Assistant Superintendent, Secretary-Treasurer
  - 2.5. Principal and Vice Principal
3. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.
4. Seating should be arranged so that the most senior dignitary is closest to the podium at all times.



5. Trustees should be introduced at all times.
6. Provision should be made for Trustees and other important guests to be greeted by staff or students.
7. As audience members, dignitaries should be provided with reserved seating in the front row.
8. Invitations to Trustees should be issued by an individual invitation to the Central Office. The role and expectation should be defined in the invitation.
9. Provisions for parking should be made for dignitaries and Trustees.
10. Trustees should be notified at least two weeks prior to the event.
11. The Office of the Superintendent should be contacted if a speaker is required at the Board or Division level.
12. The Trustee invitation and Central Office notice should indicate who will serve as the Master of Ceremonies.
13. When no Trustee is available to attend, the MC will be advised to express regrets on behalf of the Board.
14. For assistance, contact the Office of the Superintendent.

#### ROYAL AND OTHER SPECIAL VISITS

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While extremely rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or Manitoba's Lieutenant Governor); visits by the Prime Minister or Premier, senior cabinet ministers, ambassadors; or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of Manitoba takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of Manitoba. Central Office must be contacted in these instances.

In these circumstances, it is expected local event organizers will ensure local trustees are properly recognized and included in the event whenever possible.

**Adopted:** August 2009



## AP 1-211 – ACKNOWLEDGEMENT AND RECOGNITION OF TREATY LANDS AND INDIGENOUS TERRITORIES

Western School Division recognizes the Truth and Reconciliation Commission's 16 distinctive calls to action in matters of education, culture and languages, and education for reconciliation. Western School Division recognizes that these calls to action serve as guiding principles for the future of our students, both indigenous and non-indigenous.

In the spirit of these calls to action, Western School Division will implement formal and consistent actions that will acknowledge and recognize Treaty Lands and Indigenous Territories in our schools and at various public school and/or divisional events.

Acknowledgement and recognition actions will include:

- Western School Division written acknowledgement and recognition displays at the main and/or administration office entrance in all Western School Division facilities; schools, division office, bus garage; English and French language
- Acknowledgement and recognition announcement during the first school opening exercise each week
- Acknowledgement and recognition announcements at formal school and divisional events such as Western School Division Board of Trustees' regular meetings, public consultation meetings, budget presentations, professional development events, school graduations, school concerts, and the opening ceremonies of MHSAA provincial championships.

Western School Division's English and French language acknowledgement and recognition public announcements of Treaty Lands and Indigenous Territories are as follows:

### **English**

The Western School Division operates on the traditional lands of the Anishinaabe and Dakota peoples. The Western School Division respects the Treaties that were made on this territory.

### **French**

La Division Scolaire de Western dirige ses opérations sur les terres traditionnelles des peuples Anishinaabe et Dakota. La Division scolaire de Western respecte les traités qui ont été conclus sur ce territoire.

**Adopted:                    October 2018**



## AP 1-300 – RESPECT FOR HUMAN DIVERSITY AND EQUITY EDUCATION

### 1. GENERAL PHILOSOPHY

---

- 1.1. The Western School Division is committed to an educational philosophy that recognizes the fundamental equality of all people. It supports and facilitates the acceptance, respect and appreciation for all people and their individual characteristics or others' perception of their characteristics, as well as their commonalities and differences.
- 1.2. Respect for Human Diversity and Equity Education is the process of making education reflect a belief of the fundamental equality of all people, irrespective of ancestry, nationality, ethnic background, religion or creed, age, sex, gender identity, sexual orientation, family status, socio-economic status, physical or mental disability.<sup>i</sup> Learning environments present opportunities to educate students about diversity and the benefits and advantages for all, as well as nurture fair and equal participation, interdependence, and appreciation for the contributions of all.
- 1.3. Respect for Human Diversity and Equity Education endeavours to prepare students with the knowledge and skills to function socially, emotionally, politically, and economically in Canadian society. All students will be provided with opportunities to:
  - develop a positive self-image;
  - become contributing members of Canadian society;
  - enjoy equal rights and opportunities in a diverse and inclusive learning environment.
- 1.4. The Western School Division is committed to meeting the diverse needs of all learners.
- 1.5. Respect for Human Diversity and Equity Education is an integral part of all school programming within the established outcomes of the curricula approved by Manitoba Education.

Components of Respect for Human Diversity and Equity Education may include topical content. Western School Division is committed to respecting diversity and equity, and invites dialogue between teachers, parents, and students around different points of view.

### 2. DEFINITION: DIVERSITY AND EQUITY EDUCATION

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- 2.1. Diversity encompasses all the ways in which human beings are both similar and different. It means understanding and accepting the uniqueness of individuals, as well as respecting their differences. Diversity may include, but is not limited to ancestry, nationality, ethnic background, religion or creed, age, sex, gender identity, sexual orientation, family status, socio-economic status, physical or mental disability.<sup>ii</sup>
- 2.2. Equity refers to the provision of equitable opportunity, equitable access to programming, services, and resources critical to the achievement of outcomes for all students and the staff who serve them. Equity and equality are not necessarily synonymous, as equity can be achieved through unequal means.

### 3. GOALS OF DIVERSITY AND EQUITY EDUCATION

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- 3.1. The general goals of Respect for Human Diversity and Equity Education in The Western School Division shall include:



- a) The development of an understanding of, and respect for, the individual's identity;
- b) The development of understanding and respectful attitudes toward diversity within our communities;
- c) The development of an understanding of, and respect for, the identity of others in a diverse society; and
- d) The development of safe and caring school environments, which help enable individuals excel and achieve their personal best.

#### 4. CURRICULUM AND INSTRUCTION

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- 4.1. The Western School Division is committed to providing students with the opportunities to acquire the knowledge, skills, attitudes, and values necessary to live in and contribute to a complex and diverse world by:
- a) Ensuring that the principles and practices of Respect for Human Diversity and Equity Education permeate teaching and learning in all subject areas; and
  - b) Ensuring that teaching and learning resources accurately reflect Canada's diverse communities.

#### 5. ASSESSMENT AND PLACEMENT

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- 5.1. The Western School Division is committed to assessment and programming decisions that are mindful to students' diverse backgrounds, including personal and/or family experiences by:
- a) Assuring bias does not limit a student's access to programming, opportunities, and placement and that such decisions be evidence based;
  - b) Ensuring that parents/guardians are able to consider and make informed choices about their child's educational program and in cases where students are 18 years or older that they are provided with support and opportunities to make informed choices about their educational programs; and
  - c) Providing ongoing assessment, programming, and placement decisions that meet individual student needs and offer opportunities for students to reach their potential.

#### 6. STAFF DEVELOPMENT

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- 6.1. The Western School Division is committed to providing learning opportunities and training for all employees to enhance their competencies and sensitivity in working effectively with students, parents, staff and community members of diverse backgrounds. Staff development pertaining to bullying prevention and respect for human diversity and equity in a positive environment is encouraged.

#### 7. SCHOOL-COMMUNITY PARTNERSHIPS

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- 7.1. Effective school-community partnerships involve representation and active participation from the members within the community. This participation allows for the inclusion of and facilitates the exchange of diverse perspectives, ideas, experiences, and the identification of the needs, which will enhance educational opportunities for all learners.





- 7.2. The Western School Division recognizes the need to create an inclusive environment in which all students, parents, staff and community members from diverse backgrounds feel welcome and included.
- 7.3. The Western School Division shall continue to support relationships that promote effective participation in the education process by:
  - a) Encouraging parent advisory councils, school based parent-teacher committees and parent centres to be reflective of the diverse communities they serve;
  - b) Ensuring communication with parents and community partners is respectful of persons' individual characteristics;
  - c) Providing opportunities for the school community to enhance their mutual understanding of, and respect for diversity;

## 8. STUDENT ACTIVITIES AND ORGANIZATIONS

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Schools must accommodate students who want to establish and lead activities and organizations that promote a positive school environment that is inclusive and accepting of all students. AP 1-301 contains guidelines and procedures for starting a student club or activity. Ref: PSA 41. (1.8 a and b)

## 9. RESPONSIBILITIES

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- 9.1. The Superintendent, or designate, shall be responsible for ensuring the implementation of this policy.
- 9.2. The senior administration shall ensure members of their departments implement the general goals of the Respect for Human Diversity and Equity Education policy.
- 9.3. The principal shall play a leadership role and be responsible for ensuring that the general goals of the Respect for Human Diversity and Equity Education policy are implemented in the school.
  - a) Principals shall be responsible for providing assistance to the instructional staff in the development of an awareness of Diversity and Equity Education, appropriate instructional strategies, assessment and resources.
- 9.4. Human resource practices shall reflect the spirit of the Respect for Human Diversity and Equity Education policy, eliminating bias and being culturally sensitive.
- 9.5. All employees shall be responsible for ensuring that their practices and conduct are consistent with the general philosophy and goals of Diversity and Equity Education.
- 9.6. Parents and guardians play an important role in their child(ren)'s understanding and respect for and of human diversity. Parents have the responsibility to encourage their child(ren) to conduct themselves in ways that contribute to a safe and inclusive school environment.
- 9.7. All students shall be responsible for monitoring their own interactions and conduct in way that ensure a welcoming, safe and inclusive school environment; particularly toward those previously identified as being at higher risk for bullying or discrimination.



## 10. DEALING WITH DISCRIMINATION

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10.1. An investigation will be conducted on all complaints of discrimination. Depending on the nature of the incident of discrimination, the investigative responsibility may lie with a school, the School Division, or an external party.

10.2. Persons found to be involved with or responsible for discrimination<sup>iii</sup> will be subject to corrective and/or disciplinary action, up to and including dismissal or expulsion.

## 11. AUTHORITY

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11.1. The Respect for Human Diversity and Equity Education procedure supports, is congruent with, and to be implemented in correlation with existing Western School Division policies, regulations, and procedures which support a safe and respectful learning environment and workplace, including but not limited to:

- Freedom from Violence (AP 1-400)
- Employee Violence Prevention Regulation (AP 1-401)
- Freedom From Harassment (AP 1-500)
- Freedom from Harassment - Administrative Complaint Procedures (AP 1-501)
- Student Conduct in School buses (AP 4-410 and 4-411)
- Staff Ethics (AP 5-400)
- Appropriate Education Programming (AP 3-201)
- Learning Resources (AP 3-700)
- Library Materials Selection and Adoption (AP 3-701)
- Assessment, Evaluation and Reporting (AP 3-400)
- Public Complaints About Learning Resources (AP 3-702)
- Student Conduct (AP 2-400)
- Student Discipline and Suspension (AP 4-402)
- Threatening Behaviours (AP 2-320)
- Advertising in the Schools (AP 2-502)

11.2. The development and implementation of Western School Division's Respect for Human Diversity and Equity Education policy complies with requirements to do so as per clause 41 (1) (b.4) of the Manitoba Public Schools Act, and in response to S.M. 2013, c. 6, Bill 18, 2nd Session, 40th Legislature, The Public Schools Amendment Act (Safe and Inclusive Schools).

11.3. The Western School Division's Respect for Human Diversity and Equity Education policy was drafted mindful of and in the spirit of the following pieces of legislation:

- i. Canadian Charter of Rights and Freedoms
- ii. Manitoba Human Rights Code
- iii. Public Schools Act

**Adopted: June 2014**

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<sup>i</sup> Noted characteristics are based those characteristics identified with *The Manitoba Human Rights Code. 9 (2)*.

<sup>ii</sup> Noted characteristics are based those characteristics identified with *The Manitoba Human Rights Code. 9 (2)*.

<sup>iii</sup> "Discrimination", as defined within Section 9 (1) of The Manitoba Human Rights Code means:

- a) Differential treatments of an individual on the basis of the individual's actual or presumed membership in or association with some class or group of persons, rather than on the basis of personal merit; or
- b) Differential treatments of an individual or group on the basis of any characteristic referred to in subsection (2); or
- c) Differential treatment of an individual or group on the basis of the individual's or group's actual or presumed association with another individual or group whose identity or membership is determined by any characteristic referred to in subsection (2); or
- d) Failure to make reasonable accommodation for the special needs of an individual or group, if those special needs are based upon any characteristic referred to in subsection (2).



## AP 1-301 – GUIDELINES AND PROCEDURES FOR SETTING UP A STUDENT CLUB OR ACTIVITY

To assist staff and students in instituting clubs or activities to promote respect for human diversity within their school, guidelines and procedures such as the following shall be considered and implemented:

The club or activity must be consistent with and comply with school board and school policies.

All such clubs and activities shall be open to all students who wish to participate in an appropriate manner. To start a school club or activity, the following procedures will be followed:

1. A written proposal from one or more students who wish to establish a student club or to organize a specific activity should be submitted to school administration for review and consideration. The nature and purpose of the club or activity shall be clearly identified, along with other supporting information such as an assessment of the school climate, possible obstacles, and rationale for the club or activity, frequency of meetings, how the meetings will be advertised, a mission statement, and proposed group rules and/or guidelines.
2. The proposal shall be reviewed by school administration, in consultation with other appropriate school staff members, such as school counsellors, social workers, or other resource personnel, to ascertain:
  - a) the purpose and goals of the activity or club
  - b) the requirements for supervision, school space, and other resources
  - c) that the proposal is consistent with school and division principles
3. School administration shall ensure that all approved clubs or activities are adequately supervised and supported. This would include the designation of specific staff person(s) as faculty advisor(s) or faculty supervisor(s), and, in the case of ongoing clubs, the designation of an appropriate and safe meeting place within the school premises.
4. All students involved in a club or activity must agree to respect the personal privacy of student participants.
5. The faculty advisor(s)/supervisor(s) must be present at all club meetings and/or activities.
6. Agendas/activities for each club meeting should be planned in advance so that club members can come to the meetings prepared to participate.
7. If a matter arises that requires the involvement and/or intervention of outside agencies (such as CFS or law enforcement), those services should be sought at the earliest opportunity.



## AP 1-310 – ACCESSIBILITY PLAN

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## INTRODUCTION

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Western School Division believes learning is continuous and a life-long process.

Western School Division is committed to an educational philosophy that recognizes the fundamental equality of all people. Respect for diversity – individual’s characteristics and abilities – and the process of making education reflect a belief of the fundamental equality of all people, is woven into the everyday learning environment. It supports and facilitates the acceptance, respect, and appreciation for all people and their individual characteristics and abilities. Western School Division is committed to continually improving on and meeting the diverse needs of all learners – customers and clients – by identifying, removing, and preventing barriers which discourage accessibility.

## BACKGROUND

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The *Accessibility for Manitobans Act (AMA)* became law December 5, 2013, providing a clear, proactive process to prevent and remove barriers that may interrupt persons from fully participating in daily living. The *Act* requires the development of accessibility standards in five areas, including customer service, employment, information and communication, transportation, and the build environment.

1. **Customer Service** – to provide barrier-free customer service; the provision of goods and services in a manner that is accessible to all persons and their abilities
2. **Employment** – endeavoring to create equal employment opportunities through the recruitment, retention, and accommodation of persons and their abilities
3. **Information and Communication** – the provision of information and communication in ways that are accessible to all persons and their abilities
4. **Transportation** – aspects of accessible public transportation for going to work or school, and other aspects of daily life
5. **Build Environment** – the ability to access into and within building and outdoor spaces

These standards are the building blocks formulating change for sustained achievement of higher levels of accessibility.

More information regarding the AMA may be found at [www.accessibilityMB.ca](http://www.accessibilityMB.ca).



## PROFILE OF WESTERN SCHOOL DIVISION

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The establishment of the division is effective a body corporate and politic under the name the "Western School Division" (*Public Schools Act (PSA) 3*). The boundaries of the Western School Division shall be the boundary of the area contained in the wards of the division.

Western School Division is located in Morden, Manitoba, Canada, a prosperous community in South-Central Manitoba adjacent to the United States border. Western School Division operates a system of four schools and an adult education centre, that serve the City of Morden and a rural area of approximately 400 square kilometres. Our student population is composed of over 1700 students, both urban and rural. Morden is the home of many dramatic and fine arts groups, as well as strong sports programs which are reflected in the courses offered by the division.

The Board of Trustees is committed to the educational needs of the community within the Western School Division and seeks to carry out this role through the practise of good governance. Effective governance includes sound policies that support a school board's mandate in the areas of leadership, stewardship and relationship. The Western School Division and Board operate under the terms of the Manitoba *Public Schools Act* and other provincial and municipal legislation and/or regulations that may apply, including : *The Public Schools Act; The Education Administration Act; The Safe Schools Charter; The Workplace Safety and Health Act; The Manitoba Human Rights Code; The Child and Family Services Act; Appropriate Educational Programming in Manitoba: Standards for Student Services; The Freedom of Information and Protection of Privacy Act (FIPPA);* and the *Personal Health Information Act (PHIA)*. Compliance with federal legislation includes *The Charter of Rights and Freedoms, The Youth Criminal Justice Act* and *The Constitution Act*.



## MEMBERS OF THE ACCESSIBILITY ADVISORY COMMITTEE

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### Accessibility Coordinator

Responsible for coordinating accessibility initiatives, the Coordinator will be responsible for, but not limited to:

- Assisting senior management develop an Accessibility Plan and coordinate accessibility initiatives
- Create and coordinate an accessibility working group
- Assist different groups ensure public information and events are accessible
- Liaise between subject experts and colleagues to incorporate best practices in everyday activities
- Facilitate the inclusion of accessibility awareness in staff training and orientation
- Monitor progress in implementing the Accessibility Plan
- Assist Human Resources with the development of an accommodation program
- Consolidate information and report on the organization's progress
- Encourage continual consideration of accessibility needs in fiscal, physical environment, and information technology planning
- Stay up-to-date on compliance requirements for new standards under the *Accessibility for Manitobans Act*

### Accessibility Committee

Responsible for representing various branches and/or functions within the organization, the Committee will be responsible for, but not limited to:

- Participating in the development and introduction of the Accessibilities Plan
- Provide feedback and monitoring, from the branch or function represented, to ensure accessibility is integrated into policies, procedure, and practices
- Assist in providing training and/or information to their respective groups

### Appendix B – Accessibility Advisory Committee Members



## ACCESSIBILITY PRINCIPLES

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The AMA provides the following principles, which must be regarded in achieving accessibility:

**Access:** Persons should have barrier-free access to places, events and other functions that are generally available in the community;

**Equality:** Persons should have barrier-free access to those things that will give them equality of opportunity and outcome;

**Universal design:** Access should be provided in a manner that does not establish or perpetuate differences based on a person's disability;

**Systemic responsibility:** The responsibility to prevent and remove barriers rests with the person or organization that is responsible for establishing or perpetuating the barrier.

## PLAN

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### Identify Barriers

There are many different types of barriers, with some barriers being more visible than others. Regardless of the type of barrier, a barrier impedes an individual's ability to participate on an equal basis with another individual.

Some examples include:

- Attitudinal barriers – when persons think and act based on false assumptions
- Informational and communication barriers – when information is offered in a form that suits some, but not all, of the population
- Technological barriers – when information and service are delivered utilizing technology with limited accessibility
- Systemic barriers – policies, practices, and/or procedures that result in some individuals receiving unequal access
- Physical and architectural barriers – when the physical environment present challenges that make it difficult for some individuals to easily access a place

The Division will seek the input of various individuals in helping to identify existing and potential barriers, and accessibility issues.

Western School Division will continually seek ways to identify, prevent, and remove barriers to improve accessibility. An awareness and understanding of barrier(s) to accessibility and the needs of individuals are needed. The Division therefore invites individuals to help identify, prevent, and remove barriers, within our organization, by providing feedback.

[Appendix C – Accessibility Request & Feedback Form](#)





## Request for Accommodation

The Division recognizes some barriers will be easier to address than others, and will require varying levels of resources.

Informal requests will continue to be addressed through the current decision making levels of authority, and financial budgets.

All requests shall be tracked, with monthly reports remitted to the Accessibilities Coordinator.

Formal requests, such as those received via the Accessibility Request & Feedback Form, shall be reviewed by the Accommodations Coordinator for delegation and action.

Preventative actions and/or actions to remove barriers, requiring resources beyond current authority levels, will be forwarded to Senior Management and the Accessibilities Coordinator for consideration and action. Action requiring financial assistance will be forwarded for consideration in the Division's annual budget process.

### Request for accessible format(s) and communication supports

1. When a customer makes a request for an accessible format and/or communication support, ensure your response is in a timely manner.
2. Ask the customer making the request, for suggested accessible format and/or communication support.
3. Inform the customer of any cost associated, if applicable.
4. Provide customer with accessible format and/or communication support, or approximate timeframe in which it will be provided.

## Training

Regulation 13 (1) requires that “an organization must ensure training about accessible customer service is or has been provided to the following persons:

- (a) A person who provides goods or services directly to the public or to another organization in Manitoba on behalf of the organization, including employees, agents and volunteers;
- (b) A person who participates in or is responsible for the development or implementation of the organization's measures, policies and practices.”

The Accessibility Advisory Committee will work together with the Professional Development Committee to develop processes to deliver, document, and track training.

## Accessibilities Action Plan

Specific details regarding identified barriers, and the measures to remove the barriers, are contained within Appendix D.

**Appendix D – Accessibilities Action Plan** is a living document that will continually be amended and added to, as the Division takes action to remove barriers and celebrate achievements.



### Communication Process

Communication of the Division’s Accessibility Plan and its corresponding initiatives will be through a variety of strategies including:

- Western School Division website
- Administrative Procedure Manual

## REVIEW AND MONITORING

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### Records and Reporting

In compliance with Section 18 of the AMA, the Division shall maintain records in accordance with the regulations, and make the records available for inspection and examination. These records will be maintained with the Division’s Accessibility Action Plan – Appendix D.

### Compliance

The Division will deem to have met the accessibility standards:

**Customer Service** – “when all persons who are reasonably expected to seek to obtain, use or benefit from a good or service have the same opportunity to obtain, use or benefit from the good or service”.

**Communication** – “when communicating with a person who self-identifies as being disabled by barrier, the communication is done in a manner that takes into account the barrier”.

**Build Environment** – “any aspect of its built environment intended to facilitate barrier-free access to the goods or services it provides are available for use in the intended manner”.

### Monitoring

For 2016, and every second year thereafter, the AMA requires the Division prepare an accessibility plan that addresses the identification, prevention, and removal of barriers that disable people in the policies, programs, practices, and services. Therefore this plan will reviewed biannually.



## FEEDBACK

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If you have any questions or comments related to this Accessibilities Plan, or how we can further improve accessibility, and/or would like to request an alternate format, please contact:

Accessibility Coordinator at 204.822.4448

email: [accesswsd@westernsd.mb.ca](mailto:accesswsd@westernsd.mb.ca)

### Reference:

*The Accessibility for Manitobans Act (C.C.S.M. C A1.7)*

*The Accessibility for Manitobans Act – Customer Services Standard Regulation*

Respect for Human Diversity and Equity Education

Canadian Charter of Rights and Freedoms

Manitoba Human Rights Code

Public Schools Act

Accessibility for Ontarians with Disability Act Implementation Guide – Integrated Accessibility Standards:  
Information and Communications, Employment and Transportation

**Adopted:**            **January 9, 2017**



## Appendix A – GLOSSARY OF TERMS

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Accessibility Standard	an accessibility standards prescribed under the Accessibilities for Manitobans Act
Accessible Formats	may include, but not limited to, large print, recorded audio, electronic formats, braille, and other formats usable by persons interrupted by a barrier
AMA	<i>The Accessibilities for Manitobans Act</i>
Assisting Device	examples: cane, power driven or manually operated wheel chair
Barrier	for a person who has a physical, mental, intellectual or sensory disability, a barrier is anything that interacts with that disability in a way that may hinder the person’s full and effective participation in the society on an equal basis
Communications	the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received
Communication Supports	may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language, and other supports that facilitate effective communication
Conversion Ready	an electronic or digital format that facilitates conversation into an accessible format
Duty to Reasonably Accommodate	the requirement, established by <i>The Human Rights Code</i> (Manitoba), to remove barriers up to the point of undue hardship
EE	Employee
ER	Employer
Extranet Website	a controlled extension of the intranet, or internal network of an organization to outside users over the Internet
Information	includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning
Service Animal	a service animal as defined in <i>The Human Rights Code</i>



## Appendix B – ACCESSIBILITY ADVISORY COMMITTEE MEMBERS

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Accessibility Coordinator	Kathryn Reimer, Human Resources Manager
Accessibility Committee	Stephen Ross, Superintendent Cyndy Kutzner, Student Services Coordinator Allan Toews, Supervisor of Operations Roger Worms, Workplace Safety & Health Coordinator Parviz Salimi, Director of Information Technology Member at Large Member at Large



Appendix C – ACCESSIBILITY REQUEST & FEEDBACK FORM

# Accessibility Request & Feedback

## Personal Information

Name \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

## Request for Documents in Alternate Formats

Name of Document: \_\_\_\_\_

School: \_\_\_\_\_

Event (if applicable): \_\_\_\_\_

Which for format would you prefer?

- Braille
- Audio
- Plain Language
- Large Print: Preferred font size: \_\_\_\_\_  
Preferred font style: \_\_\_\_\_
- Electronic:
  - Microsoft Word
  - HTML
  - Rich Text
  - PDF
- Other: \_\_\_\_\_

Request for American Sign Language (ASL) Interpreter or Captioning:

Date Interpreter Required: \_\_\_\_\_

Duration Interpreter is Required \_\_\_\_\_

Type of Meeting \_\_\_\_\_

## Comments – Tell us your story

Tell us about your experience - when things go well and when things could have gone better. Your feedback and suggestions are valued

\_\_\_\_\_

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## AP 1-311 – ACCESSIBILITY PLAN UPDATE

### BASELINE REPORT

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Western School Division is located in Morden, Manitoba, Canada, a prosperous community in South-Central Manitoba adjacent to the United States border. Western School Division operates a system of five schools and an adult education centre that serves the City of Morden and a rural area of approximately 400 square kilometres. Our student population is composed of over 2300 students, both urban and rural. Western School Division is committed to an educational philosophy that recognizes the fundamental equality of all people. Respect for diversity – individual's characteristics and abilities – and the process of making education reflect a belief in the fundamental equality of all people is woven into the everyday learning environment. It supports and facilitates acceptance, respect, and appreciation for all people and their individual characteristics and abilities. Western School Division is committed to continually improving on and meeting the diverse needs of all learners – customers and clients – by identifying, removing, and preventing barriers that discourage accessibility.

### STATEMENT OF COMMITMENT

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The Western School Division is committed to ensuring equal access and participation for all society members, including staff, students, and people with exceptional needs. We are committed to treating all people in a way that allows them to maintain their dignity and independence. We believe in inclusion. We are committed to meeting the needs of people who face accessibility barriers by identifying, removing, and preventing these barriers while meeting the Accessibility of Manitobans Act's requirements.

### ADMINISTRATION AND PROCEDURES

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#### Accessibility Coordinator

Responsible for coordinating accessibility initiatives.

#### Accessibility Committee

Responsible for representing various branches and/or functions within the organization and participating in the development of the Accessibility Plan and Procedures.

#### Timeframes Legend:

- **Completed**
- **Ongoing**
- **Short Term - (Completion expected within 12 Months)**
- **Mid Term - (Completion expected in 1 to 3 Years)**
- **Long Term - (Completion expected in 3 to 5 Years)**
- **\*New Item**



**Procedures**

The Western School Division developed and adopted the following procedures to identify, remove, and prevent potential barriers while addressing inclusion and providing resources.

- AP - 1-300      Respect for Human Diversity and Equity Education
- AP - 1-310      Accessibility Plan
- AP - 1-312      Accessible Employment
- AP - 1-313      Accessible Communication and Information
- AP - 7- 000      Facilities and Transportation
- Appendix C      Accessibility Request and Feedback Form

**ACTIONS**

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The Western School Division has implemented the following steps utilizing the principles outlined in the Accessibility of Manitobans Act, namely: **Access, Equality, Universal Design, and Systemic Responsibility.**

**General Accessibility**

<b>Initiatives</b>	<b>Action</b>	<b>Status</b>
Establish an Accessibility Committee	An Accessibility Committee was created to represent various branches and functions within the Division to participate in the development of the Accessibility Plan, Procedure and Policies.	Completed
Assign an Accessibility Coordinator	The Accessibility Coordinator Role was adopted to coordinate the Accessibility Plan initiatives.	Completed
Establish and Maintain an Accessibility Plan	The Accessibility Plan has been developed and posted on the Western School Division's Website.	Completed
Review WSD policies, procedures, programs, and practices from a disability perspective.	Review current policies and procedures. Develop an Accessible Employment Procedure. Develop and address workplace emergency response plans and information for persons with disabilities. *Develop an Accessible Transportation Procedure	Ongoing Completed Ongoing Mid Term
Implement steps to ensure accessibility during school events/assemblies	The Western School Division will take into account the accessibility for persons with disabilities in the initial stage of organizing any events within our facilities. The barriers will be identified and removed. In the case where identified barriers cannot be removed, alternate access will be provided through assistance, accommodation, or equipment, such as a wheelchair. The public will be informed about the availability of accommodation for people with disabilities so they can attend the events.	Ongoing
Ensure accessible transportation is available for students with disabilities in order to attend school.	The Western School Division provides integrated, accessible school transportation for students with disabilities. The Division offers alternative options where the existing service is not feasible due to the students' unique condition or safety concerns.	Ongoing





Establish the conditions and environment to ensure people that require service animals are welcomed to enter facilities where the public is generally allowed.	Develop and update administrative procedures for the use of service animals.	Complete
	Develop the training for custodial staff on how to assist people with disabilities using service animals.	Mid Term

**Physical and Architectural**

Initiatives	Action	Status
Install elevators or lifts to ensure full or partial access is provided for people with needs.	There are five locations identified within the Western School Division Facilities where elevators or lifts are needed. Four elevators and stairlifts were installed in the Ecole Morden Middle School and the Morden Collegiate Institute. There is no access to room 001 in the basement of Morden Collegiate Institute. Other practical solutions will be considered if the elevator or lift installation is not feasible to implement in the identified location.	Completed Long Term
Identify the areas, exterior entrances or hallways where ramps, additional rails or other solutions are required.	The Western School Division has identified the exterior entrance and interior areas where ramps, additional rails or other solutions are required. *The Piping Shop has merged with the Welding Shop in the new MCI Technology Centre building; the new entrance is constructed with a ramp and automatic door opener. The outdoor classroom at EMMS needs a ramp to be accessible. Three outside ramps were installed with auto door openers in Morden Collegiate Institute. One ramp was installed in the Maple Leaf School building, and all portables are equipped with ramps. *Resurface the sidewalk on the West side from the MCI/EMMS. The sidewalk has been replaced from Gilmour Street to the EMMS West entrance. Repairs are needed at the EMMS West entrance area and parts of the bus loop sidewalk.	Complete Mid Term Completed Completed Completed Mid Term
Install an automatic door opener at the required entrance for accessibility	*A power door button has been installed at the main office of Morden Collegiate Institute to allow individuals with needs to open the door and have access to the building. Multiple automatic door openers need to be installed within our facilities. Maple Leaf's east entrance has a ramp but needs an auto door opener. It is a student entrance from the huts to the Maple Leaf School Building. Minnewasta west entrance needs an auto door opener. It is a student entrance from the playground area. Automatic door openers were installed at the main entrance of Maple Leaf, Ecole Morden Middle School, Morden Collegiate Institute and the Division Office.	Completed Ongoing Mid Term Mid Term Completed



Identify the washroom facilities that require modification to ensure accessibility	The bathroom adjacent to the resource classroom at Maple Leaf School was renovated and spaced out to allow individuals with needs to access the washroom facility on wheelchairs.	Completed
	A power door device will be installed in the washroom at the resource classroom at Maple Leaf School.	Mid Term
	The following areas are not wheelchair accessible: Minnewasta – main student, washrooms, Kindergarten room. Maple Leaf – south Kindergarten room, staff washrooms, office washroom, gym change room washrooms EMMS – staff washrooms, east hallway washroom Morden Collegiate – main washrooms on the first and second floor, staff washrooms, locker room washrooms	Long Term
	Designated accessible washrooms were identified and equipped in each Western School Division location for persons with disabilities, at the Piping Shop, Welding Shop and Morden Adult Education Center facilities.	Completed
Install visibility signs such as visibility strips to the new and existing stair installations.	EMMS east wing fan room requires a stair strip at the top of the stairs. The Grade 8 hallway at the west end needs an elevation change strip because it has a slope. Most public stairways in the Division have some sort of colored strip on them.	Completed
	The visibility strips and other means of installation that help increase the objects' visibility, such as stairs, will be included in further projects as design standards and maintenance activities.	Ongoing
Provide access to the play structure and outside the classroom.	There are several play structures and outdoor classrooms within the Western School Division's facilities.	Long Term
	Two play structures were equipped with accessibility features at Minnewasta School's playground, and one play structure is accessible at Maple Leaf's playground.	Completed
	EMMS has an aging play structure which they are planning to replace with a new, accessible one.	Mid Term
Ensure emergency exits are accessible	*The back emergency exit at the Division Office is not wheelchair accessible – it would require a ramp down to ground level.	Mid Term

**Information and Communication**

Initiatives	Action	Status
Develop a system to ensure communication is taking place with a person with disabilities and barriers are removed.	The Western School Division will develop an Accessible Information and Communication Administrative Procedure as a guide to address Information and Communication barriers.	Completed
	Audit of the Division's website on Accessible Information and Communication.	Short Term
	Partner with Website Developer to implement required changes to meet or exceed the WCAG 2 standards.	Short Term
	American Sign Language Training for Front Line Staff.	Mid Term
	The Western School Division will adopt communication means in various formats, including subtitles on online video products and messages informing people with disabilities regarding alternative formats available upon request.	Ongoing



Identify the assistive devices used to remove or reduce communication barriers, such as hearing aid technology and descriptive video.	The Western School Division is exploring available technological solutions to assist persons with disabilities (Blind or Vision impaired), such as hearing aids, read speakers, and sound field systems.	Ongoing
Communicate with the public if accessibility becomes temporarily unavailable.	The Western School Division will inform the public (via available means of communication) if accessibility becomes temporarily unavailable. The appropriate signage will be installed at the locations where the temporary barriers exist.	Ongoing
Develop a process to receive feedback and accommodation requests.	The Accessibility Request & Feedback Form is developed under Appendix C of the WSD Accessibility Plan.	Completed

**Attitudinal - Systemic**

<b>Initiatives</b>	<b>Action</b>	<b>Status</b>
Create and promote a barrier-free culture to ensure access to services and goods, making sure they are not blocked and are available to everyone as intended.	The Western School Division will develop and communicate projects and programs that promote accessibility and cultural diversity in order to remove attitudinal or systemic barriers within our facilities and increase awareness among our staff members.	Ongoing
Develop an Accessible Employment Procedure to remove barriers during the recruitment and selection process.	The Accessible Employment Procedure has been developed. Western School Division has embedded accessibility practices into the recruitment, selection, and employment processes, informing applicants and WSD employees with disabilities about the availability of accommodations upon request.	Completed
Promote the Return-to-Work program, providing reasonable accommodations and modified light duties.	The Western School Division develops the Return-to-Work Program that enables employees to be back to work as soon as their situation allows, as they perform duties based on their current capacity with modified light duties.	Ongoing
Ensure access to training is available and that accommodation is provided for people with needs.	The public and staff will be informed about available accommodation upon request during the Western School Division's training sessions and within the employees' course of employment.	Ongoing



## PUBLIC ENGAGEMENT AND CONSULTATION

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The Division utilizes a consultation process with the public, employees, students, and visitors regarding the accessibility plan update to identify barriers and the support, format and means that would remove obstacles. The consultation will be available through the following means:

- In-person discussion,
- Request Form: [Accessibility Request & Feedback Form](#)
- Online Survey via the following link: [Western School Division Accessibility Survey](#)
- Organizational Awareness

## REVIEW AND MONITORING

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### Records and Reporting

In compliance with Section 18 of the AMA, the Division will continue to maintain records according to the regulations and make the records available for inspection and examination. These records will be maintained with the Division's Accessibility Plan.

### Compliance

The Division will deem to have met the accessibility standards:

**Customer Service** – "when all persons who are reasonably expected to seek to obtain, use or benefit from a good or service have the same opportunity to obtain, use or benefit from the good or service."

**Communication** – "when communicating with a person who self-identifies as being disabled by a barrier, the communication is done in a manner that takes into account the barrier."

**Built environment** – "any aspect of its built environment intended to facilitate barrier-free access to the goods or services it provides are available for use in an intended manner."

### Monitoring

From 2016 and every second year thereafter, the AMA requires the Division to prepare an accessibility plan that addresses the identification, prevention, and removal of barriers that disable people in the policies, programs, practices, and services. Therefore, this plan will be reviewed biannually.

## FEEDBACK

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If you have any questions or comments related to this Accessibilities Update Plan, or how we can further improve accessibility, and/or would like to request an alternate format, please contact:

Accessibility Coordinator at 204.822.4448  
email: [accesswsd@westernsd.mb.ca](mailto:accesswsd@westernsd.mb.ca)



Reference:

*The Accessibility for Manitobans Act (CCSM C A1.7)*

*The Accessibility for Manitobans Act – Customer Services Standard Regulation*

Respect for Human Diversity and Equity Education

Canadian Charter of Rights and Freedoms

Manitoba Human Rights Code

Public Schools Act

Accessibility for Ontarians with Disability Act Implementation Guide – Integrated Accessibility Standards:  
Information and Communications, Employment and Transportation

**Adopted:** January 9, 2017

**Updated:** November 30, 2020

**Updated:** March 20, 2023

**Updated:** December 16, 2024



## Appendix A – GLOSSARY OF TERMS

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Accessibility Standard	an accessibility standard prescribed under the <i>Accessibilities for Manitobans Act</i>
Accessible Formats	may include, but not limited to: large print, recorded audio, electronic formats, braille, and other formats usable by persons interrupted by a barrier
AMA	<i>The Accessibilities for Manitobans Act</i>
Assisting Device	examples: cane, power driven or manually operated wheel chair
Barrier	for a person who has a physical, mental, intellectual, or sensory disability, a barrier is anything that interacts with that disability in a way that may hinder the person's full and effective participation in society on an equal basis
Communications	the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received
Communication Supports	may include, but are not limited to: captioning, alternative and augmentative communication supports, plain language, sign language, and other supports that facilitate effective communication
Conversion Ready	an electronic or digital format that facilitates conversation into an accessible format
Duty to Reasonably Accommodate	the requirement, established by <i>The Human Rights Code</i> (Manitoba), to remove barriers up to the point of undue hardship
EE	Employee
ER	Employer
Extranet Website	a controlled extension of the intranet, or internal network of an organization, to outside users over the Internet
Information	includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning.
Service Animal	a service animal as defined in <i>The Human Rights Code</i>



**Appendix B – ACCESSIBILITY ADVISORY COMMITTEE MEMBERS**

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Accessibility Coordinator Viktor Chuyenkov, Human Resources Manager

Accessibility Committee

- Stephen Ross, Superintendent
- Marianne Fenn, Assistant Superintendent
- Yuriy Lebedyuk, Facilities Supervisor
- Michael Wiebe, Workplace Safety & Health Coordinator
- Parviz Salimi, Director of Information Technology
- Adam Adamson, Transportation Supervisor
- Janelle Chawrun, HR Coordinator
- Member at Large of Organizational Disability Community
- Member at Large



## Appendix C: ACCESSIBILITY REQUEST & FEEDBACK FORM

### Personal Information

Name \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_  
 Email Address: \_\_\_\_\_

### Request for Documents in Alternate Formats

Name of Document: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Event (if applicable): \_\_\_\_\_

Which format would you prefer?

- Braille
- Audio
- Plain Language
- Large Print: Preferred font size: \_\_\_\_\_  
 Preferred font style: \_\_\_\_\_
- Electronic:
  - Microsoft Word
  - HTML
  - Rich Text
  - PDF
- Other: \_\_\_\_\_

Request for American Sign Language (ASL) Interpreter or Captioning:

Date Interpreter Required: \_\_\_\_\_  
 Duration Interpreter is Required: \_\_\_\_\_  
 Type of Meeting: \_\_\_\_\_

### Comments – Tell us your story

Tell us about your experience - when things go well and when things could have gone better. Your feedback and suggestions are valued

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Completed forms can be submitted in person or by mail to the Western School Division, 4-75 Thornhill Street, Morden, MB, R6M 1P2. They may also be emailed to the Accessibility Coordinator at [accesswsd@westernsd.mb.ca](mailto:accesswsd@westernsd.mb.ca)

Any questions or comments can be directed to the Accessibility Coordinator at 204-822-4448 or [accesswsd@westernsd.mb.ca](mailto:accesswsd@westernsd.mb.ca)





## AP 1-312 – ACCESSIBLE EMPLOYMENT ADMINISTRATIVE PROCEDURE

### INTRODUCTION

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The intention of this policy and commitment of the Western School Division is to comply with the Accessibility Standard for Employment under *The Accessibility for Manitobans Act*. This policy applies to all policies, practices, and measures in order to reflect and ensure that the principles of dignity, independence, integration, and equal opportunity are in place for people with disabilities.

The ultimate goal is to identify and remove barriers within our organization. Where a barrier is impossible to remove, the Western School Division will seek reasonable accommodations for affected employees.

This policy applies to every person who acts on behalf of the Western School Division, whether the individual is an employee, agent, volunteer, or otherwise.

### DEFINITIONS

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**Accessible Formats:** include but are not limited to accessible electronic formats, braille, text transcripts, large print, recorded audio, and other formats accessible to persons with disabilities.

**Communication Supports** – include but are not limited to captioning, alternative and augmentative communication supports, plain language, sign language, and other supports that facilitate effective communications.

**Assistive Device:** a technical aid, communication device, or other instrument used to maintain or improve the functional ability of people with disabilities. Personal assistive devices are typically devices that members and guests bring with them, such as a wheelchair, walker, personal oxygen tank, or anything that might assist in hearing, seeing, communicating, moving, breathing, remembering and/or reading.

**Barrier:** defined by the *Accessibility to Manitobans Act* as a long-term physical, mental, intellectual, or sensory impairment affecting an individual. A barrier is also anything that interacts with that impairment in a way that may hinder the person's full and effective participation in society on an equal basis.

### PRE-EMPLOYMENT & EMPLOYMENT ACCESSIBILITY

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#### 1. Remove barriers to the recruitment and selection process

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##### *Procedural Statement*

The Western School Division (WSD) will ensure that potential applicants are informed of reasonable accommodations available to people with disabilities during the recruitment and selection process. The WSD will consult with individuals upon receiving a request for accommodation and respond to all inquiries to provide reasonable accommodation.



Practices and Measures

The Western School Division will include a statement on all job advertisements to notify potential candidates that accommodations are available to applicants with disabilities. We will work with the applicant and utilize the best practices to provide reasonable accommodation where requested.

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**2. Communication of workplace accommodation**

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Procedural Statement

The Western School Division will notify successful applicants of the policies, procedures, and practices for accommodating employees with disabilities when making offers of employment and during new employee orientation. We will keep our employees updated on policy changes.

Practices and Measures

The Western School Division will include information regarding the policies and procedures used to support its employees with disabilities in the *Letter of Offer* for new hires. All relevant information will also be provided to new employees as soon as practicable during the new employee orientation and onboarding process.

The Western School Division is committed to providing information in a way that meets the needs of its employees with disabilities by communicating all updates regarding accommodation measures, practices, policies, and procedures. WSD will utilize multiple communication formats and methods, including but not limited to accessible electronic formats, braille, text transcript, large print, recorded audio, and other access methods for persons with disabilities. When information changes, the WSD will ensure that its employees are updated and communicate such changes in multiple ways, such as posting information on an internal site, public website, social media, newsletters, blogs, memos, and staff emails.

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**3. Individualized accommodation request procedure and plan**

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Procedural Statement

The Western School Division has developed an *Accessibility Plan* that outlines the spirit and our commitment to providing accessibility for people with disabilities within our operation. WSD's *Accessibility Plan* contains a provision that allows individuals and our employees to submit an accommodation request. Upon request, the WSD will provide reasonable accommodation for employees with disabilities through the development of individualized plans. These individualized plans will be subject to review on a regular basis and over the course of employment.

Practices and Measures

The individualized accommodation plan will be developed and documented upon request from an employee with disabilities provided representation of a bargaining agent or a person who is knowledgeable in the area of workplace accommodation process for persons disabled by barriers and will include the following aspects: accessible format and communication that supports the needs of the employee, workplace emergency response



information, details regarding how and when any other accommodations are provided, and when the plan is reviewed. All requests will be assessed on an individual and case-by-case basis. Documentation from a health practitioner that supports the need for accommodation may be requested. The employee who requests an accommodation plan will be encouraged to provide all relevant information and required to participate in the accommodation process by taking part in the following activities:

- assessment
- be collaborative with the direct supervisor in developing appropriate accommodation solution
- be in compliance with the developed individualized accommodation plan
- offering feedback related to modifications (including whether the accommodation is no longer required)

Supervisors will be required to review the agreed-upon schedule and accommodation plan with the employee on a regular basis. Supervisors will review and update individualized plans when the employee's workplace is modified or relocated, responsibilities of the employee have changed, changes to the workplace have occurred that may affect the accommodation, the physical capabilities of the employee change, or if the employee requests a review or update of the accommodation plan. Supervisors are required to respond to requests as soon as practicable and in a timely manner. Supervisors will make reasonable adjustments and accommodations in order to address any changes associated with the accommodation plan.

Western School Division may deny an employee's request for an individualized accommodation plan in the following circumstances:

- The employee is capable of performing most of the job duties without accommodation.
- The independent regulated health care provider professional(s) does not support the employee's self-assessed requirement for workplace accommodation.
- Our research and evidence show that the accommodation request would cause undue hardship, such as creating a safety risk to the individual or other personnel or a significant measurable financial burden.
- The functional limitation is a bona fide work requirement where the requested accommodation will not enable the employee to perform the job's essential functions.
- The employee's request for reasonable accommodation is primarily for non-disability reasons rather than because of a disability.

Should an individual accommodation plan be denied, the Western School Division will provide a written report outlining the reasons why the request was denied.

The Western School Division will maintain employee privacy regarding all accommodation requests, plans, and personal health information in compliance with current legislation and follow the Privacy Maintenance of the herein document.

## WORKPLACE EMERGENCY RESPONSE INFORMATION

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### Procedural Statement

Western School Division will advise all employees on what steps to take in the event of a workplace emergency to ensure the safety of temporarily or permanently disabled employees. We ensure our workplace emergency response information is specific to each individual's needs while also taking into account the physical nature of an



employee's workplace. Once we know an employee requires assistance during a workplace emergency, we will offer the employee an individual workplace emergency response plan within a reasonable time frame.

The workplace emergency response information provided is reviewed every time:

- The employee moves to a different workspace or location within the organization
- The employee's workspace is modified
- We are informed of any changes regarding an individual's disability (i.e., a temporary disability no longer exists).
- Plans are reviewed, and changes are made that would affect the employee's response to an emergency in the workplace

Should an employee require the assistance of another person during an emergency, the Western School Division will obtain consent from the employee who will be assisting, and we inform that person on how to assist.

#### Practices and Measures

The Western School Division will inform its employees of the workplace emergency response information during orientation, along with the building emergency plans, and inquire of staff as to whether they need assistance during an emergency.

The Workplace Health and Safety Committee meeting agenda will include regular review and discussion of general accessibility. Barriers will also be identified during workplace health and safety inspections.

During regular fire drills or emergency evacuation activities where an individual cannot descend the stairs in order to exit the building, the Western School Division will identify someone (with their permission) who will remain with that individual in a designated "safe" area. The proper means of communication will be established between the employees and the person in charge to ensure constant two-way contact during the emergency. The person acting as Fire Marshal notifies the fire department regarding the number and location of employees still remaining in the building.

## CAREER DEVELOPMENT AND PERFORMANCE MANAGEMENT

#### Procedural Statement

The Western School Division will take into account the accessibility needs and/or individual accommodation plans of employees when:

- Using performance management processes
- Providing career development, training, and advancement opportunities
- Using transfer and reassignment

#### Career Development Practices and Measures

When the Western School Division provides career development and training or internal advancement opportunities/reassignment, we ensure the process for selecting and recruiting candidates considers that an employee may be temporarily or permanently disabled by one or more barrier(s) in the workplace. We take into consideration any individualized accommodation plan already in place or that one may need to be established as a



result of career development or advancement opportunities. Our practices and measures are created to ensure that workplace accommodations do not negatively affect access to career development for any employee with disabilities to the best of our ability.

#### Performance Management Practices and Measures

The Western School Division utilizes a performance management system of reflective dialogue to ensure employees receive timely feedback and evaluation during performance reviews, where discussions of progress, new goals, and challenges occur. Existing or newly required workplace accommodations, including individualized accommodation plans and emergency assistance, will be part of the discussion and subject to review with staff.

Health and safety are subject to review during a performance appraisal with Western School Division employees, including following policies and procedures, meeting expectations, and adhering to accommodation plans and emergency protocols. Should an employee require human resource interventions due to not following the established WSD policies and procedures, the Western School Division will implement a progressive disciplinary action plan while considering whether there is a connection between concerns about job performance and workplace barriers before addressing an issue.

## STAFF TRAINING

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#### Procedural Statement

The Western School Division provides training to its staff on how to accommodate employees with a disability throughout their employment, including but not limited to recruiting, selecting and training employees, supervising, managing or coordinating employees' work activities, promoting, redeploying, reassigning or terminating, and developing and implementing new employment practices and policies.

The Western School Division develops and provides the training that includes the following content:

- How to make employment opportunities accessible to people with disabilities
- How to interact and communicate with applicants or employees who face barriers, use assistive devices, or are assisted by a support person or service animal
- An overview of our accessibility information, policies, plans, and *The Accessibility for Manitobans Act*, *The Human Rights Code* (Manitoba), and the *Accessible Employment Standard*

#### Practices and Measures

The Western School Division trains its employees and managers as soon as reasonably possible. New employee training includes an overview of accessible employment policies, practices, and the accommodation process. WSD communicates refresher training and policy updates to staff on a regular basis.



## RETURN TO WORK / MODIFIED LIGHT DUTIES PROGRAM

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### Procedural Statement

The Western School Division is committed to providing a safe and healthy working environment for employees who are (or have been) absent from work due to a disability or health condition and who require reasonable accommodation in order to return to work.

### Practices and Measures

The Western School Division will communicate with all parties involved to determine reasonable accommodation and provide meaningful work to the affected employee within modified light duties or alternative work that is safe and within the employee's functional abilities. The program's goal is to assist an employee with gradually returning to work to their full capacity.

## PRIVACY MAINTENANCE

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### Procedural Statement

The Western School Division adheres to the requirements outlined in the legislation that addresses individual privacy rights, such as *The Freedom of Information and Protection of Privacy Act* of Manitoba and *The Personal Health Information Act* of Manitoba. The Western School Division respects and protects the privacy and confidentiality of its employees as well as the employee's personal health information. WSD only collects, uses, and discloses the information required for the purposes of the *Accessibility Standard for Employment* unless otherwise agreed to by the employee.

### Practices and Measures

The Western School Division follows proper protocols when storing confidential employee information, including but not limited to confidential forms, locking file storage, and levels of security "permissions" required for human resources and managers to access personal health information.

## RECORD KEEPING

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### Procedural Statement

The Western School Division keeps a written record of its accessibility and training policies, procedures, and training materials. These documents include a summary of the training material's content and the date when the training was offered. WSD staff, managers, and the public are made aware of the Western School Division's policies and procedures. Along with other related information, these policies are available upon request in a format accessible to the user.



*Practices and Measures*

The Western School Division will inform the public and its staff regarding accessibility through training, policies/procedures, the WSD website, social media accounts, newsletters, job postings, advertising of events, and posters. Information will be distributed to all WSD locations, which will be located in offices and entrances. WSD provides all relevant information within a reasonable timeframe and in a format that meets the needs of individuals with a disability at no additional cost.

**PUBLIC ENGAGEMENT AND CONSULTATION**

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The Division utilizes a consultation process with the public, employees, students, and visitors regarding the accessibility plan update to identify the barriers and the support, format and means that would remove obstacles. The consultation will be available through the following means:

- In-person discussion,
- Request Form: [Accessibility Request & Feedback Form](#)
- Online Survey via the following link: [Western School Division Accessibility Survey](#)
- Organizational Awareness

Reference:

*The Accessibility for Manitobans Act (CCSM C A1.7)*  
*The Accessibility for Manitobans Act – Customer Services Standard Regulation*  
Respect for Human Diversity and Equity Education  
Canadian Charter of Rights and Freedoms  
Manitoba Human Rights Code  
Public Schools Act  
Sample Accessible Employment Policy For Public Sector Organizations – Disabilities Issues Office (DIO)  
Employer's Handbook on the Accessibility Standard for Employment

**Adopted:** December 4, 2020  
**Reviewed:** December 20, 2024



## AP 1-313 – ACCESSIBLE COMMUNICATION AND INFORMATION

### INTRODUCTION

This procedure supports the Western School Division's commitment to achieving consistent high-quality, accessible standards for any information and communications produced or utilized by or on behalf of the Division. This aims to comply with the Accessible Communication and Information under The Accessibility for Manitobans Act. This procedure applies to all policies, practices, and measures in order to remove barriers related to information and communication for people with disabilities.

Where a barrier is impossible to remove, the Western School Division will seek reasonable accommodations for affected individuals.

This procedure applies to every person who acts on behalf of the Western School Division, whether the individual is an employee, agent, volunteer, or otherwise.

This procedure is guided by the Accessibility for Manitobans Act (AMA) and its standards, such as the Accessible Information and Communication Standard. The procedure ensures that the Western School Division provides equitable access to information and communication for all individuals, regardless of their abilities.

### DEFINITIONS

**Accessible Formats:** include but are not limited to accessible electronic formats, braille, text transcripts, large print, recorded audio, and other formats accessible to persons with disabilities. Upon request, the Western School Division will provide information in alternative formats, considering the following components' criteria and meeting the requirements provided with accessible information and communication guidance such as:

- Appropriate use of colour
- Colour contrast
- Text and language
- Document format and structure
- Logical reading order
- Signage standards
- Use of templates
- Images, non-text elements, and alternative text

The Division will ensure the production, procurement or delivery of information and communication is performed in light of considering all factors that will affect its accessibility for individuals with disabilities who may be blind, legally blind with partially sighted or have vision loss, have a developmental, cognitive or learning disability, have mental, physical condition or mobility limitations.

**Communication Supports:** include but are not limited to captioning, alternative and augmentative communication supports, plain language, sign language, and other supports that facilitate effective communication.

**Assistive Device:** a technical aid, the Western School Division will utilize assistive technologies such as screen readers, voice recognition, audio format, and other available tools such as large print programs such as the Zoom Text Magnifier / Reader to support individuals with different needs.

**Educational Materials:** Accessible educational materials (e.g., textbook, handouts, supplementary learning resources, reference books, workbooks, educational kits, student records, lesson, workshop or program description, scheduling, etc.) will be provided to the students, employees, applicants and prospective applicants, parents and guardians of students with needs as required.





**Barrier:** defined by the *Accessibility to Manitobans Act* as a long-term physical, mental, intellectual, or sensory impairment affecting an individual. A barrier is also anything that interacts with that impairment in a way that may hinder the person's full and effective participation in society on an equal basis.

## ACCESSIBLE COMMUNICATION PRACTICES

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**Clear Communication:** Information will be presented in a clear, concise, and easy-to-understand manner, avoiding jargon or technical language where possible.

**Alternative Communication Methods:** Options such as sign language interpretation and visual support will be provided for individuals who require them.

**Meetings and Events:** When hosting meetings or events, accessible seating, pathways, and interpreters will be provided upon request.

**Libraries in the Western School Division:** The Western School Division's libraries will plan and procure the necessary resources to accommodate the needs of the individuals who attend the libraries. The libraries will inform and notify the public and its users of accessible items and in what accessible format this item is provided.

**Duty to Notify:** The Western School Division will provide notice to the public, including students, employees, and visitors, that information, educational materials, and library materials are available through communication support and alternative formats. This will include requests related to emergency procedures and workplace health and safety information.

**Respond to Request:** The Western School Division will respond to the requests promptly following the consultation with the person making such request to identify a support or format needed that removes the barriers.

## TRAINING AND EDUCATION

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**Staff Training:** Western School Division's staff will receive training on accessibility best practices and the use of assistive technologies. The staff responsible for producing, procuring, or delivering public information and communications will be assigned specific training associated with their roles to gain skills and knowledge on how to create information and communication that are in accessible formats that meet the standards. The training will include a manual for creating accessibility in but not limited to:

- Word, PDF, and InDesign documents
- Web design and web content
- Print and electronic materials
- Meetings and presentations
- Signage design

**Ongoing Education:** Staff will have access to promotional and educational materials as well as regular professional development to stay current with accessibility standards and practices. The Division will develop an auxiliary appendix sheet for this procedure to include and keep an updated record of all information regarding available training materials and manuals and assist with making specific training available upon request.



## DIVISION WEBSITE AND WEB CONTENT

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The Division's website(s) and all web content will be created in accordance with accessible information and communication requirements. The Division will ensure it complies with or exceeds Web Content Accessibility Guidelines (W.C.A.G) 2.1 Level AA standards. The staff who edit or post information or communications on the Division's website will receive training on creating and ensuring it is in an accessible format that meets the required standards. Permission to edit or post to the Division's website will not be granted without completing this training. The Division ensures that its website is compatible with assistive devices, such as screen readers, and provides users with multifunctional usage options, such as enlarging text, adjusting contrast, and keyboard navigation. Design, upkeep, and maintenance of the Division's website and web content will continually be aligned and uphold the four main principles of web accessibility, provided in more significant details by W.C.A.G., to be perceivable, operable, understandable, and robust.

## REQUEST FOR ALTERNATE FORMATS AND COMMUNICATION ASSISTANCE

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Upon request, the Division will make every reasonable effort to provide any public information and communications produced by or on behalf of the Division in an alternate format or with communication support. In discussion with the person who made the request and considering the individual's abilities, the Division will determine the appropriate alternate format or communication assistance. Alternate formats can include, but are not limited to:

- large print
- Braille
- recorded audio
- closed captioning
- descriptive video
- text transcripts
- print to electronic or electronic-to-print formats

Communication supports can include, but are not limited to:

- reading information out loud
- exchanging written notes
- sign language
- assistive devices, such as iPads
- using yes/no questions
- picture communication exchanges
- using a Teletypewriter
- clear speech and plain language

## NOTICE TO THE PUBLIC

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The Division will post a notice that alternate formats or communication supports are available upon request in a conspicuous location in all Division's facilities that are open to the public, including on the Division's website. Additionally, the Division will clearly provide this notice for:

- any public emergency response procedures, plans, or public safety information produced by or on behalf of the Division



- any public meetings, information sessions, or events held by the Division where information or communications will be produced, distributed, or displayed
- council and committee agendas and minutes
- standard public documents as appropriate

## PROCESS

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The Division will accept requests for alternate formats or communication supports through the Accessibility Request Form, which is available online. However, it is also open to receiving requests through various channels, including but not limited to email, online, in person, in writing, or over the telephone. These requests will be documented in the Accessibility Request Form for details and tracking of the response, and they will be retained for the records. The Division will make an effort to respond to requests in a timely manner, assigning a designee to communicate about the inquiries with the concerned individuals.

## FEEDBACK

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The Division will maintain a feedback process for the public to submit questions, comments, or concerns regarding accessibility provisions across the Division. The Division is committed to responding promptly to feedback it receives on the accessibility of the Division's information and communication, including educational materials. Processes for submitting, receiving, and responding to feedback will be in accessible formats, and we will give notice that alternate formats or communications supports are available upon request. The input and the Division's actions will be documented in a manner that takes into account an individual's abilities and selected method of correspondence.

## PUBLIC ENGAGEMENT AND CONSULTATION

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The Division will implement a consultation process with the public, employees, students and visitors regarding the accessibility of information and communication, educational materials or any associated barriers to access to the information, communication or educational materials to identify the support or format that would remove barriers. The consultation will be available through the following means:

- In-person,
- Request Form: [Accessibility Request & Feedback Form](#)
- Online Survey: [Accessibility Survey](#)

## RECORD KEEPING

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The Western School Division keeps a written record of its accessibility and training policies, procedures, and training materials. These documents include a summary of the training material's content and the date when the training was offered. WSD staff, managers, and the public are made aware of the Western School Division's policies and procedures. Along with other related information, these policies are available upon request in a format accessible to the user.



The Western School Division will inform the public and its staff regarding accessibility through training, policies/procedures, the WSD website, social media accounts, newsletters, job postings, advertising of events, and posters. Information will be distributed to all WSD locations, which will be located in offices and entrances. WSD provides all relevant information within a reasonable timeframe and in a format that meets the needs of individuals with a disability at no additional cost.

## GLOSSARY OF COMMON TERMS AND ACRONYMS

Accessible Communication	Communication that is delivered in way(s) that is easily understood
Accessible Information	Information that is presented in a format that is easily understood.
Accessible Formats	Providing information or communication in a format that better accommodates an individual who is unable to use the original format.
AIC	Accessible Information and Communication
AMA	The Accessibility for Manitobans Act
ASL	American Sign Language. A language used primarily by persons who are deaf, deafened or hard of hearing. It utilizes hand positions, gestures, facial expressions and body movements. With its own grammar and syntax, it is not a manual translation of the English language.
Assistive Listening System	A device that assists an individual who is hard of hearing. It may be used to compensate for the effects of distance, background noise or poor room acoustics. Types of systems include FM, induction loop, infrared and one-to-one communicators. These use various means of transmitting a signal to the individual who adjusts his or her hearing aid or headset to gain a better hearing experience.
Audio – Described Videos	A process where a narrator describes the visual elements of a video. Persons who are blind or have vision loss are able to follow visual information such as actions, gestures, scene changes or text that appears on screen.
Braille	A tactile writing system that uses arrangements of raised dots to represent letters and numerals. Uncontracted Braille (sometimes referred to as Type 1 Braille) is a direct transcription of a Braille character for its written equivalent and is generally used by beginners. Contracted Braille (sometimes referred to as Type 2 Braille) makes more efficient use of space and increases reading speed by using a system of contractions.
Braille Embosser	A type of printer connected to a computer that renders text in Braille. The software translates the text into Braille before sending it to the embosser.
Captioning	Simultaneous transcripts of audio information.
CART (Communication Access Realtime Translation)	The instantaneous translation of the spoken word into written text using a stenotype machine or notebook



	computer with real-time software to display text on a laptop computer, monitor or screen
Closed Captioning	A means of presenting the audible portion of a broadcast in a text format. The audible portion is transcribed into text across the bottom of the screen. A decoder allows for the captioning to be turned on or off, unlike open captioning, which remains on screen.
Collaboration Software	Types of software that allow people engaged in a common task to work together
Communication Support	Devices or practices that facilitate communication
Communication Systems	Systems that provide for the transferring of information between individuals or equipment.
DAISY (Digital Accessible Information System)	A system that assists individuals who have a print disability. An improvement over audiobooks, it provides a means of skipping to chapters, using an index and placing bookmarks.
Deafblind	A type of disability where an individual has both a loss of vision and hearing. The term deafblind does not necessarily imply that an individual is completely deaf or blind. In many cases, there may be residual hearing or vision.
Described Video	The synchronized verbal description of the visual action is usually interjected in pauses in the audio dialogue
HTML (HyperText Markup Language)	The authoring language is used to build web pages.
Information System	A system that provides any combination of information technology and people's activities using that technology to support operations, management and decision-making.
Interpreter	An individual who acts as a moderator between parties who do not share a common language. ASL interpreter would moderate between a hearing and deaf individual by translating American Sign Language to spoken English
Intervenor	An intervenor is a person who acts as a moderator for an individual who is deafblind. The intervenor assists with communication and interaction with the environment.
Large print document	A document that is formatted with text that is larger than what is typically used.
OCR (Optical Character Recognition)	The recognition of text characters by a computer is a possible solution for quickly creating an electronic version of a printed document
Open captioning	Captioning provides a text version of the dialogue and sounds contained in a video. Open captions are permanently displayed on the screen and cannot be turned off the way closed captioning can.
PDF (Portable Document File)	A file format that is highly portable across computer platforms.
Plain language	Use language that is simple, clear, and direct and only uses as many words as necessary. It avoids complicated sentence structures and inflated words. It allows the reader to understand and focus on the message quickly.



Point size	A unit of measurement for font sizes and other small items on a printed page.
Portable assistive listening system	A type of assistive listening system that can be relocated.
Procurement procedure	A policy that guides how a business will go about sourcing and purchasing items for business use.
Real-time LED information screen	A display to allow information to be instantly delivered. It may be one component of an emergency notification system
Sans-serif font	A style of font such as Arial or Helvetica that does not have the flared extensions (serifs) at the ends of strokes.
Screen reader	A software application that attempts to interpret what is being displayed on-screen and translate it to a medium such as speech, Braille or sound icons that are more accessible to the user.
Semantic mark-up	A type of website programming language that provides the foundation for a more accessible website
Sign-Language	A language used primarily by persons who are Deaf. It utilizes hand positions, gestures, facial expressions and body movements.
Tactile map	Raised tactile surfaces are used to convey information that is contained in a map. Tactile information can also be used for other non-text documents such as graphs, diagrams or artwork.
TeDUB (Technical Drawings Understanding for the Blind)	A project to design a system to automatically generate descriptions of graphics to allow them to be understood by people unable to access them visually.
TTY (TDD) (TeleTYpewriter)	A device that allows persons who are deaf, deafened or hard of hearing or who have a speech impairment to communicate by typing messages. It allows for a continuous conversation as opposed to individual text messages.
VoIP (Voice over Internet Protocol)	A technology that allows telephone calls to be made over the Internet.
W3C (World Wide Web Consortium)	An international consortium focused on ensuring the long-term growth of the Web. This committee develops standards and core principles to promote compatibility.
WAI (Web Accessibility Initiative)	An initiative of the W3C to promote the accessibility of the Web for persons with disabilities.
WAI-ARIA (Web Accessibility Initiative – Accessible Rich Internet Applications)	Information created by the W3C to guide the creation of accessible dynamic content and user interface components. It helps address barriers such as those encountered by individuals who use screen readers or are unable to use a mouse.
Web-TV	Use of an online service and a television in place of a computer monitor.
WCAG 2.0	The second version of the WAI’s accessibility initiatives was published in 2008 following the original guidelines that dated back to 1999.
Web content	Information provided on a Web site includes, but is not limited to, Web pages, documents, videos, audio files, records and archived materials.



Reference:

*The Accessibility for Manitobans Act (CCSM C A1.7)*

*The Accessibility for Manitobans Act – Accessible Information and Communication*

*Respect for Human Diversity and Equity Education*

*Canadian Charter of Rights and Freedoms*

*Manitoba Human Rights Code*

*Public Schools Act*

*Checklist for Educational Institutions - the Accessibility Standards for Information and Communication*

**Adopted: September 2024**



## AP 1-400 – FREEDOM FROM VIOLENCE

The Western School Division is committed to providing in its schools a safe, secure environment that supports the intellectual and emotional growth of all its students and staff. Maintaining that environment is a priority in the Division.

To resolve situations in which the safety and/or security of any student or staff is threatened, the Division expects that all students and staff will immediately report and respond to any such challenge. The Division works with the entire community to remedy these situations, beginning at the school level.

Should any student, staff, or parent of the Western School Division educational community have concerns about a response to a challenge to safety and security, a request for a review is encouraged. This review will be conducted within the existing structures and channels of the Division, and should begin at the school level. The Division acknowledges that the responsibility for resolution is shared, and will seek to involve others whenever necessary. Divisional supports for individuals who wish to report a concern or request a review include:

- Human Resources
- School Administration
- Division Administration
- Western Teachers' Association
- CUPE
- Western School Division Board of Trustees





## AP 1-401 – EMPLOYEE VIOLENCE PREVENTION REGULATION

### DIVISION COMMITMENT

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At Western School Division, we are committed to providing a safe work environment for all of our staff. Management recognizes the potential for violence or threats against staff.

Actions have been taken to identify possible sources of violence and to implement a violence prevention program to eliminate or minimize risk.

### WHAT IS VIOLENCE?

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As defined in Part 11 of The Workplace Safety and Health Regulation, M.R. 217/2006:

“Violence” is the attempted or actual exercise of physical force against a person and any threatening statement or behaviour that gives anyone reason to believe that physical force will be used against them.

### VIOLENCE IS AGAINST THE LAW

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Canada’s *Criminal Code* prohibits violence. You have a right to live and work without being subjected to violence. This policy outlines what to do if you are subjected to threats or violence at work, or if you, as a manager or an employee, become aware of a violent situation.

### EMPLOYEE RIGHTS AND RESPONSIBILITIES

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- Employees are entitled to work free from violence.
- Employees are responsible for working together in a professional manner and resolve issues in a non-violent manner.
- Employees are to bring issues to their supervisor if they cannot be mutually resolved.
- Employees must report incidents of violence to their supervisor.
- Employees must cooperate in the investigation of a violent incident.
- Anyone who gives evidence or information in an investigation, or is involved in the process must keep this information confidential, except when it is necessary to deal effectively with the issue.

### WHERE MIGHT VIOLENCE OCCUR?

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At Western School Division, employees working in our reception, Custodial, staff working with students with behavior issues, and mentally challenged students have the highest risk of exposure to violence from students, parents, intruders, and the public.

The jobs and tasks associated with the highest risk of violence exposure include:

- late night security calls – responding to a security alarms by custodians
- violence from students – both behavioral problems and mentally challenged students to teaching and educational staff
- front reception desk – when greeting upset parents, students, or the public



## WESTERN SCHOOL DIVISION RESPONSIBILITIES

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The management at Western School Division will ensure, as much as reasonably practical, that no employees are subjected to violence in the workplace.

- . Management will take corrective action with anyone under their direction who subjects an employee to violence.
- . Management will not disclose the name of a complainant or the circumstances of the complaint to anyone except where disclosure is:
  - o necessary to investigate the complaint
  - o required to take corrective action
  - o required by law
- . Any information that is disclosed (as above) will be the minimum required for the purpose.
- . Management will ensure all employees are aware of the risks of violence in the workplace and are properly trained and equipped to protect themselves.

Western School Division's violence prevention policy is not intended to discourage or prevent anyone from exercising any other legal rights under any other law.

Western School Division, its managers and supervisors are responsible for creating a safe working environment that is free from violence. Anyone aware of violence in our workplace must bring it to the attention of management so the issue can be addressed immediately.

## STEPS TO ELIMINATE OR REDUCE THE RISK OF VIOLENCE

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Western School Division assesses the risk for workplace violence annually or more often if something in our workplace changes or a violent incident occurs.

- . Safe work procedures have been developed to inform and train employees about the risks of violence. Documented safe-work procedures on violence prevention include:
  - emergency response plan for injured workers
- . working alone or in isolation
- . handling money

## EMPLOYEES

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- . The violence prevention policy will be reviewed with all staff at orientation.
- . The plan for working alone or in isolation must be reviewed with all employees who work alone.
- . Employees must follow this plan and supervisors must ensure the plan is followed.
- . All staff receives personal safety and de-escalation skills training during their orientation.
- . Help can be summoned by using the panic alarms installed under the reception desk and cashier work stations, or by other suitable methods.
- . Radio or cell phone communication will be provided to all field employees.
- . Personal alarms will be provided to all staff going to high risk areas or attending to high risk clients.
- . Prior to attending a high risk area or client, appropriate procedures must be developed with your supervisor (check-in times, number of employees, distress word etc.).



## NOTIFICATION OF RISK

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Any time there has been a change in the nature or extent of the risk of violence, Western School Division will provide employees with the information available within the limitations of the law. Information will be provided to the extent necessary for the purpose.

## HOW TO REPORT INCIDENTS OF VIOLENCE

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1. If the situation has or is likely to escalate into a physical act of violence, contact the police immediately.
2. Report all threats or acts of violence to your Principal or immediate supervisor.
3. The Principal or immediate supervisor will notify the Manitoba Workplace Safety and Health Division if the incident meets the definition of a “serious incident” (as outlined under the section, Process for Investigating Violent Incidents).
4. The employee and the Principal will complete the Employee Incident Report. The form must be completed for all incidents, whether the incident involves a threat or act of violence.
5. The Principal will immediately notify human resources and the Superintendent within 24 hours of receiving the Employee Incident Report.

## INCIDENT INVESTIGATION

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When an incident of violence has occurred or could reasonably be expected to occur, Western School Division will take the following steps:

1. If the incident meets the definition of a “serious incident” as defined by Part 2 of the Workplace Safety and Health Regulation, the Principal, or immediate supervisor will immediately notify the Workplace Safety and Health Division and the co-chairs of the committee.
2. The Principal or immediate supervisor will advise any employees who may be at risk and will notify the Superintendent of the incident.
3. The safety and health committee co-chairs, the Principal or immediate supervisor, and any other persons required, will complete an investigation into the incident using the forms and tools in the investigation kit (ex: in staff room, beside first aid kit).
4. All information available and relevant to the violent incident will be provided to the investigation team.
5. The investigation results will be summarized by the employer co-chair of the safety and health committee with a copy of the report given to the Principal or immediate supervisor, Human Resource Manager, Superintendent and the safety and health committee.
6. The recommendations will be reviewed with the safety and health committee and documented on the Employee Incident Report.
7. Progress on implementing any recommendations will be documented on the safety and health committee minutes. Once the recommendations have been implemented, staff will be notified and it will be noted on the safety and health committee minutes.

## ANNUAL REPORT

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Each investigation report will be included in the annual workplace violence report produced every April. The annual report on violence will be compiled by the Human Resources Manager and provided to the Superintendent and the safety and health committee no later than June 1 of each year.



## FOLLOW UP TO A VIOLENT INCIDENT

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Employees who have been victims of violence will be:

- encouraged to seek medical help from their healthcare providers or referrals for post-incident counselling, if required
- given the opportunity to be examined by a doctor and transported to a medical facility, if required

Western School Division may provide counselling and de-briefing services for employees who experience violence in the workplace.

Employees will keep all existing benefits while under treatment or counselling.

If an employee gets medical help or misses work, both the employer and employee must file a report of injury with the Workers Compensation Board.

The Principal, Safety Officer and Human Resources Manager will review the incident and its effects and take reasonable steps to accommodate employees involved in the incident.

Revised:            October 19, 2012; October 31, 2019



## AP 1-500 – FREEDOM FROM HARASSMENT

The Western School Division is committed to maintaining a learning and working environment free from harassment. The Division requires employees, students, parents, volunteers and visitors to conduct themselves in a manner that promotes and protects the best interests and well-being of students, staff and others. The principle of fair treatment is a fundamental one and the Division will not condone any improper behaviour that jeopardizes dignity, undermines learning, working relationships or productivity.

Harassment, as defined in the administrative procedure, is unacceptable. Such behaviour toward an individual attacks the dignity and self-respect of that person and constitutes a serious infraction. When a student or employee exhibits harassing behaviour, disciplinary actions, up to and including dismissal or expulsion, may result.

The Western School Division will take reasonable steps to ensure that employees, students, parents, volunteers, and visitors are informed and aware of the issue of harassment and the procedures to follow should they experience harassment.

**Adopted:** January 10, 1994

**Revised:** August 27, 2001



## AP 1-501 – FREEDOM FROM HARASSMENT – ADMINISTRATIVE COMPLAINT PROCEDURES

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*FREEDOM FROM HARASSMENT STEERING COMMITTEE (Original)*

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1. Wayne Kroetsch - Facilitator
2. Nancy Flintoft Meronek - Manitoba Human Rights Commission
3. Colin Jamieson - Superintendent
4. Margie Toews - Trustee
5. Kathy Harness - Administration
6. Mireille Bouvier - Western Teachers' Association
7. Roger Worms - Custodian
8. Ruth Hiebert - Bus Driver
9. Ashley Zylstra - Student (Morden Elementary School)
10. Trevor Robertson Nelson - Student (Morden Elementary School)
11. Dell Friesen - Secretary
12. Grace Fehr - Learning Assistant
13. Joanne Hildebrand - Parent Advisory Council
14. Tammy Petkau - Librarian
15. Rob Rentz - Student (Morden Collegiate Institute)
16. Kristin Backhouse - Student (Morden Collegiate Institute)
17. Ruth Kopp - Guidance

**Western School Division appreciates and acknowledges the assistance from Brandon School Division in the development of the Freedom from Harassment Policy.**



## STATEMENT OF POLICY

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The Western School Division is committed to maintaining a learning and working environment free from harassment. The Division requires employees, students, parents, volunteers and visitors to conduct themselves in a manner that promotes and protects the best interests and well-being of students, staff and others. The principle of fair treatment is a fundamental one and the Division will not condone any improper behaviour that jeopardizes dignity, undermines learning, working relationships or productivity.

Harassment, as defined in the administrative procedure, is unacceptable. Such behaviour toward an individual attacks the dignity and self respect of that person and constitutes a serious infraction. When a student or employee exhibits harassing behaviour, disciplinary action, up to and including dismissal or expulsion, may result.

The Western School Division will take reasonable steps to ensure that employees, students, parents, volunteers, and visitors are informed and aware of the issue of harassment and the procedures to follow should they experience harassment.

## DEFINITIONS AND SCOPE

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Individuals have the right to take assertive action when they encounter harassment in the learning or working environment. An individual who believes he/she is being harassed by any person affiliated with the Western School Division shall follow the procedures herein set forth.

### DEFINITION

Consistent with the Human Rights Code, and the characteristics referred to in that Code in Subsection 19(2), harassment is any one or more of the following:

- a) a course of abusive and unwelcome conduct or comment undertaken or made on the basis of any of the following characteristics
  1. ancestry, including colour and perceived race;
  2. nationality or national origin;
  3. ethnic background or origin;
  4. religion or creed, religious belief, religious association or religious activity;
  5. age;
  6. sex, including sex-determined characteristics or circumstances, such as pregnancy, the possibility of pregnancy, or circumstances related to pregnancy;
  7. gender identity;
  8. sexual orientation;
  9. marital or family status;
  10. source of income;
  11. political belief, political association or political activity;
  12. physical or mental disability or related characteristics or circumstances, including reliance on a service animal, a wheelchair, or any other remedial appliance or device;
  13. social disadvantage.
- b) a series of objectionable and unwelcome sexual solicitations or advances
- c) a sexual solicitation or advance made by a person who is in a position to confer any benefit on, or deny any benefit to, the recipient of the solicitation or advance, if the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome
- d) a reprisal or threat of reprisal for rejecting a sexual solicitation or advance





Harassment may be written, verbal, physical, a gesture or display, or any combination of these. Harassment may occur in a number of ways. Some examples may be student by a student, employee by employee, employee by student, student by employee, visitor by employee, employee by visitor, etc.

A second type of harassment relates to what is sometimes referred to as bullying. This may involve:

- a) Severe, repeated conduct that adversely affects a worker's psychological or physical well-being if it could reasonably cause a worker to be humiliated or intimidated
- b) A single occurrence, if it is shown to have a lasting, harmful effect on a worker.

### EXPLANATION OF SEXUAL HARASSMENT

Any repeated and unwelcome sexual comment, look, suggestion, or physical contact that creates an uncomfortable working or learning environment for the recipient. It is made by a person who knows, or ought reasonably to know, that such attention is unwelcome. Sexual Harassment may also be a single sexual advance, particularly one by a person in authority, that includes or implies a threat and/or a reprisal after a sexual advance is rejected.

Some examples of sexual harassment are:

- unwanted, persistent or abusive sexual attention;
- sexually oriented behaviour or remarks which create an intimidating, hostile, or offensive learning or working environment;
- demeaning remarks based on gender;
- suggestive jokes about sex;
- sexually-oriented verbal "kidding" or verbal abuse;
- inappropriate comments about clothing, physical characteristics, or activities;
- leering, ogling, and suggestive or insulting sounds;
- unwanted questions or comments about one's private life;
- unwanted physical contact, such as brushing up against one's body, patting, grabbing, or pinching;
- sexual assault (an offence under the Criminal Code);
- subtle pressures for sexual activity;
- suggestion or demands for sexual favours;
- expressed or implied promise of reward for complying with a sexually oriented request;
- the display of pornographic and/or exploitative pictures, cartoons, and graffiti in the schools and on other school division premises. This includes pictures and/or messages on clothing.

### EXPLANATION OF RACIAL HARASSMENT

Words used or actions taken in an abusive or persistent manner by anyone, such that another person is disparaged or caused to feel humiliation because of her or his race, colour, creed, ancestry, place of origin, or ethnic origin.

Racial harassment may be overt or subtle, explicit, or in a disguised form such as humour or joking.

Some examples of racial harassment are:

- slurs, gestures, name-calling, innuendoes or taunts about another's racial or ethnic backgrounds;
- similar remarks about other racial groups made in the presence of another employee or student;
- unwelcome banter, "teasing" or jokes that are racially derogatory or present stereotypical portrayals of racial or ethnic groups;
- displaying racist, derogatory or offensive pictures, materials, or graffiti;



- refusing to study with, work with, or have contact with, an employee, volunteer, or student in the work/school setting because of her or his racial or ethnic background.

The study of other cultures does not constitute racial harassment.

### EXPLANATION OF OTHER FORMS OF HARASSMENT

Other forms of harassment include discrimination, (overt, subtle, and covert) on the basis of gender, sexual orientation, disability or economic/social status.

Some examples of other forms of harassment are:

- negative comments about the general unsuitability of an individual's or a group's educational or career goals to which they aspire; for example, generalizations about women's "proper place" or lack of ability in particular areas;
- derogatory comments about an individual's or a group's moral, intellectual, economic, or social status;
- unwelcome conduct or comment undertaken or made on the basis of medical circumstances or illness;
- unwelcome conduct or comment undertaken or made on the basis of physical appearance/attributes;
- taunting, teasing, criticizing, or demeaning remarks about individuals, or group members as a category;
- individual or group behaviour that is intimidating or threatening;
- stalking;
- unwanted or persistent invasion of personal space;
- bullying;
- hazing.

### WHAT IS NOT HARASSMENT?

Reasonable, actions by administrators or supervisors to help manage, guide or direct workers or the workplace are not harassment.

Appropriate employee performance reviews, counselling or discipline by a supervisor or administrator is not harassment.

### EMPLOYEE RIGHTS AND RESPONSIBILITIES

Employees are entitled to work free of harassment at Western School Division.

Employees have the responsibility to treat each other with respect. We ask that any employee who experiences harassment or sees another person harassed reports it to their appropriate supervisor.

Employees are responsible to co-operate in the investigation of a harassment complaint. Anyone who investigates or gives evidence in a complaint investigation is asked to keep details confidential until the investigation is complete.

All employees have the right to file a complaint with the Manitoba Human Rights Commission.

### EMPLOYER RESPONSIBILITIES

Administrators at Western School Division must ensure, as much as possible, that no employee is harassed in the workplace. Administrators will take corrective action with anyone under their direction who harasses another person. Administrators will not disclose the name of a complainant or an alleged harasser or the circumstances of the complaint to anyone except where disclosure is:

- necessary to investigate the complaint



- . a part of taking corrective action
- . required by law

The harassment prevention policy at Western School Division does not discourage or prevent anyone from exercising their legal rights. Western School Division, its Administrators and supervisors are responsible for keeping a safe work environment, free of harassment. If you are a Supervisor and you become aware of harassment you must do everything in your power to stop it, whether or not a complaint is made. Courts presume that employers and Administrators are responsible for being aware of harassment in their organization and may penalize them accordingly. Administrators who ignore harassment leave themselves and their employer open to legal consequences, and will be disciplined at Western School Division.

### **CORRECTIVE ACTION FOR HARASSERS**

Employees who harass another person will be subject to corrective action by the employer. In most cases, the harasser will also be required to attend workplace behaviour training.

If the investigation does not find evidence to support the complaint, no record will be kept in the file of the alleged harasser. When the investigation finds harassment occurred, the incident and the corrective action will be recorded in the harasser's personnel file.

### **CONFIDENTIALITY**

Western School Division and its Administrators will not identify a complainant, an alleged harasser or any circumstances about a complaint, to anyone, except:

- . when it is necessary in investigating the complaint
- . if it is part of disciplinary action
- . where required by law

### **RETALIATION**

Anyone who retaliates in any way against a person who has complained of harassment, given evidence in a harassment investigation or been found guilty of harassment, will be considered to have committed harassment and will be subject to corrective actions described previously.

### **EDUCATION**

Western School Division commits to making sure all of its employees and Administrators learn about harassment and the company's harassment policy.

### **MONITORING**

Western School Division will monitor this policy and make adjustments whenever necessary. If you have any concerns with this policy, please bring them to the attention of your supervisor or Principal.

### **SCOPE**

This policy applies to, but is not limited to harassment which occurs:

- a) at a school or other Division facilities;
- b) outside of a school or other Division facilities;
- c) at a school or Division sponsored social function;
- d) in the course of an employment or school assignment outside of a school or other Division facilities;



- e) at an employment or school-related conference or training session;
- f) during employment or school-related travel; and
- g) communication medium (Internet, telephone, mail).

## ADMINISTRATIVE PROCEDURE

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### COMPLAINT PROCEDURE

#### 1. GENERAL INFORMATION

- I. Complainant refers to the individual who believes he/she is being harassed and/or the individual who has filed a complaint of harassment.
  - II. Respondent refers to the individual alleged to be the harasser and/or the individual against whom the complaint has been made.
  - III. A witness or third party to an incident of harassment may file a complaint of harassment.
  - IV. All complaints of harassment will be acted upon in accordance with this procedure and policy. Confidentiality will be respected, but when necessary, information will be shared on a need to know basis with affected and/or involved individuals. Complainants will be advised on the extent to which information may need to be shared and with whom.
  - V. An investigation will be conducted of all complaints of harassment.
  - VI. Documentation of all harassment complaints (written complaint, record of investigation, and final disposition) will be retained confidentially at the Division Office. Information/Investigation files involving harassment complaints will:
    - . be kept separate from the employee's personnel file pending resolution of the complaint; and
    - . be kept separate from the student's cumulative file pending resolution of the complaint.
  - i. In the event the allegations are substantiated through investigation, a summary of the investigation, final disposition, and any action taken shall be kept at the Division Office:
    - a) for staff, in the employee's personnel file;
    - b) for students, in a personal file with a general reference in the student's cumulative file to the complaint and contact person for information.
  - ii. In the event the allegations are not supported through investigation, a summary of the investigation, final disposition, and any action taken will be maintained confidentially by the Superintendent until:
    - a) for staff, the time at which the employee leaves the employ of the Division when such documents will be placed in a sealed envelope in the personnel file;
    - b) for students, the time at which the student graduates from the public school system or reaches the age of 21, whichever comes first, when such documents will be destroyed.
- These documents will be accessible to the Superintendent as documentation and will be accessed only for information related to the specific incident documented.
- No record of the complaint, investigation or decision will go in the employee's personnel file if the complaint was made in good faith. Any unfavourable work review or comments that were placed in the complainant's personnel file because of the harassment will be removed from the file.



- VII. Respondents will be advised that retaliation against the complainant or interference in the process of investigation will not be tolerated and, if such occurs, will result in immediate disciplinary or legal action for staff and suspension or expulsion for students.
- VIII. Complaints made in a malicious or vindictive manner or which have no substantiation in fact may result in disciplinary or legal action for staff and suspension or expulsion for students.
- IX. The complaint procedure of the Division Anti-Harassment Policy does not affect an individual's right to file a complaint or respond to a complaint with the Human Rights Commission, Collective Bargaining Association, or other agency, or to seek other redress as provided under the law.
- X. In the interests of all parties involved in a harassment situation, individuals are encouraged to identify their concerns in a timely manner. However, individuals may lodge a complaint at any time they feel they are being harassed. All complaints must be documented and signed by the complainant and/or an individual in authority.
- XI. A harassment complaint may be dealt with through either an informal or a formal resolution process as identified in the Complaint Procedures. The complainant can obtain information on both processes when making a complaint.
- XII. In the complaint procedures outlined, should a respondent be an individual identified as a participant in the investigation or appeal process, the role of the respondent will be assumed by his/her supervisor.
- XIII. A complaint involving an individual under the legal age of majority which may be construed as child abuse shall be dealt with according to the applicable legislation and School Division AP 2-311: Reporting Children In Need of Protection.
- XIV. The Superintendent will ensure the appropriate persons are informed on the status of the complaint as necessary.

## 2. EMPLOYEE INITIATED COMPLAINTS

### 2.1. General Information

- i. Whenever possible the complainant should inform the respondent that his/her behaviour or action is not welcome and request the unwanted behaviour be stopped. While it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint.
- ii. The complainant should document any or all incidents of harassment and identify:
  - . the respondent's name,
  - . date, time and location of the incident,
  - . a brief description of the incident,
  - . names of witnesses to the incident,
  - . any action taken by the complainant in response to the incident.

**Harassment Documentation and Complaint Forms will be available from the main office in schools or from the Division Administration Office.**

This documentation should continue on an ongoing basis if the unwanted behaviour continues.



- iii. If the harassment continues or if the complainant chooses, the complainant should report the incident to a trusted responsible individual in a position of authority. (Example: Principal, Union Representative, Superintendent)

Documentation of incidents should be available. The complainant must be prepared to share the nature and details of the complaint with the individual they contact.

### **2.2. An Employee Complaint About An Employee: Informal Resolution**

The individual in authority who is contacted shall notify the Superintendent to determine if there have been any previous incidents of harassment involving the respondent. If no past incidents are evident the individual in authority may proceed with an informal resolution process. The individual in authority contacted should notify the respondent of the complaint and attempt to achieve a resolution to the problem through counselling and mediation. Involvement and consultation from the Superintendent may be requested at this point.

If informal resolution is achieved a summary report outlining the issue and resolution will be maintained in a sealed envelope with the Superintendent.

### **2.3. An Employee Complaint About An Employee: Formal Resolution**

- i. If:
  - a) past incidents of harassment are evident, or
  - b) if the situation is not resolved through informal procedures, or
  - c) at the request of the complainant,the complaint shall be addressed through a formal complaint process. The trusted individual in authority who has been contacted or the complainant shall forward a written complaint to the Superintendent.

**(NOTE: The Harassment Documentation and Complaint Form is recommended for this purpose.)**

- ii. The Superintendent will coordinate the formation of an investigative committee. The committee shall be composed of at least three (3) members with consideration in representation being given to gender, race, and ethnicity where such factors may be a potential issue within the complaint. Members might include:

- 1) the Supervisor(s) of the parties involved in the complaint and/or
- 2) member(s) to be appointed at the discretion of the Superintendent

This committee shall review and investigate the complaint of harassment by the following process. The committee will:

- a) set reasonable time frames;
- b) define objectives and procedures to follow in the investigation;
- c) interview the complainant and make detailed notes;
- d) interview the respondent and make detailed notes;
- e) interview any witnesses and make detailed notes;
- f) allow third party representation at the interview(s) (e.g., union representation, lawyer, friend, etc.);
- g) follow the rules of natural justice, exercise fairness, sensitivity and objectivity in their investigation or fact-finding process;



- h) make a decision on the allegation, allow the complainant the opportunity to have input into the resolution or disciplinary action, and provide recommendations or resolution or action where deemed appropriate to the Superintendent.

The committee may provide guidance and advice, and may recommend assistance available to the complainant or respondent to deal with the incident of harassment.

- iii. The Superintendent will be privy to all documents from the investigation, may undertake any subsequent investigation he/she believes is relevant, and may conduct a hearing with the individuals involved at his/her discretion. In the event a hearing is not called by the Superintendent, either the complainant or the respondent has the right to request a hearing with the Superintendent. Such request for a hearing must be requested in writing within ten (10) working days of receipt of a decision on the complaint. The Superintendent will conduct said hearing within fifteen (15) working days of receipt of the request. The Superintendent shall respond to the appellant on the findings of the hearing within ten (10) working days of conducting the hearing.
- iv. The Superintendent shall respond in writing to the complainant and respondent indicating the investigative committee's recommendation and stating the decision of the Superintendent on any disciplinary action to be taken and/or any action to be taken by the complainant or respondent. If the complaint is found to be valid, a record of the decision and action taken shall be placed in the harasser's personnel file. If the complaint is unfounded, then all written documentation of the complaint shall be maintained in confidence by the Superintendent.
- v. The complainant or the respondent has the right to appeal the decision on action to be taken through written request to the Board of Trustees. The Board of Trustees will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at its discretion; and shall reach a final decision. The Board of Trustees may undertake any investigation it believes is relevant and shall respond to the appellant in writing within thirty (30) working days of receipt of the appellant.

#### **2.4. An Employee Complaint About A Student**

When a complaint involves an employee making a complaint about a student, the procedures identified for A Student Complaint About a Student (Section 3.2 and 3.3) shall be followed. This procedure shall be followed with the understanding:

- i. the complainant is an employee not a student;  
and
- ii. the employee making the complaint will contact the Principal of the school the student attends;  
and
- iii. the principles of involving the Harassment Resource Team and of notifying parents of the students, as outlined in Sections 3.1, 3.2, and 3.3. will be maintained.

### **3. STUDENT INITIATED COMPLAINTS**

#### **3.1. General Information**

- i. There will be a designated group of teachers/counsellors in the Division referred to as the Harassment Resource Team. These individuals will work with the Principal(s) and/or Superintendent as required or requested in the management and/or investigation of harassment complaints initiated by students.



The Harassment Resource Team will be designated by the Superintendent and will act as a resource to individuals investigating harassment complaints. The Division will undertake to provide appropriate training for the Team.

- ii. Whenever possible the complainant should inform the respondent that his/her behaviour or action is not welcome and request the unwanted behaviour be stopped. While it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint.
- iii. The complainant should document any or all incidents of harassment and identify:
  - . the respondent's name,
  - . date, time and location of the incident,
  - . a brief description of the incident,
  - . names of witnesses to the incident,
  - . any action taken by the complainant in response to the incident.

**Harassment Documentation and Complaint Forms will be available to students in schools in locations such as the Guidance/Counselling office, the main office or from teacher advisors.**

- iv. If the harassment continues and/or if the complainant chooses, the complainant should report the incident to a trusted, responsible adult in the school or Division Office. (Example: Principal, Teacher, Counsellor, Learning Assistant, Secretary, Superintendent)

Documentation of incidents should be available. The complainant must be prepared to share the nature and details of the complaint with the adult they contact.

- v. The individual contacted shall notify the Principal of the school with details of the complaint. As per Section 1 point number XIII, in the event the complaint has been made against the Principal, the individual contacted shall notify the Superintendent of the school with details of the complaint.
- vi. When a student is named in a Harassment Complaint the parent(s)/guardian(s) of student(s) will be notified as per the following:
  - a) when the student(s) are under eighteen (18) years of age and a decision has been made to follow a formal resolution process, the complaints will be communicated to parent(s)/guardian(s); complaints to be resolved through an informal process will be communicated to parent(s)/guardian(s) at the discretion of the Principal/Superintendent.
  - b) when the student(s) are eighteen (18) years of age or older, communication with parent(s)/guardian(s) will be encouraged with the consent of the student.

The student will be consulted and advised on the communication to occur and who will communicate with the parent(s)/guardian(s). The communication may be made by the student, the adult first contacted by the complainant, the Principal, the Vice-Principal or the Superintendent.

- vii. A meeting will be arranged with the complainant and respondent and his/her parent(s)/guardian(s) if the student is under eighteen (18) years of age and the Principal/Superintendent within five (5) school days of receipt of the complaint to review the complaint and to outline the procedures that will be followed to investigate and resolve the matter.





### 3.2. A Student Complaint About A Student: Informal Resolution

When the complaint involves students, the Principal shall review the student's cumulative file and contact the Superintendent to check on past incidents of harassment involving the respondent. If no past incidents are evident the Principal may proceed with an informal resolution process. The Principal should notify the respondent of the complaint and attempt to achieve a resolution to the problem through mediation and counselling. Involvement from Guidance Counsellors, the Harassment Resource Team and/or the Superintendent can be requested as appropriate by the Principal.

### 3.3. A Student Complaint About A Student: Formal Resolution

- i. If:
  - a) past allegations of harassment are evident in a student's history, or
  - b) at the request of the complainantthe complaint shall be addressed through a formal resolution process. The adult contacted by the student shall forward a written complaint to the Principal.

**(NOTE: The Harassment Documentation and Complaint Form is recommended for this purpose.)**

- ii. The Principal shall coordinate the development of an investigative committee involving the Principal or Vice Principal and the Harassment Resource Team, with consideration in representation being given to gender, race, and ethnicity where such factors may be a potential issue within the complaint. This committee will review and investigate the complaint of harassment by the following process. The committee will:
  - a) set reasonable time frames;
  - b) define objectives and procedure to follow in the investigation;
  - c) interview the complainant and make detailed notes;
  - d) interview the respondent and make detailed notes;
  - e) interview any witnesses and make detailed notes;
  - f) allow third party representation at the interview(s) (e.g., parent, guardian, counsellor, friend, etc.);
  - g) follow the rules of natural justice, exercise fairness, sensitivity and objectivity in their investigation or fact-finding process;
  - h) make a decision on the allegation, allow the complainant the opportunity to have input into the resolution or disciplinary action, and provide recommendation on resolution or action where appropriate to the Principal.The committee may provide guidance and advice, and may recommend assistance available to the complainant or respondent to deal with the incident of harassment.
- iii. The Principal shall respond in writing to the complainant and respondent, and their parent(s) if they are under eighteen (18) years of age, indicating the investigative committee's recommendation and stating the decision of the Principal on any disciplinary action to be taken and/or on any action to be taken by the complainant or the respondent.

A record of the decision and action to be taken shall be maintained in confidence by the Superintendent with a notation in the cumulative file to contact the Superintendent.



- iv. The complainant or the respondent has the right of second appeal of the decision on action to be taken through written request to the Superintendent within ten (10) working days of the decision. The Superintendent will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at his/her discretion; and shall reach a decision. The Superintendent may undertake any investigation he/she believes is relevant and shall respond to the appellant in writing within fifteen (15) working days of receipt of the appeal.
- v. The complainant or the respondent has the right to third appeal of the decision on action to be taken through written request to the Board of Trustees. The Board of Trustees will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at its discretion; and shall reach a final decision. The Board of Trustees may undertake any investigation it believes is relevant and shall respond to the appellant in writing within thirty (30) working days of receipt of the appeal.

#### **3.4. A Student Complaint About An Employee: Formal Resolution**

- i. When a student complaint is about an employee, the complaint shall be addressed through a formal complaint process. The adult contacted shall forward a written complaint to the principal/superintendent.
- ii. The principal shall forward a written complaint to the Superintendent of the School.
- iii. The Superintendent, will coordinate the formation of an investigative committee. The committee shall be composed of at least three (3) members with consideration in representation being given to gender, race, and ethnicity where such factors may be a potential issue within the complaint. Members might include:
  - 1) the Principal(s)/Supervisor(s) of the parties involved in the complaint
  - 2) member(s) to be appointed at the discretion of the Superintendent.

This committee will review and investigate the complaint of harassment by the following process. The committee will:

- a) set reasonable timeframes;
- b) define objectives and procedures to follow in the investigation;
- c) interview the complainant and make detailed notes;
- d) interview the respondent and make detailed notes;
- e) interview any witnesses and make detailed notes;
- f) allow representation at the interview(s) (e.g., union representative, lawyer, friend, parent(s)/guardian(s), counsellor, etc.);
- g) follow the rules of natural justice, exercise fairness, sensitivity and objectivity in the investigation or fact-finding process;
- h) make a decision on the allegation, allow the complainant the opportunity to have input into the resolution or disciplinary action and provide recommendations or resolution or action to be taken where appropriate to the Superintendent.

The committee may provide guidance and advice, and may recommend assistance available to the complainant or respondent to deal with the incident of harassment.

- iv. The Superintendent will be privy to all documents from the investigation, may undertake any subsequent investigation he/she believes is relevant, and may conduct a hearing with the



individuals involved at his/her discretion. In the event a hearing is not called by the Superintendent, either the complainant or the respondent has the right to request a hearing with the Superintendent. Such request for a hearing must be requested in writing within ten (10) working days of receipt of a decision on the complaint. The Superintendent will conduct said hearing within fifteen (15) working days of receipt of the request. The Superintendent shall respond to the appellant on the findings of the hearing within (10) working days of conducting the hearing.

- v. The Superintendent shall respond in writing to the complainant and respondent indicating the investigative committee's recommendation and stating the decision of the Superintendent on any disciplinary action to be taken and/or any action to be taken by the complainant or respondent.

If the complaint is found to be valid, a record of the decision and action taken shall be placed in the harasser's personnel file. If the complaint is unfounded, then all written documentation of the complaint shall be maintained in confidence by the Superintendent.

- vi. The complainant or the respondent has the right to appeal the decision on action to be taken through written request to the Board of Trustees. The Board of Trustees will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at its discretion; and shall reach a final decision. The Board of Trustees may undertake any investigation it believes is relevant and shall respond to the appellant in writing within thirty (30) working days of receipt of the appeal.

#### 4. VISITORS, VOLUNTEERS, PARENTS

##### 4.1. Visitor, Volunteer, or Parent Initiated Complaint

When a harassment complaint is initiated by a Visitor, Volunteer, or Parent, the procedures as they apply to staff and students shall be followed as outlined in Section 2 and Section 3.

##### 4.2. Complaint About A Visitor, Volunteer, or Parent

- i. Whenever possible the complainant should inform the respondent that his/her behaviour or action is not welcome and request the unwanted behaviour be stopped. While it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint.
- ii. The complainant should document any or all incidents of harassment and identify:
  - . the respondent's name,
  - . date, time and location of the incident,
  - . a brief description of the incident,
  - . names of witnesses to the incident,
  - . any action taken by the complainant in response to the incident.

**Harassment Documentation and Complaint Forms will be available from the main office in schools or from the Division Administration Office.**

This documentation should continue on an ongoing basis if the unwanted behaviour continues.

- iii. If the harassment continues or if the complainant chooses, the complainant should report the incident to a trusted, responsible individual in a position of authority. (Example: Principal, Vice Principal, Superintendent, Union Representative)



Documentation of incidents should be available. The complainant must be prepared to share the nature and details of the complaint with the individual they contact.

- iv. The individual in authority should refer the issue to the School Principal who shall notify the respondent of the complaint and attempt to achieve a resolution to the problem through counselling and mediation. Involvement and consultation from the Superintendent may be requested at this point. A written report outlining the complaint and/or recommended action and resolution will be forward to the Superintendent for review.
- v. In the event action is recommended, the Superintendent shall review the issue and shall respond in writing to the complainant and respondent indicating the investigative committee's recommendation and stating any action to be taken by the complainant or respondent. Whether the complaint is found to be valid or unfounded, a record of the decision, any action taken, and all written documentation of the complaint shall be maintained in confidence by the Superintendent.
- vi. The complainant or the respondent has the right to appeal the decision on action to be taken through written request to the Board of Trustees within ten (10) working days of the decision. The Board of Trustees will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at its discretion; and shall reach a final decision. The Board of Trustees may undertake any investigation it believes is relevant and shall respond to the appellant in writing within fifteen (15) working days of receipt of the appeal.

Reviewed: November 2012



## AP 1-502 – GUIDELINES FOR THE INVESTIGATION OF HARASSMENT COMPLAINTS

**The Guidelines herein, deal primarily with the formal resolution process for complaints. The informal process should follow a parallel process but may not involve an investigative committee.**

The Western School Division Anti-harassment Policy provides for both formal and informal resolutions of harassment complaints. An investigation must occur when a complaint is made. The investigation will be completed by the individuals identified in The Anti-harassment Policy Procedures. The following provides a reference to guide individuals designated to investigate harassment complaints. The purposes of the guidelines are:

1. to provide a common process for all harassment complaint investigations and to ensure consistency, equity and accountability in the process;
2. to assist investigators to complete the investigation in a timely and efficient manner;
3. to ensure investigators obtain the essential information required to make a recommendation on disposition of the complaint.

### GENERAL GUIDELINES

#### FORMAL RESOLUTION: DUTIES OF THE INVESTIGATING COMMITTEE

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1. Ensure a written and signed account of the harassment incidents as identified by the complainant is evident (refer to Harassment Documentation and Complaint Form for information that should be available in the report).
2. Have a pre-investigative meeting to review the complaint and the procedure to be followed.
3. Notify the respondent of the complaint and the investigative procedure to be followed (reference the Harassment Policy).
4. Notify the parent(s)/guardian(s) of complainant/respondent or witnesses, if appropriate, of the complaint and the role of their child in the complaint and/or investigation.
5. Advise individuals to be interviewed of their right to have a third party present during their interview (at the discretion of the individual being interviewed).
6. Arrange interview of all parties involved in the following order:
  - a) Complainant
  - b) Respondent
  - c) Witnesses identified by the complainant
  - d) Witness identified by the respondent (if different from those identified by the complainant)
7. Conduct interviews in a private location (refer to Harassment Complaint: Interview Guidelines) and record objective notes.
8. Discuss information obtained in the interviews, seek consultation as required, and provide a written report on findings and recommended action to be taken.



## HARASSMENT COMPLAINT: INTERVIEW GUIDELINES

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1. Ensure the representation of the investigators at the interviews considers gender, race, and ethnicity where such factors may be a potential issue within the complaint.
2. Prior to the interviews the investigators should establish a preliminary set of questions to be asked of each party interviewed (refer to Harassment Complaint: Interview Format).
3. The coordinator of the investigation will arrange a private meeting room to conduct the interviews.
4. Identify that the information obtained via the interviews will remain confidential to the investigative committee and administrators involved in the harassment complaint procedure and ask that the individual being interviewed maintain this confidentiality by not discussing the interview or situation with others.
5. Identify that written notes will be taken during the interview to ensure that the accuracy of the investigation is maintained. Keep accurate detailed notes which identify the individuals interviewed, dates, times and places and who was present. Record direct quotes whenever possible. Don't provide comment on your thoughts or editorialize (e.g., I don't believe her; he is overly sensitive, etc.).
6. Remain objective and neutral and do not speculate on the outcome of the situation with individuals being interviewed.

## HARASSMENT COMPLAINT: INTERVIEW FORMAT

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- Introduce the investigative committee if appropriate and review the intent of the interview as investigative and fact finding.

On \_\_\_\_\_, it has been reported, an incident occurred between \_\_\_\_\_ and \_\_\_\_\_ and that you were a witness or a party to that incident. Could you please discuss your recollection of the events that occurred during that incident?

- Ask the individual to recount the incident in his/her own words and clarify/question to ensure the following questions are answered:
  1. Who was involved in the incident?
    - a) as an active participant
    - b) as a witness
  2. Where did the incident occur? (time, place, date)
  3. Were there any significant events that led up to the incident or followed the incident?
  4. Are you familiar with any similar incidents that have occurred involving these individuals?
  5. How did this incident make you feel or affect you?

## HARASSMENT COMPLAINT: INVESTIGATION DOCUMENTATION GUIDELINES

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- Document in ink.
- Document what is said, not what is inferred. Record direct quotes of what was said by the complainant and the respondent during the incident. Clarify what is being said frequently and review with the interviewer what has been recorded. Don't try to transcribe the interview word for word.
- Identify the complainant and the respondent by initials only.
- Be sure notes reflect specific details of the incident including:
  - What happened.
  - How often it occurred.
  - Where the incident(s) took place.



- How close the parties were to each other (both physical proximity and relationship).
  - What the respondents said (exact quotes).
  - List of witnesses. Ensure accurate spelling of names.
- At the end of each interview the committee should discuss the interview and ensure an accurate representation of the interview is recorded. This record should include items of fact, points of common understanding and differences in interpretation.
  - Date and sign your notes and list all parties present during the interview.

#### FINAL DOCUMENTATION:

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The committee shall be responsible for preparing a final report including:

1. The allegations noting complainant and respondent.
2. A list of witnesses.
3. A list of all individuals and their representatives at the interviews.
4. All original interview notes.
5. The original complaint form as files by the complainant.
6. The findings of the committee.
7. The recommended action to be taken.

Final documentation of the committee shall be filed with the Superintendent for consideration and response.

Reviewed: November 2012



## AP 1-503 – HARASSMENT DOCUMENTATION AND COMPLAINT FORM

Name of Alleges Victim(s) of Harassment:

\_\_\_\_\_

± Student

School: \_\_\_\_\_

± WSD Staff

Home Address: \_\_\_\_\_

± Other

Home Telephone: \_\_\_\_\_

\_\_\_\_\_

Name of Alleged Harasser(s):

\_\_\_\_\_

± Student

± WSD Staff

\_\_\_\_\_

± Other

Name of Person Completing This Form (If Different From Alleged Victim):

\_\_\_\_\_

± Student

± WSD Staff

\_\_\_\_\_

± Other

Date Incident Occurred: \_\_\_\_\_

Time Incident Occurred: \_\_\_\_\_

Place Incident Occurred: \_\_\_\_\_

Detailed Description of Incident; Who, Where, What, When, How: (Additional space available on reverse) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Names of Persons Witnessing The Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Names of Person To Whom This Incident Was Reported: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Agreed Upon Method Of Dealing With This Incident:

*(To be discussed with the person assigned to action this complaint.)*

± Informal Complaint

± Formal Complaint

Signature of Complainant

Date

Received By (Name and Title) Signature of Recipient

Date Received

Referred to (Person and Title)

Date Referred

Received By (Name and Title) Signature of Recipient

Date Received

Signature of Recipient

Date Received





# AP 1-510 – PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER)

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## PART 1: THE PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION) ACT

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### Administrative Procedure

#### Rationale

The Western School Division is committed to enhancing accountability and transparency by strengthening the ethical environment and framework.

#### Application of Procedures

- 1.1. The Public Interest Disclosure (Whistleblower Protection) Act (PIDA) facilitates the disclosure and investigation of significant and serious wrongdoing in or relating to public bodies and protects employees who make disclosures from reprisal.
- 1.2. The Western School Division is a public body under PIDA and is responsible for establishing and maintaining procedures in accordance with section 5(1) and 5(2) of PIDA. This procedural document serves to meet that requirement.
- 1.3. Matters that do not relate to wrongdoings defined by PIDA will continue to be managed in accordance with other divisional policies and procedures.

#### Purpose

- 1.4. The purpose of this policy and supporting procedures is to:
  - a. Comply with section 5(1) and 5(2) of PIDA.
  - b. Describe the roles and responsibilities related to PIDA.
  - c. Provide guidance on the management and investigation of disclosures.
  - d. Support employees who come forward to report wrongdoing, and make them aware of the protection provisions afforded to them by PIDA.

## PART 2: ROLES AND RESPONSIBILITIES

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### Manitoba Ombudsman

- 2.1. “The Ombudsman” means the Ombudsman appointed under The Ombudsman Act. The Manitoba Ombudsman reviews and investigates disclosures of wrongdoing and complaints of reprisal made under The Public Interest Disclosure (Whistleblower Protection) Act by employees of a public body. The Manitoba Ombudsman also provides advice to employees, designated officers, and the public. A person who is not an employee of the division may provide information to the Ombudsman if he or she reasonably believes that a wrongdoing has been committed or is about to be committed.

### Chief Executive (Superintendent)

- 2.2. The Superintendent will designate a senior official to be the designated officer that will receive and manage disclosures by their employees. The Superintendent is responsible for establishing and maintaining procedures in accordance with section 5(1) of PIDA for the Western School Division. The Superintendent will ensure that information about PIDA and the disclosure procedures are communicated annually to their employees. The Manitoba Ombudsman is also entitled to a copy of the procedures upon request and can make recommendations for improvements.



### **Designated Officer (Assistant Superintendent)**

- 2.3. Designated officers are senior officials responsible for investigating disclosures of wrongdoing made to the employee's supervisor or to the Assistant Superintendent. The Assistant Superintendent is appointed by the Superintendent under section 6 of PIDA. The Assistant Superintendent is responsible for providing advice to employees who are considering making a disclosure. If no designation is made, the Superintendent is the designated officer.

### **Supervisors**

- 2.4. Supervisors are anyone who has a reporting relationship with employees. Supervisors may receive a disclosure from an employee. The supervisor will refer the disclosure to the Assistant Superintendent. Supervisors will ensure they protect the identity of the disclosing employees and any information related to the disclosure remains confidential.

### **Employees**

- 2.5. Employee means anyone employed by the Western School Division. Employees who believe wrongdoing is occurring within the school division are protected from reprisal when they report the wrongdoing to their supervisor, the Assistant Superintendent, or the Manitoba Ombudsman. Employees have a responsibility to report wrongdoing in good faith, to cooperate during an investigation, and to provide any information the Assistant Superintendent or the Manitoba Ombudsman may require. The disclosing employee has a responsibility to protect information related to the disclosure, including the identity of persons involved in the disclosure process.

## **PART 3: PROCEDURES FOR EMPLOYEES TO REPORT WRONGDOING**

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### **Reportable types of wrongdoing**

- 3.1. PIDA facilitates the disclosure and investigation of "wrongdoing" in or relating to public bodies:
- a. An act or omission constituting an offence under an Act of the Legislature or the Parliament of Canada or a regulation made under an Act.
  - b. An act or omission that creates a substantial and specific danger to the life, health, or safety of persons or to the environment, other than a danger that is inherent in the performance of the duties or functions of an employee.
  - c. Gross mismanagement, including of public funds or a public asset.
  - d. Knowingly directing or counselling a person to commit a wrongdoing described in clauses (a) to (c).

### **Request for advice**

- 3.2. An employee who is considering making a disclosure may request advice from the Assistant Superintendent or the Manitoba Ombudsman. Employees are protected from reprisal under PIDA when seeking advice. The Assistant Superintendent or the Manitoba Ombudsman may require the request to be in writing. Requesting advice in writing is encouraged.

### **Reporting wrongdoing**

- 3.3. An employee can make a disclosure of wrongdoing to their supervisor, Assistant Superintendent, or the Manitoba Ombudsman. Employees are encouraged to make any disclosures as soon as they become



- aware of a potential wrongdoing as the quality of evidence and the ability to make corrective measures may decrease with time.
- 3.4. The disclosure will be in writing and provide the following information if known:
    - a. A description of the wrongdoing.
    - b. The names of the person or persons alleged to have committed or about to commit a wrongdoing.
    - c. The date of the wrongdoing.
    - d. If the matter has already been raised and the response received.
  - 3.5. Employees may report the wrongdoing to their supervisor or Assistant Superintendent using the prescribed Disclosure of Wrongdoing Form (see the division's website for the available form) or by other means, as long as the disclosure is in writing.
  - 3.6. Employees should clearly indicate they are making a disclosure under The Public Interest Disclosure (Whistleblower Protection) Act.
  - 3.7. Employees who choose to report an alleged wrongdoing to the Manitoba Ombudsman, may do so by submitting the prescribed form on Manitoba Ombudsman's website or by other means, as long as the disclosure is in writing.
  - 3.8. When an employee discloses an alleged wrongdoing to the Manitoba Ombudsman, the Ombudsman may take any steps he or she considers appropriate to help resolve the matter within the school division, including referring the matter to the Assistant Superintendent. If the matter is referred, the Manitoba Ombudsman may inquire about the steps taken or proposed steps to be taken to deal with the matter.

#### **Anonymous disclosures**

- 3.9. Anonymous disclosures may make the disclosure more difficult to investigate or substantiate, however anonymous disclosures will be acted on, whenever possible.

#### **Making a public disclosure about an urgent matter - imminent risk**

- 3.10. Under subsection 14(1) of PIDA an employee may make a disclosure to the public where the subject matter constitutes an imminent risk of a substantial or specific danger to the life, health, or safety of individuals or to the environment.
- 3.11. The employee will first make the disclosure to an appropriate law enforcement agency or in the case of a health-related matter, the chief public health officer. Disclosures to the public are subject to any direction that the agency or officers consider necessary in the public interest.
- 3.12. Immediately after a disclosure is made under subsection 14(1) of PIDA, the disclosing employee will also make a disclosure about the matter to their supervisor or Assistant Superintendent. The applicable procedures apply.
- 3.13. The Assistant Superintendent will notify the Superintendent that a public disclosure has been made.

### **PART 4: REPORTING REPRISALS**

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#### **Reporting Reprisals**

- 4.1. PIDA protects employees from reprisal who have in good faith:
  - a. Requested advice about making a disclosure from a supervisor, the Assistant Superintendent of Personnel, or the Manitoba Ombudsman.



- b. Made a disclosure under PIDA.
- c. Cooperated in an investigation under PIDA.
- 4.2. Any employee or former employee who believes they have been reprisal against for taking any of the above actions will make a written complaint of reprisal directly to the Manitoba Ombudsman.
- 4.3. A reprisal is defined as taking, directing, or counseling someone to take or direct:
  - a. Disciplinary measure.
  - b. Demotion.
  - c. Termination of employment.
  - d. Any measure that adversely affects his or her employment or working conditions.
  - e. Threat to take any of the measures referred to in clauses (a) to (d).
- 4.4. A reprisal is an offence under PIDA and anyone who reprisal against an employee for taking an action under 4.1 is liable to prosecution under PIDA.

## PART 5: SUPERVISOR'S PROCEDURES FOR RECEIVING DISCLOSURES

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- 5.1. The supervisor will acknowledge receipt of the disclosure made by the employee within 5 business days. The supervisor will determine how the disclosing employee wishes to receive communication and respect the wishes of the employee.
- 5.2. The supervisor will advise the disclosing employee that the Assistant Superintendent will undertake a review of the allegation. The supervisor will promptly refer the matter to the Assistant Superintendent. The Assistant Superintendent will determine if the allegation warrants an investigation based on the definition of wrongdoing. If the subject relates to a matter under the supervisor's responsibilities, the supervisor will discuss with the Assistant Superintendent whether any action is required by the supervisor.
- 5.3. Relevant verbal communication should be documented and stored in a confidential manner.
- 5.4. The supervisor will advise the disclosing employee that the identity of the persons involved in the disclosure process – including witnesses and persons alleged to be responsible for wrongdoing – will be confidential to the fullest extent possible.
- 5.5. The supervisor will arrange with the Assistant Superintendent how the disclosing information will be forwarded in a secure and confidential manner. The supervisor will not keep any information including copies related to the disclosure.
- 5.6. If the subject matter of the disclosure involves the Assistant Superintendent, the supervisor will forward the relevant information to the Superintendent. The supervisor will advise the disclosing employee that a review of the disclosure will be undertaken by or under the direction of the Superintendent.
- 5.7. Supervisors should direct any questions about PIDA or their responsibilities to the Assistant Superintendent or the Manitoba Ombudsman and not to Human Resources.

## PART 6: DESIGNATED OFFICERS

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### PROCEDURES FOR MANAGING AND INVESTIGATING DISCLOSURES OF WRONGDOING

#### Assessment of disclosure by the Assistant Superintendent

- 6.1. The Assistant Superintendent who receives a disclosure from an employee or from a supervisor will assess the disclosure and take the appropriate action. Disclosures containing allegations of serious imminent danger or risk will be acted upon immediately in accordance with section 14(1) of PIDA (see section 3.10).



- 6.2. The Assistant Superintendent will acknowledge receipt of the disclosure made by the employee within 5 business days. The Assistant Superintendent will determine how the disclosing employee wishes to receive communication and respect the wishes of the employee.
- 6.3. Relevant verbal communication should be documented and stored in a confidential manner.
- 6.4. The Assistant Superintendent will determine whether a disclosure made by an employee pertains to the Western School Division. If the Assistant Superintendent determines that the disclosure relates to another public body, the Assistant Superintendent will refer the matter to that public body's designated officer.
- 6.5. Within 4 weeks the Assistant Superintendent will decide if an investigation is required and notify the employee who made the disclosure of the decision and rationale.

#### **Investigating disclosures of wrongdoing**

- 6.6. The purpose of an investigation into a disclosure of wrongdoing is to bring the wrongdoing to the attention of the school division and to recommend corrective measures.
- 6.7. The Assistant Superintendent will conduct an investigation in accordance with the following procedures. An investigation is to be conducted as informally and quickly as possible.
- 6.8. The Assistant Superintendent may decide **not** to investigate a disclosure or may cease an investigation if he or she is of the opinion that:
  - a. The subject matter of the disclosure could more appropriately be dealt with, initially or completely, according to a procedure provided for under another Act.
  - b. The disclosure is frivolous or vexatious or has not been made in good faith.
  - c. So much time has elapsed between the date when the subject matter of the disclosure arose and the date when the disclosure was made that investigating it would not serve a useful purpose.
  - d. The disclosure relates to a matter that results from a decision-making process on a public policy or operational issue.
  - e. The disclosure does not provide adequate particulars about the wrongdoing as required by section 12 of PIDA.
  - f. The disclosure relates to a matter that could more appropriately be dealt with according to the procedures under a collective agreement or employment agreement.
  - g. If there is another valid reason for not investigating the disclosure.
- 6.9. A decision not to investigate and the rationale will be communicated to the person who made the disclosure. A disclosure may still be made to Manitoba Ombudsman.
- 6.10. The Assistant Superintendent will notify the Superintendent prior to initiating an investigation into a disclosure of wrongdoing. The Assistant Superintendent will ensure any information provided to the Superintendent protects all identities and is managed in a confidential manner.
- 6.11. The Assistant Superintendent may consult with the Superintendent, the Manitoba Ombudsman, and any other person considered necessary for the purposes of the investigation. This includes arranging for legal advice to further the purposes of PIDA.
- 6.12. The Assistant Superintendent may require an employee to provide information or record(s) and give written or oral replies to questions, for the purpose of an investigation.
- 6.13. If during an investigation the Assistant Superintendent has reason to believe that another wrongdoing has been committed or may be committed, the Assistant Superintendent may investigate the wrongdoing and notify the Superintendent.
- 6.14. If more than one disclosure of wrongdoing is received by the Assistant Superintendent with respect to the same matter a single investigation may be conducted rather than a separate investigation.



- 6.15. The Assistant Superintendent will conclude an investigation within a suitable timeframe that is consistent with procedural fairness and natural justice.
- 6.16. Procedural fairness and natural justice principles will be upheld at all times. The disclosing employee, the alleged wrongdoer, and the Superintendent will be advised of the outcome within the same timeframe. The Superintendent may extend the original timeframe to complete the investigation where necessary. Please see Part 7 for more information on procedural fairness.
- 6.17. In conducting investigations, the Assistant Superintendent should strive to maintain balance between timeframes and procedural fairness.
- 6.18. If a timeframe is extended, the Assistant Superintendent will maintain ongoing communication with the disclosing employee regarding the status of the investigation.
- 6.19. At the conclusion of an investigation, the Assistant Superintendent will prepare a report outlining the allegations investigated, whether the investigation found wrongdoing, and recommendations for corrective measures. The Superintendent will be provided with a copy of the report.
- 6.20. The Assistant Superintendent will inform the employee who made the disclosure the results of the investigation. The Assistant Superintendent may do so in a manner and at a time considered appropriate. The Assistant Superintendent will provide as much information as possible while ensuring confidentiality.

#### **Referring disclosures of wrongdoing**

- 6.21. The Assistant Superintendent may refer a disclosure of wrongdoing to an alternate authority, including the Manitoba Ombudsman. Factors in considering whether to refer a disclosure of wrongdoing include:
  - a. Whether the subject matter of the disclosure would more appropriately be dealt with by another authority (related to another department).
  - b. The complexity of the subject matter of the disclosure.
  - c. Whether a perceived conflict of interest may exist.
  - d. If the subject matter pertains to an individual that supersedes the hierarchal position of the Assistant Superintendent. The person who made the disclosure will be advised when a referral is made.
- 6.22. As a result of an employee seeking advice or the receipt, review, or investigation of a disclosure, the Assistant Superintendent may become aware of a situation that is not a wrongdoing under PIDA, but requires attention. In said situations the Assistant Superintendent is responsible to take the appropriate action to ensure the matter is addressed. This responsibility may arise under an Act, policy, or a public service responsibility.

### **PART 7: PROCEDURAL FAIRNESS, NATURAL JUSTICE, AND CONFIDENTIALITY**

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#### **Ensuring procedural fairness and natural justice**

- 7.1. Disclosures of wrongdoing are investigated in accordance with the principles of procedural fairness and natural justice. For example, the alleged wrongdoer has the right to know the nature of the disclosure, receive relevant information as required, and be given an opportunity to respond to the disclosure.
- 7.2. If wrongdoing is found, the respondent and alleged wrongdoer will be provided the opportunity to make representations prior to finalizing the report. This may be done through legal counsel.
- 7.3. The Assistant Superintendent will recuse themselves from an investigation where they believe they are in a conflict of interest or when they believe a bias exists. The Superintendent may appoint an alternate individual to function as the Assistant Superintendent or may refer the matter to an alternate authority.
- 7.4. The parties involved also have the right to have the matter reviewed and determined by an impartial, unbiased decision-maker. If the Assistant Superintendent is aware or becomes aware of any actual





potential or perceived conflict of interest or bias, they should refer the matter immediately to their Superintendent or, if this is not possible, to Manitoba Ombudsman.

### Protecting confidentiality

- 7.5. Subject to the principle of procedural fairness, the Assistant Superintendent will ensure the confidentiality of the information collected and will protect the identity of the persons involved in the disclosure process including the disclosing employee, any witnesses, and the alleged wrongdoer(s), to the fullest extent possible.
- 7.6. Information that comes to a person's attention or knowledge through the performance of their duties under PIDA will be protected and will not be disclosed except as required under PIDA or another Act.
- 7.7. Disclosure files (electronic or hard copies) will be treated in a confidential manner, maintained in a secure location, and protected from unauthorized access.
- 7.8. Maintaining confidentiality and procedural fairness provides reassurance to disclosing employees and witnesses when coming forward with information.
- 7.9. With respect to the alleged wrongdoer(s), maintaining confidentiality is important given that allegations are untested until an investigation is complete.
- 7.10. There may be situations where an individual's identity will need to be disclosed to test the credibility of allegations. Disclosing the identities of employees, witnesses, or alleged wrongdoer(s) should only occur when there is no other way to test the allegations. The individuals involved will be advised in advance if this becomes necessary.
- 7.11. The focus shall remain on detection and remedy of wrongdoing and not on the identity of the discloser or the alleged wrongdoer(s).

## PART 8: ANNUAL REPORTING REQUIREMENTS

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- 8.1. The Superintendent will prepare on an annual basis a report on any disclosures of wrongdoing that were made to a supervisor or Assistant Superintendent of the Western School Division.
- 8.2. The report will include the following information:
  - a. The number of disclosures received, acted on and not acted on.
  - b. The number of investigations commenced as a result of a disclosure.
  - c. In the case of an investigation that results in a finding of wrongdoing:
    - i. a description of the wrongdoing;
    - ii. any recommendations or corrective actions taken in relation to the wrongdoing; and
    - iii. the reasons why no corrective action was taken.
- 8.3. The Superintendent will not publicly identify an employee who requested advice, made a disclosure of wrongdoing or complaint of reprisal, or publicly disclose identifying information within the annual report.
- 8.4. The report will be included in the annual report of the school division. Otherwise the Superintendent will make the report available to the public on request.

## DEFINITIONS

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### under The Public Interest Disclosure (Whistleblower Protection) Act

**Chief Executive:** means the Superintendent.

**Department:** means department of the School Division.



**Designated Officer:** means the Assistant Superintendent.

**Disclosure:** means a disclosure made in good faith by an employee in accordance with this Act.

**Employee:** means an employee of the Western School Division.

**Government body:** means

- a) a government agency as defined in The Financial Administration Act;
- b) a regional health authority established or continued under The Regional Health Authorities Act;
- c) a child and family services agency incorporated under The Child and Family Services Act;
- d) a Child and Family Services Authority established under The Child and Family Services Authority Act;
- e) a school division or a school district;
- f) a municipality that is designated in the regulations as a government body for the purposes of this Act;
- g) a local government district that is designated in the regulations as a government body for the purposes of this Act; and
- h) any other body designated as a government body in the regulations.

**Public Body:** means

- a) a department;
- b) a government body; and
- c) an office.

**Reprisal:** means any of the following measures taken against an employee because the employee has – in good faith – sought advice about making a disclosure, made a disclosure, or cooperated in an investigation under this Act;

- a) a disciplinary measure;
- b) a demotion;
- c) termination of employment;
- d) any measure that adversely affects his or her employment or working conditions; and
- e) a threat to take any of the measures referred to in the clauses (a) to (d).

**Work Place:** means any school or department of the School Division.

**Wrongdoing:** means

- a) an act or omission constituting an offence under an Act of the Legislature or the Parliament of Canada or a regulation made under an Act;
- b) an act or omission that creates a substantial danger to the life, health, or safety of persons or to the environment, other than a danger that is inherent in the performance of the duties or functions of an employee;
- c) gross mismanagement, including of public funds or a public asset; and
- d) knowingly directing or counselling a person to commit a wrongdoing described in clauses (a) to (c).



Reference:

Public Interest Disclosure Act (PIDA)

**Adopted:**

**October 9, 2019**



## AP 1-511 – REPORTING SUSPECTED WRONGDOING FORM

### BACKGROUND

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The Minister of Education requires school divisions and schools to report school absenteeism.

The Western School Division encourages employees to raise concerns of suspected wrongdoing, in good faith, with protection from reprisal or retaliation.

Disclosures of wrongdoing must be made in writing. This form is for employees of the Western School Division to make disclosures to a supervisor, a designated officer, or Manitoba Ombudsman. If you are a student, parent, or other member of the public with information you would like to disclose, you may submit the form to Manitoba Ombudsman or visit their website for more information.

Please submit this report to: Assistant Superintendent of Schools, CONFIDENTIAL – SUSPECTED WRONGDOING.

### PART A: DISCLOSER'S CONTACT INFORMATION

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Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

Best time/method to reach you: \_\_\_\_\_

\_\_\_\_\_

#### **Additional Discloser (if applicable)**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

Best time/method to reach you: \_\_\_\_\_

\_\_\_\_\_



**PART B: REPORT OF SUSPECTED WRONGDOING**

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Date and Time of Submission (dd/mm/yy): \_\_\_\_\_

1. What wrongdoing occurred? Describe the incident(s) in detail.

2. When and where did this incident occur?

3. How long has the wrongdoing been taking place?



4. Who committed the wrongdoing? Provide the individual's name and current position.

5. How did you come to know about this suspected wrongdoing?

6. Briefly describe any other relevant information related to this suspected wrongdoing. You may attach a separate report if necessary.

7. Has this wrongdoing already been disclosed and if so, what response was received.



## PART C: EVIDENCE

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Please attach a copy of any evidence you may have in your possession; describe how an investigator could locate the evidence or supporting documentation for the matters described above; or list any documentation that you are aware of that supports your allegation.

If the disclosure involves personal information or confidential information, the employee must take reasonable precautions to ensure that no more information is disclosed than is necessary to make the disclosure.

Note that you should not attempt to obtain evidence or access information protected under The Freedom of Information and Protection of Privacy Act.



## AP 1-600 – FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

### BACKGROUND

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The Freedom of Information and Privacy Act was passed by the province of Manitoba on June 28, 1997, schools have been required to comply with the act since April 3, 2000. The legislation aims to strike a balance between the public's right to know and the individual's right to privacy, as those rights relate to information held by public bodies in Manitoba.

The Division will manage information in manner that supports the Board's commitment to providing the public with access, with only a limited number of specific exceptions, while protecting the personal privacy of the individual in accordance with provincial legislation.

### DEFINITIONS

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*Head* – In relation to a public body, means the person or group of persons designated under sections 80 and 81 of the Freedom of Information and Protection of Privacy Act as the head.

*Coordinator* – Designated by the Head as the first contact person related to Freedom of Information and Protection of Privacy Issues.

### PROCEDURES

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#### General

1. The Division shall develop and maintain records management procedures which support and meet the operating requirements of Manitoba Education Citizenship and Youth and the Freedom of Information and Protection of Privacy Act.
2. The Division shall make available a records directory providing a general listing of the records in the custody or under the control of the Division.
3. The Superintendent of Schools is designated Head of the Division for the purposes of the Freedom of Information and Protection of Privacy Act, and is responsible for ensuring that the Division complies with the provisions of the Act.
4. The Secretary-Treasurer is designated Coordinator for the purposes of the Freedom of Information and Protection of Privacy Act, and is responsible for the overall management of the Freedom of Information and Protection of Privacy function.

#### Personal Information

1. No personal information may be collected unless collection is specifically authorized by the Public Schools, or Education Administration Acts or the information relates directly to and is necessary for an operating program or activity of the Division.
2. The Division may use or disclose personal information only for the purpose for which it was collected or compiled or for a use consistent with that purpose, or if the individual the information is about has identified the information and consented to the use, or for purposes referred to in the Freedom of Information and Protection of Privacy Act.





3. The Division has a duty to maintain accurate and complete personal information is used to make decisions about the individual. Under the Act an individual has the right to request a correction when the applicant believes an error or omission has been made.

### **Publications, Reports and Databases**

1. All publications, following release, will be available in the Division office, for review by members of the public.
2. Databases and data files are records.

### **Public Access**

1. The Division provides access to Division publications.
2. Persons requesting information should first contact either the school or Division office, whichever is responsible for creating or maintaining the information in question.
3. Access to information through the Freedom of Information and Protection of Privacy Act is intended as a last resort-if other attempts to acquire information have failed.
4. If the requested information is not available from the school, then the person requesting the information may apply to the designated Coordinator with their request.
5. Request forms are available from the Division office.
6. Any fees shall be levied in accordance with the Act. Fees may be waived if the applicant is unable to pay or if the record deals with a matter of public interest such as the environment, public health or safety.
7. No fee will be charged for access to personal information, but the cost of producing copies may be charged.

Reference:

The Freedom of Information and Protection of Privacy Act

**Adopted:** August 2009



## AP 1-700 – EMERGENCY PREPAREDNESS PLANNING

The Superintendent of Schools serves as the emergency coordinator for the Division and is responsible for the Division's Emergency Preparedness Plan. This plan is reviewed annually by Administration Council.

The responsibility for protecting students and staff at school rests with school administration in accordance with the Emergency Preparedness Plan. The principal of each school initiates and supervises the planning and implementation of an emergency preparedness plan at the school level.



## AP 1-701 – EMERGENCY PREPAREDNESS PLANNING: PANDEMIC PLANNING GUIDELINES

### Pandemic Preparedness Committee

March 2020

#### 1. INTRODUCTION

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Over the past several years, we have become more aware of the eventuality of a pandemic and its impact on public health.

A pandemic means an epidemic of any disease over a wide geographic area affecting a large proportion of the population. It is a serious public health concern; an influenza pandemic could cause a great deal of illness and death.

A pandemic would affect much more than just the health-care system. It is a crisis that will affect all aspects of society. It must be managed by the coordinated participation and co-operation of governments, businesses, educational organizations and citizens.

Western School Division is one of several public organizations preparing to respond when the next pandemic arrives. Health officials anticipate having up to three months' warning from the time a pandemic is declared by the World Health Organization to the time the virus arrives in Canada. This is based on the assumption that a pandemic will start elsewhere in the world and spread to North America.

The following Business Continuity Plan will assist the division during a pandemic.

#### 2. ORGANIZATIONAL STRUCTURE

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##### Formation of Operations Committee

In the event of a pandemic being declared, the Business Continuity Team will be formed. This team will consist of the following members:

- The Chair of the Board of Trustees
- Superintendent
- Assistant Superintendent
- Secretary/Treasurer
- Supervisor of Operations
- A School Administrator from the Administrative Council
- A representative from the Western Teachers Association
- A representative from the Support Staff of Western School Division
  
- A representative of CUPE from Western School Division
  
- Safety Coordinator
  
- Human Resources Manager

##### Role of the Business Continuity Team

1. To make necessary arrangements for preparedness planning and preparedness activities.



2. To make a clear and complete assessment of situations that may arise within the division and recommend courses of action, considering guidance from the Regional Health Authority.
3. To liaise and co-operate with other organizations in response to the pandemic.
4. To coordinate response and recovery activities during and after a pandemic.

### 3. PURPOSE OF THE PLAN

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The purpose of the Business Continuity for Pandemic Plan provides for the continuation of critical school functions and recovery of suspended services in the event of a pandemic influenza. Many potential contingencies and disasters can be averted, or the damage they can cause can be reduced, if appropriate steps are taken to manage through the event. The stats included in this plan are reflective of estimates suggested by the World Health Organization and Canadian Health Authorities and are for illustrative purposes only.

This completed Business Continuity for Pandemic Plan outlines the course of action to be taken in the event of an emergency and the process for each department to follow in their recovery to normal business operation. It is intended to:

- Provide an orderly and efficient transition from normal to emergency conditions.
- Provide specific guidelines appropriate for complex and unpredictable occurrences.
- Provide consistency in action.
- Prevent activity inconsistent with the philosophy of this Division.
- Establish a threshold at which an emergency response is triggered and determines who may authorize the response.

### 4. OBJECTIVES OF THE PLAN

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This Business Continuity Plan is intended to:

- Define critical operations that must be continued, those operations that can be postponed for a period of time and those operations than can be postponed indefinitely.
- Provide a planned transition for normal operations to emergency operations and maintaining only those functions defined as critical or vital operations.
- Provide a level of security and safety for employees.
- Provide standard of testing the business Continuity for Pandemic Plan.
- Ensure continuation of services and the protection to student's interests.
- Maintain confidence in schools.
- Meet regulatory requirements imposed by the Province or other regulatory agency.
- Manage successfully through a pandemic and reduce the disruption to services.
- Provide leadership by example.

### 5. SCOPE

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Influenza is highly contagious, enters the body through the nose or the throat and can spread very quickly through the population.

Experts assume that during an influenza pandemic up to 35 per cent of people will become ill enough to miss work. Of those who become ill, more than one per cent could die.

Influenza typically has the greatest impact – complications or death – on the very young, the very old and those with suppressed immunity. However, pandemic influenza has affected different age groups in the past, including 20 to 40 year olds, as was the case during the 1918-1919 pandemic.



Vaccination is the most effective way to protect the public from pandemic influenza. However, vaccines **will not** be available for the early months of the pandemic.

Public health measures, including proper personal hygiene such as frequent hand washing, will help reduce the spread of the virus.

The **World Health Organization** has established six distinct phases to facilitate pandemic preparedness planning.

Phase	Description
Inter Pandemic	New virus in animals, no human cases
1	Low risk of human cases
2	Higher risk of human cases
Pandemic Alert	New virus causes human cases
3	No or very limited human to human transmission (unconfirmed cases)
4	Evidence of increased human transmission (where it has been confirmed)
5	Evidence of significant human to human transmission
Pandemic	
6	Efficient and sustained human to human transmission

The designation of phases will be included in various locations throughout this plan to assist in determining appropriate responses throughout the cycle of a pandemic event.

A pandemic event will affect the entire world. Assessment of such a global event will likely be determined by the World Health Organization (WHO). Likewise assessments in the provincial and regional jurisdictions will occur as a pandemic event occurs. Many terms used in this plan will be similar or identical to language by WHO, the provincial government and/or the regional health authorities. The assessment of the phase of the pandemic, as it relates to this plan, is assumed as a local assessment. This assessment may be determined having taken advice from other authorities; however a local determination will be made by the Superintendent of Schools.

This plan only considers the effect of a Pandemic Influenza on operations of the Western School Division and outlines the manner in which those services deemed critical and vital will continue to be delivered throughout a pandemic event. All services offered by Western School Division were considered and rated as critical, vital, necessary and desired. Once critical and vital services are established, necessary services will be established and then desired services as resources become available. These will be exercised in the context of the pandemic phases as identified earlier.

**Critical** are services that must be provided immediately without which, loss of life or injury, infrastructure destruction and loss of confidence in government. These services normally require resumption within 24 hours, but for the purposes of pandemic planning they are the core services of the Division.

**Vital** are services that must be provided within 72 hours without which would likely result in loss of life or injury, infrastructure destruction, loss of confidence in government and disproportionate recovery costs. For the purposes of pandemic planning, these are vital and necessary services that would normally need to be performed or completed within a two to four week business cycle to avoid significant damage or loss. These are services that may be performed on a rotating schedule.

**Necessary** are services that must be resumed within two weeks or could result in considerable loss, further destruction, or disproportionate recovery costs. For purposes of pandemic planning these are services that staff will be allocated to either last or on a need to do priority.



**Desired** are services that could be delayed for two weeks or longer, but are required in order to return to normal operating conditions, or alleviate further disruption. For pandemic planning purposes, these are services that will be deemed as non-essential until such time as either staff levels are back to normal and/or priority necessities.

Factors that may be considered in prioritizing services may include, but are not limited to:

- Immediate external obligations
- Immediate internal obligations
- Dependencies on other departments, service providers or agencies
- Other agencies dependent on your services
- Contractual obligations and liabilities
- Regulatory requirements
- First response obligations
- Access to essential information
- Minimum manpower required to provide services

During a pandemic or other serious interruption of the Division's business, Senior Administration may become ill and not able to make decisions or may lose their life. This plan will also be the basis that outlines the criteria, including scope of responsibility for available senior staff to activate and implement the plan.

## 6. ASSUMPTIONS

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In preparing this plan it is assumed that 35% of the Division's staff will either be infected by the influenza and unable to work or to attend at work because they are needed to care for family members.

A pandemic may occur at any time during the year, not necessarily during "flu" season so all services offered by the school division must be considered in a Business Continuity for Pandemic Plan.

## 7. PLAN ACTIVATION

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Once the first confirmed case of pandemic influenza is found in Canada and it is progressing, the Division will take steps to ensure the Division's Pandemic Plan is on standby and activated when appropriate. Significant consideration must be committed to the decision to activate the plan. The risks inherent with the delay of implementing the plan must be considered and conversely the premature activation of the plan. The Division should regularly update and inform key stakeholders of ongoing preparations during the pre-planning and activation stages. During Phase 6, when deemed appropriate, the use of regular briefings may be considered to assist in keeping key stakeholders up to date.

The Superintendent or designate shall have the authority to activate the Pandemic Plan, and shall have the authority to suspend the delivery of services as required based on the resources available to deliver those services and to redeploy staff as necessary. Those services defined as desired will be the first to be suspended, followed by those defined as necessary. If the public need for any of the services identified as critical or vital were to decrease, their continued operation will be reviewed and may be suspended, and any staff made available by the suspension redeployed to another service. (Note: the Phase of the Pandemic shall be determined by the Government of Manitoba or the Regional Health Authority). The Emergency Operations Centre shall be located at the Central Office of Western School Division.

Once the plan has been activated communications with staff (both at work and at home) must strive to address or assist with a wide range of concerns, from questions regarding service delivery to assistance in providing information on health care and shelter-in-place suggestions.



Once the plan has been activated, schools may be asked to report student absentee rates that exceed 10% where those absent are suspected of having contracted influenza.

## 8. SUCCESSION PLAN

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It is possible in the event of a pandemic, that Senior Administration may not be capable of functioning in their normal positions.

If a person is not available the person in the position listed immediately below that person on the chart will assume that position.

<b>Superintendent</b>
<b>Assistant Superintendent</b>
<b>Secretary/Treasurer</b>
<b>Principal Designated by the Board</b>

In the event the Superintendent is not available, the Designate or his/her replacement will assume the responsibilities of the Superintendent. In the event that both the Superintendent and Assistant Superintendent are not available to assume their leadership responsibilities the Board shall determine the specific individuals listed in the Principals group that would be assigned the leadership responsibility in the event that all the Senior Administration were to become ill, or not be available, at the same time.

It is also recognized that staff in one school may be affected by the pandemic to a greater extent than others. In this event, existing staff may be asked to assist in areas of responsibility that are different from their regular staff assignment. The school principal shall identify an acting principal candidate for the consideration of the Superintendents' consideration.

## 9. MINIMIZING ILLNESS AMONG STUDENTS AND STAFF

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While schools within Western School Division expect to continue to operate during a pandemic event, Western School Division will also take steps to minimize the spread of infection. The primary strategy for achieving this is to send staff and students home if they are suspected of being infected. While this action is straight forward with staff (as they can be directed to return home), more preparation is required to accommodate students. To that end when a student is identified as being in respiratory distress, the student shall be isolated from the unaffected student and staff population, to be held there until the students' parent or guardian can arrange to take them home. Should the student be in severe respiratory distress, the school will take appropriate steps to obtain appropriate medical care for the seriousness of the condition of the student, which may include sending the student to the hospital. Should the student's parent or guardian not be able to pick up the child, the school shall take the steps it would normally take when a care giver is unavailable to pick up a student when requested.

Each school shall identify, in advance of a pandemic, an isolation room that will provide for the care of infected students until they are picked up. The isolation room shall be established in consultation with the Supervisor of Operations. The Regional Health Authority will be consulted to obtain recommendations with respect to practices, tools, and information to minimize illness among students and staff.

## 10. SUPPORT TO EMPLOYEES AND EMPLOYEES FAMILIES

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Western School Division plans and prepares to allow staff to provide for their own and their family's wellness and safety.



## 11. POTENTIAL IMPACT ON SCHOOL DIVISION OPERATIONS

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It is our intention to conduct the affairs of Western School Division in accord with existing board policies and operating procedures. Our primary concern is the health and safety of our staff and students.

Once a pandemic is declared (Phase 6, World Health Organization pandemic cycle), and in consultation with authorities from the Regional Health Authority, the intention is that:

**After-hours activities/Access to schools** – after-hours access to schools will be cancelled.

**Board meetings** – board meetings will be held as scheduled and more frequently if necessary. They may be held **via electronic means**.

**Extracurricular activities** – extracurricular activities will be cancelled.

**Facility rentals** – existing/new permits for school facility use will be cancelled/not issued.

**Field trips/excursions** – there will be a moratorium on field trips/excursions.

**High school cafeterias/ food services** - may continue.

**Home visits** – all home instruction and/or home visits typically provided by school division staff will be cancelled.

**Hot lunch days** – hot lunch days and other special lunch programs will be cancelled.

**Instruction/Evaluation/Reporting** – where possible, the regular in-school instructional program and those activities related to instruction, evaluation and reporting will continue.

**Maintenance** – where possible, the normal procedures shall continue.

**Meetings** – meetings that take administrators or staff out of school will be either cancelled or held by teleconference.

**Student Conferences/Parent-teacher interviews**– student conferences may be cancelled.

**Professional development activities** – all professional development activities and attendance at conferences will be cancelled.

**Parent Advisory Councils** – principals will have a plan for ongoing communication with the chair of their Parent Advisory Council. Parent Advisory Council meetings will be cancelled.

**Staff placement and reassignment** – Staff may be reassigned to alternate locations to perform alternate duties in order to meet system needs.

**Student transportation** – where possible and subject to daily review, student buses will maintain regular schedules while schools remain open.

**Substitute teachers, casual service and support staff** – where possible, normal procedures will continue.

**Crisis Response teams** – crisis/tragic events support will be provided.

**Volunteers** – continued use of volunteers will be considered on a case-by-case basis.

## 12. RECOVERY PROCESS

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Previous pandemics indicate that there will be a second and third wave of the pandemic. It is unclear whether the subsequent wave may be of a lesser or greater severity however it may have reduced effect because a vaccine may be available. Therefore the Division will have to regroup quickly to determine its status in terms of staffing,





availability of supplies or services from external suppliers and what role the municipality needs to play in the recovery of its residents and the public and non-profit sectors.

As part of the recovery process, the Division must develop plans for the replacement of employees unable to return to work and prioritizing hiring efforts. This will largely be driven by the reintroduction of the desired and necessary services.

The Division shall evaluate the plan following the first wave and make any adjustments that are deemed necessary, based on experience or on advice from health professionals.

### 13. RECOVERY PROCESS

#### Department – Corporate Services

Service	Function	How is Service Provided	Critical	Vital	Necessary	Desired	Notes
<b>FIPPA</b> <i>Phase 1 - 6</i>	Follow duties as described in the <i>FIPPA</i> in the event of an application under that Act.				X		
<b>Payroll</b> <i>Phase 2 - 6</i>	Process employee payrolls and issue payment. Ensure employee group plan coverage is maintained and employees are receiving benefits due.	DO or home by 2 staff.	X				
<i>Phase 2 - 6</i>	Issue T4's.				X		
<b>Finance</b> <i>Phase 2 - 6</i>	Process payments for supplier invoices.			X			
<i>Phase 2 - 6</i>	Complete and submit GST returns.					X	Semi-annual
<i>Phase 1 - 6</i>	Ensure sufficient funds are available to meet obligations.				X		
<b>Communications</b>	Routine communications						
<i>Phase 1 - 6</i>	Communications necessary as a result of the pandemic.		X				
<i>Phase 1 - 6</i>	Update the website with information as directed.		X				
<b>Technology</b> <i>Phase 1 - 6</i>	Maintain and ensure the operation of the internal computer network and phone system		X				
<i>Phase 2 - 6</i>	Facilitate the ability of staff to work from home if necessary and approved.		X				
<b>Human Resources Management</b>	To help coordinate services required from HR	Division Office	X				
<i>Pre Pandemic</i>	Train DO staff on disinfecting and proper cleaning of their space.						
<b>Student Services</b>	As required to meet current conditions				X		
<b>Superintendency</b>	Succession plan in place.		X				



<b>Caretaking</b> <i>Phase 1 - 6</i>	To maintain essential cleanliness	By custodian or other DO staff	X				
<b>Reception</b>					X		

**Department: School Administration**

Service	Function	How is Service Provided	Critical	Vital	Necessary	Desired	Notes
<b>Instructional Leadership</b>	* Programs of Study	Ensure access to current Programs of Study for every teacher in every subject is being administered to K-12 students through routine inspection and observation of teachers by principal or designate.				X	SHAREPOINT or other electronic means
		Implement programs which will enable students to meet the provincial graduation requirements.				X	In coordination with MB. ED.
	* Special Education	Provide Special Education Programs based on Individualized Education Programs (IEP) to students with special education needs, including those who are gifted and talented by teachers, specialists or outside agencies.				X	
	* Staff Professional Development	Make necessary resources available or provide access to promote staff development.				X	
<b>Evaluation of Students and Programs</b>		Collaborate with teachers to evaluate students and programs to identify areas of strength and those needing improvement.				X	
	* Reporting of Student Achievement	Communicate student progress to parents regarding achievement by teachers.				X	
<b>Standards of Education</b>	* Provincial Assessments	Teachers and Administration will distribute, administer and collect Provincial Assessments.				X	
<b>Management of the School</b>	Annual school plan.	Identify key goals, strategies, Performance measures, results and time lines for school based plans.					
	Implementation of School Plans	Implement plans and monitor their effectiveness. Modify plans as necessary.	X				



	Program Organization and Delivery	Provide access to minimum hours of instruction for students.				X	
		Configure teaching assignments, room allocation, student timetables and support staff responsibilities.	X				- as related to pandemic
<b>Technology</b>	ICT outcomes	Supervise and evaluate the incorporation of ICT outcomes by teachers as directed by MB. ED.				X	
		Maintain and ensure the operation of the internal computer network by LAN Tech and WSD designates.	X				- as related to pandemic
		Foster and promote the integration of technology by teachers in all subject areas.				X	
	School web-site	Ensure web-site is functional and periodically updated to adequately reflect information related to the school.			X		
<b>Safe and Caring Environment</b>	Supervision of students	Provide students with a safe and caring environment that fosters and maintains respectful and responsible behaviours.	X				
	Safety of Staff	Provide staff with proper education and safety procedures to ensure a safe and healthy workplace with adherence to Occupational Health and Safety Standards.	X				
	Routine inspections of safety equipment,	Provide training to safety team within school in coordination with WSD Maintenance staff to carry out annual inspections.				X	
	Communicate, implement and update Safety Plan	Practice and review safety procedures including fire drills, lockdowns and severe weather.	X				Practice safety procedures as they pertain to Pandemic Plan
<b>Communication</b>	Communication with staff	Meet with staff to educate and inform of necessary information.	X				
	Communication between school and home	Update school community with necessary information in all aspects to maintain quality education and a safe and caring environment.	X				
	Communication with Parent Advisory Councils	Communicate to get feedback with School Councils.			X		



<b>Teacher/Staff Supervision and Evaluation</b>	Evaluate the teachers and support staff employed in the school	Provide feedback to teachers and staff as per policy.				X	
<b>Collective Agreement</b>	Superintendent and President of WTA to collectively interpret		X				- as per Pandemic Plan

**Department: Transportation**

Service	Function	How is Service Provided	Critical	Vital	Necessary	Desired	Notes
<b>Transportation</b>							
	Pandemic Local Phase 5 Bussing	<p>With evidence of significant human to human transmission bus service is suspended.</p> <p>Supervisor of Operations report for each route student rider ship and the status of the driver.</p> <p>Office administration priority to verify daily rider ship for the following day to update driver directions for route combinations.</p>		X	X		Transportation is provided by combining of bus routes and contingency for central pick up points are planned for as driver availability declines; hygienic practices required daily; department updated daily on driver availability; field trips and non-mandated shuttle service is cancelled; right of refusal of
	Pandemic Local Phase 6 Bussing	Last resort - Parent provided transportation				X	Notifying parents of suspension of transportation service through announcements on local radio and school communication on the status of the pandemic



**Department: Facility Services**

Function	How is Service Provided	Critical	Vital	Necessary	Desired	Notes
<b>Cleaning</b>						
<b>General Cleaning</b>	By Custodial Staff			X		Classroom, halls and general cleaning. Floors, wall spotting, glass.
Garbage	By Custodial Staff	X				Garbage to be removed daily.
Washrooms	By Custodial Staff	X				Necessary to be cleaned daily for sanitary reasons and disease control once a day thoroughly.
Food prep-areas	By Contractors and/or staff	X				Maintain health standards.
Isolation Room	By Custodians	X				Primary area for disease control. Protocols will be followed.
Recycling	By Students				X	Dry recycle can be retained for some time pending space needs and fire issues.
Recycling	By Students		X			Juice/milk containers to be removed from the school every couple of days
Compost	By Custodians					
Cleaning Supplies	By Staff		X			Check with suppliers; look for alternative suppliers and delivery methods. Maintain a 25% of reorder quantities as a minimum.
<b>Heat</b> - ½ day shut down, cold weather	By Maintenance Staff	X				One half day shut down will not create critical problems with the building freezing. Temperatures may drop to levels requiring occupants to wear coats. Closing the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department.
<b>Heat</b> -one day shut down, cold weather	By Maintenance Staff	X				A full day shut down of heat requires the maintenance department to start to winterize the building. Likely the school will not open for school in the morning. Closing the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department.
<b>Heat</b> -warmer winter weather	By Maintenance Staff		X			Specific action depends upon the actual outdoor temperature. Mitigation can be to shut the ventilation systems down. Consult with Maintenance Department.



<b>Heat</b> -spring/fall	By Maintenance Staff		X			Heat is not as critical. May go 1 day or more without heat. Mitigation strategies may be shutting the ventilation system off.
<b>Air Conditioning</b>	Maintenance and Contractors				X	Most often tied into the heating system (heat pumps).
<b>Ventilation</b>	By Maintenance Staff		X			Longer shut downs affect air quality, but in cold weather also retain interior temperature levels. Short term shut downs have minimal impact on school.
<b>Fresh Air</b>	By Maintenance Staff		X			Consider 100% fresh air for systems capable of handling this. Very cold outdoor temperatures would create problems.
<b>Exhaust</b> -Washrooms	By Maintenance Staff				X	Exhaust systems provide odor and dilution control. Not critical but should be repaired in a few days.
<b>Exhaust</b> -cafeteria	By Maintenance Staff	X	X			Exhaust systems provide odor and dilution control. Not critical but should be repaired in a few days. Consult with Maintenance Department.
<b>Power Outage</b> under 2 hours	Provided by the Utility		X			Not critical for the safety of the building. May disrupt the education operations of the school.
<b>Power outage</b> over 4 hours Mechanical Systems	Provided by the Utility	X				Power loss of over 4 hours would require closing of the school as determined by the principal in consultation with the Superintendent. Consult with Maintenance Department.
<b>Power</b> - outage in winter, short term	Provided by the Utility		X			Cold weather power failure for short periods of time will decrease temperature levels, but not affect the building. Closure of the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department.
<b>Power</b> Loss of power 1 day or more	Provided by the Utility	X				Will require the closing of the school. Preparation for freezing may be required. Consult with Maintenance Department.
<b>Water</b> Loss of water service for up to 4 hours	By Municipality	X				Sanitary sewer issues need consideration. Drinking water will be delivered using bottled water. Closure of the school will be determined by the school principal in conjunction with the Superintendent. Consult with Maintenance Department.



<b>Water</b> Loss of water service for more than 4 hours	By Municipality		X			School will be closed. Consult with Maintenance Department
<b>Water</b> Loss of potable water service beyond 4 hours			X			The municipality maintains service to the meter. If water is contaminated (i.e. boil water orders), Maintenance will arrange for bottled water for drinking. Water can be used for toilets School closure is not contemplated.
<b>Sanitary Sewer</b> Due to loss of water	By Municipality	X				Loss of water restricts ability to use sanitary sewer. Closure of the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department.
<b>Sanitary Sewer</b> Due to total sewer line blockage	Inside schools – by Maintenance	X				If total blockage occurs in a school, it becomes critical within a few hours. Closure of the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department.
<b>Sanitary Sewer</b> Due to partial sewer line blockage	Inside Schools – by Maintenance		X			If only portions of the school are affected plans must be implemented by staff to use the remaining toilets. Closure may not necessary in these situations. Consult with Maintenance Department.
<b>Lift Stations –</b> system failure for more than 2 hours	By Maintenance Staff			X		If main system fails it becomes critical in two hours and requires school closure. School closure will be determined by the principal in conjunction with the Superintendent.
<b>Building Maintenance</b>						
Snow Cleaning Parking lots	Contractors and Maintenance Staff		X			
Snow Cleaning sidewalks	Custodian Staff	X				
Ongoing Maintenance	A variety of systems requiring Maintenance		X			Telephones, intercoms, security systems, doors and hardware and a range of other items need maintenance. The priority will be determined by the other critical items and the ability to provide resources to these items.



Deliveries						
Mail	Provided by Division Staff			X		For the short term, not critical, for ongoing operations it becomes critical.
Supplies	Provided by Division Staff			X		Generally not critical as schools carry their own inventory however for sustained periods it will become critical.
Supplies	Provided by Division Staff	X				Supplies necessary for Pandemic response will be stocked centrally.

**Department: School Staff**

Service	Function	How is Service Provided	Critical	Vital			Notes	
Instructional	Professional planning	Write a teacher professional growth plan (PGP)				X		
		Preview growth plan with principal				X		
		Reflect upon and revise PGP				X		
		Review growth plan with principal				X		
	Instructional planning	Develop long or intermediate range plans, including unit planning			X			
		Develop day-to-day lesson plans			X			
		Develop planning for substitute teachers as needed.			X			
		Engage in collaborative planning.					X	
		Evaluate and revise plans					X	
		Write and revise IEPs; accommodate diverse needs				X		
	Instructional delivery	Provide instruction as per the program of studies.		X				
		Provides effective classroom management	X					
		Provides opportunity for learning through off-campus sites (field trips)				X	Restricted during Pandemic	
	Instructional outcomes measures and feedback	Conducts appropriate formative and summative assessments				X		





		Administer provincial exams.				X	
		Provides timely feedback through corrected assignments			X		
		Provides feedback to parents through report cards and progress reports			X		
		Provides feedback to parents through parent-teacher interviews				X	Restricted during Pandemic
Supervision	Ensuring student safety and good conduct.	Supervises student activities at times outside of instructional periods. · Recess · Lunch times	X				
Communication	Communication with parents	Use phone calls, emails, letters and website to communicate issues with parents as needed		X			
	Communication with community organizations/ media	Interacts with community organizations that are involved in school functioning.			X		
Counseling	Guidance counselor						
		Provides emotional support to students as needed.		X			
	Family wellness worker	Emotional, family, and parenthood planning and counseling			X		
		Trauma counseling	X				
Extra-curricular activities	Coaching	Organizes and coaches extra-curricular teams.				X	Restricted during Pandemic
		Organizes games (and transportation) with teams from other schools.				X	
	Clubs and Events	Organize and operate extra-curricular clubs and events (eg: dances).				X	



Professional Development	In-service PD attendance	Attends to personal professional development through attending in-service PD sessions.				X	Restricted during Pandemic
Educational Assistance	Educational Support	Provide educational and behavioral support to students as per teacher instructions		X			
	Supervision	Perform supervision duties as described by the principal or designate.	X				
	In-service pd attendance	Attends to personal professional development through attending in-service pd sessions.				X	Restricted during Pandemic
Administrative Assistance	Reception / Secretarial	Communication – with parents · Phone calls · Newsletters/news items · Mail · Face-to-face	X				
		Communication with teachers · Phone calls · Emails · Face-to-face	X				
		General office tasks · Face-to-face (eg: with delivery services)		X			
	Financial	Receive monies from students, teachers, and parents.			X		
		Complete purchases as directed by principal				X	
		Process payments as directed by principal				X	
		Complete budgeting and accounting related tasks · Posting budget updates				X	
	Record keeping	Collect and manage student demographics and related data into EIS			X		
		Make marks submission to MB. ED.			X		
		Record attendance for the school and make reports available to principal and teachers.	X				



First Aid	Basic medical attention	Provision of first aid medical attention as necessary by trained staff	X				
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**Adoption:** May 2009

**Revised:** March 5, 2020



## AP 1-800 – WORKPLACE SAFETY AND HEALTH

Western School Division:

- is concerned for the safety and health of all the staff working in, all students attending, as well as all visitors to, the facilities of the School Division.
- establishes an environment for staff, students, and visitors which is safe and free from hazards which are likely to cause accidental injury.
- complies with the requirements of all relevant statutes, regulations and standards of government agencies and other regulatory authorities representing occupational safety and health.
- gives priority to safe working conditions and job practices in the planning, budgeting, direction and implementation of Division activities.
- develops and implements safety programs appropriate to the Division's operations.
- maintains a joint Workplace Safety and Health Committee comprised of representatives of the school board, administration council, and representatives of employee groups. Each school is represented on the divisional WSH committee.

The joint divisional committee is co-chaired by a school board trustee appointed by the board, and an employee selected from the representatives on the committee.

The Superintendent of Schools is responsible for the administration of this policy and may appoint a designee.

School Principals and the Supervisor of Operations ensure that:

- regular inspections of their schools are made and take actions to improve unsafe conditions.
- all employees are aware of and follow safety procedures and safe work practices. This includes a safety orientation upon hiring and annually thereafter.

Employees observe all safety rules and procedures associated with the performance of their duties and take an active part in practicing safe work habits. They immediately report any accident or injury or unsafe condition to their supervisor. They properly use and care for personal safety equipment provided by the Division.

Employees have the right to submit safety and health concerns confidentially to the WSH Committee.

The committee's calendar year is from September to August of each year. Regular meetings are held in accordance with provincial requirements.



## AP 1-801 – SUBSTANCE USE

Western School Division has the responsibility to ensure a safe and healthy environment for students, staff, visitors, and users of the facilities, and strives to be a positive role model. Therefore, in an effort to promote a positive and healthy lifestyle, and ensure safety, Western School Division prohibits the use, possession, display, and/or sale of:

- Tobacco
- Electronic cigarettes / e-liquid
- Cannabis
- Illegal Drugs
- Opioids
- Alcohol

or any products related to the above-noted, at or around Division property, which includes, but is not limited to:

- School buildings
- Division vehicles
- Outdoor spaces (e.g. playgrounds, classrooms).

This procedure is also applicable to events and third-party spaces sanctioned by the Division, including but not limited to:

- Field trips
- Sporting events and facilities
- Extra-curricular events and facilities

### DEFINITIONS

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Cannabis	Also referred to as marijuana, weed, pot, grass, and many other terms, is a tobacco-like greenish or brownish material consisting of the dried flowering, fruiting tops, and leaves of plants from the <i>Cannabis</i> family. Forms may include, but are not limited to: shatter, hash, edibles (such as cooking oils, drinks, muffins, honey, spreads), oil, cigarettes, water pipes, vaping
Impairment	A deterioration (weakened, diminished, or relaxed) of an individual's judgment and decrease in his or her physical ability below their normal level
Opioid	Drugs that dull a person's perception of pain. Prescribed opioid medications are available in various forms: tablets, capsules, syrups, liquids for injection, nose sprays, skin patches, and suppositories. Examples of opioids include codeine, morphine, oxycodone, hydromorphone, fentanyl, and heroin (non-medicinal opioid).
Paraphernalia	Any equipment, supplies, or bits and pieces that generally accompany the smoking or chewing of tobacco. This would include, but not limited to, lighters, matches, rolling paper, and cigarette packages.



**Smoking** Using a cigarette, cigar, pipe, electronic cigarette, or any other device designed to allow the user to inhale substances including but not limited to tobacco, nicotine, cannabis, or any illegal drug

**Tobacco** Use includes smoking, chewing, dipping, or any other use of tobacco products.

### EXPECTATIONS AND REQUIREMENTS

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The following expectations apply to employees, supervisors, management, and administrators alike while conducting work on behalf of the Division, whether on or off Division property:

- Employees are expected to arrive to work fit for duty and able to perform their duties safely and to standard; employees must remain fit for duty for the duration of their shift
- Employees do not have the right to come to work impaired
- Employees must take responsibility to ensure their own safety and the safety of others
- Employees are prohibited to operate a motor vehicles, including but not limited to automobiles, buses, forklifts, and riding mowers if they are impaired

### IMPAIRMENT

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Being impaired diminishes a person’s mental or physical functions or abilities, which may affect their safety and the safety of others.

There are many different sources of impairment, including but not limited to drugs (legal or illegal), alcohol, fatigue, medical conditions, medications (used legally or illegally), AND cannabis (recreational or therapeutic).

It is important to recognize the signs and symptoms of impairment so that situations can be identified and addressed. The following are possible characteristics of impairment:

<b>Physical</b>	<b>Psychosocial</b>	<b>Workplace Performance and Professional Image</b>
<ul style="list-style-type: none"> <li>• Deterioration in appearance and/or personal hygiene</li> <li>• Unexplained bruises</li> <li>• Odour of alcohol or drugs</li> <li>• Glassy, red or watery eyes</li> <li>• Dilated pupils</li> <li>• Increased heart rate / sweating</li> <li>• Slurred or incoherent speech</li> <li>• Rapid weight loss</li> <li>• Poor co-ordination / unsteady gait</li> <li>• Runny nose</li> <li>• Skin rash</li> </ul>	<ul style="list-style-type: none"> <li>• personality changes / mood fluctuations</li> <li>• Irritability</li> <li>• Inappropriate verbal or emotional response</li> <li>• Confusion or memory lapses</li> <li>• Lack of focus / concentration</li> <li>• Increased use of masking products – breath mints, gum, mouthwash, cologne, eye drops</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent lateness</li> <li>• Absenteeism</li> <li>• Reduced productivity</li> <li>• Deterioration in performance</li> <li>• Changes in work quality</li> <li>• Moving to a position where there is less visibility or supervision</li> <li>• Errors in judgement</li> <li>• Non-compliance with policies</li> <li>• Extended breaks; sometimes without telling colleagues they are leaving</li> </ul>



The following are signs and symptoms of opioid overdose:

- Lips turning blue or bluish
- Pinpoint pupils (that may later become large)
- Slowed breathing (or no breathing)
- Drowsiness / decreased level of consciousness
- Slow heart rate and low blood pressure

## REPORTING SUSPECTED IMPAIRMENT

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If anyone suspects impairment in others, or wishes to self-report their own inability to work safely, this concern must be reported to their supervisor immediately.

## PROCEDURES AND ENFORCEMENT

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In the event of contravention of this procedure, the following progressive action will be taken:

### **Staff**

Employees suspected of being impaired at work will be required to meet with their supervisor immediately to evaluate and determine what actions will be taken to ensure the safety of all persons. Employees found in violation of this procedure may be subject to disciplinary action, up to and including dismissal. Where applicable, the Division may also take legal action in accordance with the law.

### **Students**

Students will be dealt with in accordance with this procedure and their school's code of conduct

### **Visitors**

Persons or groups using the buildings or grounds of Western School Division and found to be in violation of this procedure will:

**Upon First Occurrence** be asked to leave the facility/premise and will receive a letter reminding them of the procedure and advising that a second violation will result in expulsion.

**Upon Subsequent Occurrence(s)** receive a letter reminding them of the procedure and advising them that they have lost their privileges of use for the remainder of the school year. Further action, up to and including permanent expulsion from divisional facilities will be considered.

## ASSISTANCE

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The use of any substance (controlled or uncontrolled) may have negative side effects with serious health conditions, including but not limited to memory loss, aggression, psychotic behavior, and potential heart and brain damage.

The Division will make available information regarding services (Employee Assistant Programs, community supports) which may be of assistance to persons experiencing issues relating to substance use, abuse, and/or dependency, and may want to reach out and obtain assistance.



Should the Division observe changes in an employee's attendance, performance, or behavior that may indicate possible substance dependence, the Division is legally obligated to initiate a discussion with the employee.

## ACCOMMODATION

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Requests for accommodation under this procedure will be considered as per the spirit of *The Human Rights Code* (Manitoba), and, as per SAFE Manitoba, alternatives shall be sought that do not cause impairment.

### Reference:

- Canadian Centre for Occupational Health and Safety
- Morden Police Service
- SAFE Work Manitoba
- Workplace Safety and Health Act* (Manitoba)
- Workplace Health & Safety Procedures
- AP 4-204 Smoking by Students
- AP 2-333 Administration of Medication
- AP 2-334 Authorization to Administer Prescribed Medication
- AP 2-335 Administration of Prescribed Medication Record
- AP 2-336 Authorization to Self-Administer Prescribed Medication
- AP 2-401 No Smoking Procedure

**Adopted:            October 2018**





## AP 1-802 – SCENT AWARENESS

### BACKGROUND

The Western School Division values all of its employees, students, caregivers and community partners. Due to health concerns arising from exposure to scented products, and in an effort to support a healthy, safe educational environment for all, the Division has created a “Scent Awareness Program”.

The Division recognizes that exposure to strong scents and fragrances may cause discomfort, and may affect the health of some individuals.

### PROCEDURES

#### 1.0.0 DESCRIPTION

- 1.1.0 Scent/fragrance sensitivity is the inability to tolerate exposure to scent/fragrance in the environment.
- 1.2.0 Scents/fragrances in the workplace such as perfumes, colognes, air fresheners, paints, flowers, air deodorizers, aerosol sprays and cleaning products may trigger a variety of reactions for an individual. Symptoms and reactions may range from mild to severe, including, but not limited to:
- Watery eyes
  - Sneezing
  - Coughing
  - Dizziness
  - Nausea
  - Fatigue
  - Shortness of breath/breathing problems
  - Loss of concentration
  - Asthma
  - Migraines
  - Heaviness in the chest
  - Hypertension
  - Anaphylactic reaction



#### 2.0.0 DIRECTION

- 2.1.0 To provide an environment that supports teaching and learning, all persons entering a Western School Division facility or bus should minimize the use of all scented products.

#### 3.0.0 COMMUNICATION & EDUCATION

- 3.1.0 The scent awareness program will be communicated to staff, students, volunteers, visitors and the school community.

#### 4.0.0 RESPONSIBILITIES

- 4.1.0 Management will educate and encourage staff and students regarding this program.



4.2.0 It is the joint responsibility of all employees, parents/guardians, and students to support the Scent Awareness Program.

4.3.0 It is the responsibility of employees to inform the employer in writing if they have medical issues pertaining to scents and fragrances. An employee with medical concerns about scents or fragrances should advise their immediate supervisor. Employees who have health issues pertaining to scents are to submit written supporting medical documentation. Medical information provided must be satisfactory to the division.

#### **5.0.0 FACILITY MAINTENANCE**

5.1.0 Where air quality issues are suspected to be present, maintenance will be scheduled to include testing and analysis, where necessary, in order to ensure optimum air quality.

#### **6.0.0 INCIDENT REPORTING – EMPLOYEES**

6.1.0 Any employee who experiences adverse symptoms that they suspect may be caused by exposure to scents/fragrances shall inform their immediate supervisor.

6.2.0 Any employee who experiences a reaction to scents in the workplace that is debilitating and results in the need to seek health care and/or lose time from work should report the incident to their immediate supervisor and their Workplace Safety and Health Representative as a workplace injury/illness.

Where the exposure results in the employee going home ill for a period of time, a Workplace Safety & Health Concern Form must be completed. This form is to be signed by the immediate supervisor and sent to the Workplace Safety and Health Coordinator within twelve (12) hours. Where possible, this report is to be completed prior to the employee going home.

6.3.0 All employees reporting under 6.2.0 above are expected to obtain medical documentation from their health care practitioner. The documentation must be provided to the immediate supervisor.

6.4.0 The employee's immediate supervisor shall inform Human Resources in the event that an employee reports an incident.

#### **7.0.0 INCIDENT REPORTING – STUDENT, PARENTS AND VISITORS**

7.1.0 Any student, parent or visitor who experiences adverse symptoms that they suspect may be caused by exposure to scents/fragrances shall inform the Principal.

#### **8.0.0 INVESTIGATION**

8.1.0 As a community, we will endeavour to influence potential exposures by continually investigating practical solutions.

8.2.0 Where a formal investigation is warranted, the same protocol already delineated through the joint health and safety committee should be followed.

**Adoption: November 10, 2014**



## AP 2-000 – SCHOOL ADMINISTRATION



## AP 2-100 – SCHOOL ADMINISTRATION

The Principal is the chief instructional leader in the school, working collaboratively with fellow members of the Administration Council, and reporting to the Superintendent of Schools.

The Principal is responsible within the framework of Administrative Procedures, Board Policies, Public Schools Act, the Education Administration Act and other relevant legislation, for the organization and supervision of their school, to create optimal learning conditions so that students may find their school to be a safe, attractive, and productive place in which to work, learn and grow. The Principal of each school actively supports the policies, procedures, initiatives and direction of Western School Division.

The Vice-Principal works in collaboration with members of the Administration Council, and reports to the Principal.

Due to the varying amounts of time assigned for Vice-Principals it is recognized that not all Vice-Principals' roles will be the same. The role of the Vice-Principal shall be administrative in nature. The Principal and Vice-Principal form an administrative team sharing the administrative responsibilities.

The specific duties of the Vice-Principal shall be determined each year in consultation with the Principal. It is expected that Vice-Principals will be exposed to all aspects of school administration. Based on this premise the Vice-Principal will help the Principal carry out the duties and responsibilities as outlined in their respective job descriptions.

The Principal and Vice-Principal are appointed by the Board, on the recommendation of the Superintendent of Schools. When vacancies occur, they are advertised internally and externally.



## AP 2-101 – DUTIES OF SCHOOL PRINCIPALS

In carrying out his general duties and responsibilities the principal shall:

1. Keep the Superintendent fully advised as to the conditions and needs of the school, and submit such reports on pupil attendance, accidents, promotions, teacher leaves, and other matters as required by the Superintendent.
2. Hold regular staff meetings to discuss educational and administrative matters and to arrive at or explain administrative decisions.
3. Attend all meetings called by the Superintendent as well as meetings of the Board as requested.
4. Be on duty at the school prior to the beginning of the fall term and after the end of the school year to the extent necessary to ensure effective and orderly opening and closing of the school year.
5. Be responsible for the proper registration and transfer of pupils and for the maintenance of up-to-date cumulative records.
6. Be responsible for the organization, co-ordination and evaluation of all student activities and the funds collected and spent by student groups within his duties.
7. Arrange for substitute teachers where required and instruct such substitutes as to their duties.
8. Develop, with assistance from the Superintendent, a year-end document outlining yearly objectives for his school and indicating all additions, deletions and modifications in instructional programs and courses of study for the coming year.
9. Assist in the selection of the staff for the school in cooperation with the Superintendent and the Board.
10. Be responsible for the proper administration and supervision of all testing and examinations, and for the preparation and submission of necessary reports to the Superintendent and Manitoba Education.
11. Organize and supervise in-school attendance and discipline policies within the limits of Board policy, Administrative Procedure and accepted practices.
12. Assist in the preparation of the annual budget in areas relating directly to the school in accordance with the timetable established by the division office and administer the yearly budget in accordance with Board policy and Administrative Procedure.
13. Submit in April of each year a list of items requiring maintenance work over the summer vacation and at all other times keep the Supervisor of Operations informed of items requiring maintenance work.



14. Establish appropriate procedures for the inventory of all building, textbooks, materials, and equipment.
15. Cooperate with the Secretary-Treasurer in the review and allocation of building use requests by non-school users.
16. Ensure that all year-end obligations of staff and students are adequately met.
17. Be responsible for taking all reasonable precautions to safeguard the health and general well-being of the staff and students.
18. Make provisions for the supervision of the school, playgrounds, school bus loading and unloading zones, and field trips pertaining to the school in accordance with approved practices and Board policies.
19. Inspect school buildings and grounds to detect any hazards and ensure that if any hazards are so detected students are reasonably protected and the hazards removed.
20. Be responsible for the organization of school patrols according to the needs of the school and regulations applicable to such patrols.
21. Be responsible to ensure that all rules and regulations with respect to fire prevention and safety are carried out and that all personnel are familiar with instructions relating to fire alarms, fire drills and fire extinguishers.
22. Keep the staff and the students informed of changes in regulations, policies, protocols, and procedures.
23. Endeavor, by means of notices, newsletters, meetings and other communications techniques, to ensure that parents are kept informed with respect to student achievement and behavior, school programs, administrative practices, and other details of importance to parents.
24. Work cooperatively with other administrative, teaching and non-teaching staff towards the attainment of Divisional goals.
25. Prepare a calendar of school programs and activities for coordination with the needs of the other schools.
26. Develop appropriate handbooks for teachers, substitute teachers, student teachers and parents.
27. Develop and maintain a positive communications system with the teaching staff, parents, students, administrators, School Board, Manitoba Education, and the public generally, such that all persons feel welcome to discuss policies or problems in an open manner.
28. Cooperate with the Superintendent in carrying out the evaluation policies of the Division in respect to personnel.



29. Cooperate in the placement of student teachers and be responsible for their scheduling.
30. Be responsible for the instruction and evaluation of all volunteers, educational assistants, secretaries, Learning Resource Centre staff, other staff employed in the school and, in cooperation with the supervisor of operations, for the instruction and evaluation of custodial and maintenance staff.
31. Keep informed of current practices and techniques relating to the principalship by attendance at administrative meetings and conferences and through continued personal and/or professional study.
32. Cooperate with the Superintendent in the analysis of population trends, curriculum shifts, socio-economic conditions, community attitudes towards schools, and other such facts in order that appropriate planning may be done to ensure a worthy and progressive educational system.
33. Develop appropriate job descriptions for vice-principals, secretaries, and any other personnel who would benefit from a clarification of their role and the expectations of the school.
34. Supervise the teaching staff in the development, implementation, modification and selection of curriculum and curriculum materials, and keep the Superintendent informed of any major modifications in or substitution of approved courses.
35. Take an active role in the selection, planning, and implementation of professional development activities for the teaching staff in cooperation with the joint Western Teachers' Association – Western School Division professional development committee.
36. Develop and support a high degree of student morale through curricular and extra-curricular activities and services and information to students such that the school facility is an attractive, pleasant and productive place in which to work and learn.
37. Promote strong instructional leadership, which supports the development, implementation, and evaluation of programming and instruction to meet student needs.
38. Promote and direct a school culture committed to inclusive and appropriate educational programming for all students consistent with the Public Schools Amendment Act (Appropriate Educational Programming) S.M. 2004, c.9.

**Adopted:** January 27, 2003

**Reviewed:** June 22, 2009; September 2019



## AP 2-102 – SCHOOL VICE-PRINCIPAL

The Board believes that effective school level administration is crucial to the delivery of the educational program. Inherent to this belief is the clear expectation that the Vice-principal of each school actively supports the policies, initiatives and direction of Western School Division.

The Vice-principal assists the Principal in the administration of the general policies, programs, and organization of the school. In the absence of the Principal, the Vice-principal assumes the duties and responsibilities of the Principal.

The Vice-principal is appointed by the Board, on the recommendation of the Superintendent of Schools. When vacancies occur, they are advertised internally and externally.





## AP 2-103 – TEMPORARY ADMINISTRATIVE ARRANGEMENTS

### BACKGROUND

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Vice-principals are assigned to assist the Principal when student enrolment warrants such action. Whenever possible, one of the two administrators should be in the school building during the school day.

### PROCEDURES

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In a school:

- a) where no Vice-principal has been appointed, and the Principal is absent,
- or
- b) where there is a Vice-principal, and both are absent,

The Principal shall appoint a teacher to be acting Principal during his/her absence.

A classroom teacher may be relieved of classroom duties while in the role of Acting Principal.

The per diem allowance for Acting Principals is included in the Collective Agreement.

**Adopted:** August 2015



## AP 2-104 – ROLES AND RESPONSIBILITIES OF ACTING ADMINISTRATORS

### BACKGROUND

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The following procedures will be utilized when there is a need to designate an Acting Principal in the absence of the Principal if there is no Assistant-Principal at the school or in the absence of both the Principal and Assistant-Principal in cases where the school has both positions.

This procedure is designed to provide clarity to a teacher regarding the roles and responsibilities if designated to an Acting Principal position.

### PROCEDURES

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1. Selection Processes
  - 1.1. In circumstances where a teacher be designated as an Acting Principal the Superintendent shall, through the school Principal designate an acting principal.
  - 1.2. The Principal must provide a reasonable allotment of sub release time to the Acting Principal so that they can complete their duties as outlined in section 3.
2. Acting Principal Supports and Principal Responsibilities
  - 2.1. The Principal must make the Acting Principal aware of emergency response procedures in the event of an emergency prior to the commencement of their assignment.
  - 2.2. The Principal must provide the Acting Principal with phone contact information of where they can be reached on the day(s) of the assignment.
  - 2.3. The Principal must, if pre-planning permits, attempt to minimize the additional duties expected of the Acting Principal beyond those understood to be emergent and necessary on the assigned day(s).
  - 2.4. The Principal is encouraged to provide informal training and assistance to the Acting Principal(s) to ensure they are fully aware of their responsibilities.
3. Acting Principal Responsibilities
  - 3.1. Subject to such modification as is reasonable under all the circumstances carry out the role of the principal.
4. Teacher Responsibilities When an Acting Principal is Assigned
  - 4.1. Manage as much student discipline as possible from their classroom.
  - 4.2. Be as vigilant as possible regarding hallway and outside supervision.
  - 4.3. Work collaboratively with the Acting Principal in the event of an emergency or any other emergent management or disciplinary matter.

Adopted: August 2009



## AP 2-110 – PRINCIPAL'S MONTHLY REPORT

### BACKGROUND

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Data gathered from student and staff activity provides accountability and useful information for both Principals and Senior Administration.

### PROCEDURES

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The Principal shall compile the requested data in the electronic form which is provided to the school.

The completed form will be reviewed and authorized by the Principal then posted on SHAREPOINT on the last day of each month.

Adopted: August 2009



## AP 2-111 – STAFF MEETING MINUTES

### BACKGROUND

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Meeting minutes are a useful way to:

- . confirm any decisions made
- . record any agreed actions to be taken
- . record who has been allocated any tasks or responsibilities
- . prompt action from any relevant attendees
- . provide details of the meeting to anyone unable to attend
- . serve as a record of the meeting's procedure and outcome
- . ensure the accurate and recorded awareness of events that transpire at a meeting.

### PROCEDURES

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Principals will forward the minutes (in electronic format) of all regular (monthly or semi-monthly) school-based staff meetings to the Superintendent.

Adopted: August 2015



## AP 2-112 – MANAGEMENT OF STUDENT RECORDS

The pupil file is an ongoing official record of a student’s educational progress through the Kindergarten – Senior 4 Public School System in Manitoba. Access to the information found in the pupil file is defined by The Freedom of Information and Protection of Privacy Act (FIPPA) and the Personal Health Information Act (PHIA). The purpose of FIPPA is to allow individuals to request access to their own records. FIPPA includes those records that are “in the custody or under the control of” the school division, including any information received from other sources, including government agencies, individuals or organizations. This also includes any records stored in an off-site location. Under FIPPA, the collection of personal information must be “directly related to or necessary for an existing program or activity of the school division.” When collecting personal information, Western School Division schools will explain the purpose of the collection, as well as the authority under which it is collected.

The pupil file will contain all the information collected or produced to support the educational progress of a pupil. The pupil file comprises the following components and each is to be maintained in a separate location:

1. Cumulative file
2. Pupil support file
3. Young offender file as necessary

Students over the age of majority are adults and therefore are only required to provide personal and educational information that the Division determines is required to provide appropriate educational programming.

The content of a pupil support file is confidential and should be kept separately in a secured area away from the cumulative file and the Young Offender File. Pupil support information may be kept in more than one location, as long as all appropriate cross-references are recorded in the cumulative file.

The Principal is responsible for the security of school based pupil support files. The Principal will establish procedures to ensure the security of the school based pupil support files. All student support files are subject to appropriate security measures, which are the responsibility of the custodian of the file.

Access to information and protection of privacy apply to all files under the control of the school division other than the young offender file. Access to information by school division personnel is governed by “the need to know”. Authorized personnel may have access to the records. A request to access a pupil file is to be made in writing. The school Principal will respond within 3 days. When access to a pupil file is permitted, the Principal or designate will be available to interpret the information.

A pupil file may also contain third party information, that is, information about someone other than the pupil that the file is about. Under the PSA, FIPPA and PHIA, access to the pupil file can be granted to a



pupil, parent or legal guardian without contravening the privacy rights of the third party by severing out all information relating to the third party and providing access to the remainder of the record.

All employees and trustees of Western School Division

1. Shall treat as confidential all information, data, reports, documents, and materials acquired or to which access has been given in the course of, or incidental to, their role;
2. Shall comply with any rules or directions made or given by Manitoba Education or Western School Division with respect to safeguarding or ensuring the confidentiality of such information, data, reports, documents, or materials; and
3. Shall be bound by these conditions of confidentiality at all times after leaving Western School Division.

#### GUIDELINES FOR MANAGING PUPIL FILES

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##### **A. Responsibility of the Principal for maintenance and security of Pupil File**

The principal is responsible for proper registration of students in the school. He/she will ensure that specific procedures are in place for the establishment, maintenance, retention, transfer and disposition of a record for each student enrolled in the school, in compliance with the criteria established by the board. Data that is no longer relevant should be removed from the files and destroyed. The principal will ensure that the files are kept in a secure location. Cumulative files are not to be removed from the school.

##### **1. Student Cumulative File**

Exists for all students and will typically include:

- I. The student's name as registered under The Vital Statistics Act or, if the student was born in a jurisdiction outside Manitoba, the student's name as registered in that jurisdiction, and any other names and surnames by which the student is known;
- II. A current Western School Division student registration form;
- III. Copy of Birth Certificate and record of vaccinations;
- IV. The Manitoba Education Number (MET#) and any other student identification number assigned to the student by a board;
- V. The names of all schools attended by the student and the dates of enrolment, if known;
- VI. The citizenship of the student, and if the student is not a Canadian citizen, the type of visa or other document pursuant to which the student is lawfully admitted to Canada for permanent or temporary residence and the expiry date of that visa or other document;



- VII. An annual summary or a summary at the end of each semester of the student's attendance, achievement or progress in the courses and programs in which the student is enrolled. This may include: report cards and transcripts, Individual Education Plans (IEPs), results obtained by the student on any diagnostic test, achievement test and examination conducted by or on behalf of the Province, and standardized tests under any testing program administered by the board to all or a large portion of the students or to a specific grade level of students;
- VIII. Information about serious behavioral misconduct documented and communicated under Western School Division Policy "Student Code of Conduct" and Public Schools Act, e.g. expulsion letters;
- IX. Attendance record;
- X. A copy of any separation agreement or court order with respect to child custody or guardianship, where applicable;
- XI. Vision and hearing screening information; and
- XII. A cross-reference notation should be included in the cumulative file that identifies the existence of pupil support information not housed in the cumulative file component.

### **1.1. Transfer of Cumulative Files**

When a student transfers to another school within Western School Division the cumulative file shall be securely delivered to the receiving school.

When a student transfers to a school outside Western School Division, the cumulative file will be forwarded to the receiving school upon the receipt of a written request.

The contents of the cumulative file being transferred should be reviewed to ensure that only personal information and personal health information necessary for the schooling and provision of educational services to the pupil is forwarded to the new school. Materials culled from the file must be kept for a period not to exceed the end of the school year following the year of departure. Material culled from files must be destroyed in a manner that protects the privacy of the student and in accordance with Section D.

## **2. Pupil Support File**

Exists for some students and may include:

- I. Assessment results;
- II. The most recent Individualized Education Plan (IEP), Behaviour Plan and/or Health Care Plan and any amendments to these plans;



- III. Referrals and correspondence to external agencies (e.g. Mental Health and Family Services);
- IV. Applications for special funding and related information;
- V. Detailed documentation from school clinicians and resource staff about all inter-agency contacts and the provision of any other resource services from within or outside of the school division that are occurring, including any reports received from outside service providers;
- VI. Ongoing referral and counseling information, including information provided by prior schools;
- VII. School clinician reports and related correspondence, notes from meetings and discussions regarding intervention strategies, contact logs and consultation notes; and
- VIII. Reports and notes from behaviour specialists, such as psychologists, psychiatrists or other therapists, if such documentation exists.

#### **2.1. Transfer of Pupil Support Files:**

- a) When a student transfers to another school within Western School Division the school based pupil support files shall be securely delivered to the receiving school.
- b) When a student transfers to a school outside Western School Division, the pupil support file(s) shall be forwarded to the receiving school upon the receipt of a written request. Such files should be clearly identified as containing sensitive personal health information.
- c) Pupil support files being transferred should be sealed in an envelope and forwarded to the receiving school by the principal. The pupil and parent(s) or legal guardian(s) should be advised of the transfer of the file and the nature of the information transferred.
- d) The contents of the pupil support file(s) being transferred should be reviewed to ensure that only personal information and personal health information necessary for the schooling and provision of educational services to the pupil is forwarded to the new school. Materials culled from the file must be kept for a period not to exceed the end of the school year following the year of departure. Material culled from files must be destroyed in a manner that protects the privacy of the student and in accordance with Section D.





### **3. Youth Criminal Justice File:**

A youth criminal justice file is established when the court provides information on a student enrolled in the school.

A youth criminal justice file may include:

- I. Copy of youth court order and other relevant related information obtained from the court or justice officers
- II. Any information relevant to the safety of staff and students in the division, such as the identification of at- risk individuals or groups, dangerous behaviour patterns, violence and risk reduction recommendations or strategies.

#### **3.1. Security of Youth Criminal Justice File**

- a) The youth criminal justice file has the highest level of security. Records will be kept in a locked cabinet, under the control of the principal. This file must remain separate from all other student files.
- b) The principal of the school is the custodian of the young offender information and is responsible for the receipt and release, maintenance, protection and security of young offender information.

#### **3.2. Access to Youth Criminal Justice File**

A list will be attached to the young criminal justice file listing those individuals that should have access to the information. Only those persons whose names appear on the list will have access to the file.

#### **3.3. Disclosure of Youth Criminal Justice Information**

Only staff that has been identified as having access to the file can disclose youth criminal justice information. Information may be disclosed:

- a) To ensure compliance by the pupil with an order of any court;
- b) To ensure the safety of staff, students, or other persons connected with the school; or
- c) To facilitate the rehabilitation of the young person.

#### **3.4. Transfer and Destruction of Youth Criminal Justice File**

If a student transfers to another school division or district, the youth criminal justice file must be destroyed immediately.



The principal is to inform the youth worker responsible for the student that he/she is no longer attending the school, and the name and location of the new school where the student is attending.

The youth worker is responsible for advising the new school of any pertinent information.

### **3.5. Retention and destruction of Youth Criminal Justice File**

Youth criminal justice information must be destroyed when the information is no longer required for the purpose for which it was disclosed.

#### **B. Conditions of Access**

1. Parents and guardians can access their child's pupil file; other than youth criminal justice file, until the pupil has reached the age of majority at which time, consent of the pupil is required to allow parent(s) or legal guardian(s) to access the pupil file. Individuals requesting access must request it in writing on the Access to Pupil File Application form (AP 2-116) to the school principal and will be responded to within 3 days.
2. Foster Parents are not authorized to access pupil files without authorization from the legal guardian.
3. A pupil who has reached the age of majority has the right to access their pupil file other than the youth criminal justice file.
4. Non-custodial parents, as defined by the Family Maintenance Act. Section 5.14.1(4), have the right of access to the pupil file unless otherwise restricted by a current court order. Custodial parents must officially notify the school as to any court order restricting access by a non-custodial parent. The school will assume that the non-custodial parent have access to pupil file information unless advised otherwise.
5. Police will have access to relevant student information as requested by a court order.
6. Third Parties will have access upon written authorization of parent/guardian or student, if the student is of the age of majority or over. Third party requests should be submitted in writing on the divisional Third Party Application form (AP 2-117) to the Access and Privacy Coordinator.
7. The Attendance Officer has access to records in accordance with the Public Schools Act.

#### **Refusal of Access**

The school division may refuse access to all or part of a pupil file under the Public Schools Act (Act 42.3 (2) – 42.4 (3)), The Freedom of Information and Protection of Privacy Act, sections 17-32, The Personal Health Information Act, subsection 11(1) if they believe the information may be damaging



to the student or another individual. The Youth Criminal Justice Act does not authorize a school division to disclose youth criminal justice information.

When access is denied at a school level, an appeal can be made to the Access and Privacy Coordinator /Secretary Treasurer of Western School Division.

Access may be denied when:

1. Disclosure could reasonably be expected to constitute an unreasonable invasion of the privacy of a third party;
2. Disclosure could reasonably be expected to be detrimental to the education of the pupil;
3. Disclosure could reasonably be expected to cause serious physical or emotional harm to the pupil or another person; or
4. Disclosure could reasonably be expected to be injurious to the enforcement of an enactment or the conduct of an investigation under an enactment.

A school board's decision to refuse access to a pupil file may be appealed to the Manitoba Court of Queen's Bench by filling an application with the court within 30 days of being notified of the refusal of access.

### **C. Correction/Clarification or Objection to Information in the Pupil File**

The pupil, parent or legal guardian who has been granted access to the pupil file may request correction or clarification of specific information. The school division may agree or refuse to modify the information as requested. Where the school division refuses to modify the information the request must be attached to the pupil file.

### **D. Retention and Destruction of the Pupil File**

1. This will be done in accordance with the Manitoba Education "Guidelines on the Retention and Destruction of School Division/District Records" (January 2010).
2. Except for Grade 9 to Grade 12 student marks, the information in the pupil file should be retained for a minimum of 10 years after the student ceases to attend the school division or until the file is transferred to another school.
3. Grade 9 to Grade 12 student marks will be retained for a minimum of 30 years.
4. Retention for pupil files (cumulative file and pupil support file components) is 10 years after ceasing to attend school in the division.
5. When any part of a pupil file is no longer required, or the authorized retention period has expired, destruction of the information must be carried out in a manner that protects the



privacy of the pupil. At the end of the retention period, records will be destroyed centrally under controlled confidential conditions unless deemed archival.

6. Where Personal Health Information is involved, the school division must keep a record of:
  - a) The individual whose personal health information is destroyed and the time period to which the information related; and
  - b) The method of destruction and the person responsible for supervising the destruction

#### **E. Pupil File Annual Review Procedures**

The following guidelines and procedure apply to an annual review and culling of pupil files.

Pupil files and working files are to be reviewed annually before the end of the school year by each classroom teacher, resource teacher, counselor or clinician.

The files should be culled to remove:

1. Undated and unsigned notes;
2. Irrelevant and outdated students work;
3. Meeting notes that are not necessary to on-going educational services for the student; and
4. When in doubt, the teacher should consult the Principal.

Material culled from files must be destroyed in a manner that protects the privacy of the student. Copies, duplicates, and drafts that are destroyed do not need to be documented. Other material that is no longer relevant and is destroyed should be documented and the documentation passed on to the principal to be kept on file.

Where Personal Health Information is involved, the school division must keep a record of:

- a) The individual whose personal health information is destroyed and the time period to which the information related; and
- b) The method of destruction and the person responsible for supervising the destruction.

See AP 2-113 – Destruction of Health Information Form

**Adopted:** February 23, 2005

**Revised:** October 22, 2012; March 28, 2019; July 29, 2019





## AP 2-114 – REPORTING ABSENTEEISM

### BACKGROUND

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The Minister of Education requires school divisions and schools to report school absenteeism.

### PROCEDURES

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1. Schools will monitor levels of student absenteeism and will report all school absenteeism which reaches or exceeds 10% of the total school population immediately to the division office.
2. When school absenteeism rates reach or exceed 10% of the school population the school will:
  - a. Determine a breakdown of the absenteeism causes.
  - b. Email the absenteeism breakdown report to the division office.
  - c. If illness related absenteeism reaches or exceeds 10% of the school population, the school will:
    - i. Immediately call the division office to inform them of the unusual level of absenteeism.
    - ii. Immediately notify Public Health of the unusual rate of absenteeism.
      1. The school will comply with the directions of Public Health and will notify the Superintendent immediately with the directions from Public Health.
    - iii. Ensure that parents are notified of the unusual level of absenteeism and the recommendations from Public Health by sending a note home with students. A copy of the note will be forwarded electronically to the division office and Superintendent.
3. When notified of the unusual absence the division office will:
  - a. E-mail the Superintendent to inform him/her of the change of status. The Superintendent will update Trustees and the Minister of Education.
4. When the school absenteeism rate returns to levels below 10% absenteeism for the entire school population the school will:
  - a. Immediately call the division office to inform them of the return to usual levels of absenteeism.
5. When notified of the return to usual levels of absence the division office will:
  - a. E-mail the Superintendent to inform him/her of the change of status. The Superintendent will update Trustees.

Reference:

Manitoba Education Citizenship and Youth

**Adopted:**           **October 2009**

**Revised:**           **February 13, 2018**

**Reviewed:**       **August 2023**



## AP 2-115 – STUDENT DISMISSAL PRECAUTIONS

Students will be dismissed from the school only when the professional staff member(s) in charge believe(s) that the students will arrive home safely.

No student may be released from school during school hours, for health or other reasons, without permission of the Principal of the school, and the parent/guardian's knowledge.

**Adopted:** August 2015

**Reviewed:** August 2023



## AP 2-116 – ACCESS TO PUPIL FILE APPLICATION

Names of student who’s pupil file you would like to gain access to: \_\_\_\_\_  
please print

Students Date of birth: \_\_\_\_\_

Last Date of Attendance: \_\_\_\_\_

Name of person(s) requesting access: \_\_\_\_\_  
please print

Address: \_\_\_\_\_ Telephone number: \_\_\_\_\_

\_\_\_\_\_ e-mail: \_\_\_\_\_

Are you the parent/legal guardian of the student?  Yes  No

Is the student in question under the age of majority (under the age of 18)?  Yes  No

If you answered “No” to either of these two questions and you are not the student in question, please complete the Third Party Application form instead.

\_\_\_\_\_  
Signature of person(s) requesting access

\_\_\_\_\_  
Date

If granted access, you will be allowed to examine the requested files only during regular school hours at a time determined between you, the requestor, and the Principal or Access and Privacy Coordinator, and only under the supervision of a designated staff member. Files are not permitted to leave the premises. If access is requested again at a later date, a new application will be required.

### Conditions of Access

Parents and guardians can access their child’s pupil file; other than youth criminal justice file, until the pupil has reached the age of majority at which time, consent of the pupil is required to allow parent(s) or legal guardian(s) to access the pupil file. Individuals requesting access must request it in writing on the Access to Pupil File Application to the school principal and will be responded to within 3 days.

Third Parties will have access upon written authorization of parent/guardian or student, if the student is of the age of majority or over. Third party requests should be submitted in writing on the Divisional Third Party Application form to the Access and Privacy Coordinator.

For more details, see AP 2-112 – Management of Student Records.





## AP 2-117 – THIRD PARTY APPLICATION

**Names of student who’s pupil file you would like to gain access to:** \_\_\_\_\_  
please print

Students Date of birth: \_\_\_\_\_

Last Date of Attendance: \_\_\_\_\_

**Name of person(s) requesting access:** \_\_\_\_\_  
please print

Address: \_\_\_\_\_ Telephone number: \_\_\_\_\_

\_\_\_\_\_ e-mail: \_\_\_\_\_

**Please identify your relation to the student:** \_\_\_\_\_

**Files requesting access to:**  Personal Information  
 Personal Health Information

**Please identify the reason for the requested access:**

\_\_\_\_\_  
**Signature of person(s) requesting access**

\_\_\_\_\_  
**Date**

By signing this form, you the parent/guardian or student, if over the age of majority, authorize the above signed individual(s) to be granted access to the student in question’s personal information.

\_\_\_\_\_  
**Signature of individual(s) granting access**

\_\_\_\_\_  
**Date**

If granted access, you will be allowed to examine the requested files only during regular school hours at a time determined between you, the requestor, and the Principal or Access and Privacy Coordinator, and only under the supervision of a designated staff member. Files are not permitted to leave the premises. If access is requested again at a later date, a new application will be required.

### Conditions of Access

Parents and guardians can access their child’s pupil file; other than youth criminal justice file, until the pupil has reached the age of majority at which time, consent of the pupil is required to allow parent(s) or legal guardian(s) to access the pupil file. Individuals requesting access must request it in writing on the Access to Pupil File Application to the school principal and will be responded to within 3 days.

Third Parties will have access upon written authorization of parent/guardian or student, if the student is of the age of majority or over. Third party requests should be submitted in writing on the Divisional Third Party Application form to the Access and Privacy Coordinator.

For more details, see AP 2-112 – Management of Student Records.



## AP 2-120 – ROLES AND RESPONSIBILITIES OF PRINCIPALS: LEAVES OF ABSENCE

### BACKGROUND

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Any leave requests submitted to the Division Office on behalf of school staff assumes the full support of the school Principal. Please ensure that your Administrative Assistants are keeping you apprised of the requests which are being sent from the schools.

### PROCEDURES

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Principals in Western School Division have the authority to:

- **Inform** all new potential employees of leave provisions in Benefit Statements, Collective Agreements, policy and present day practice.
- Principals **do not have the authority to grant leave to a new or potential new hire beyond the Benefit Statements, Collective Agreements, policy and present day practice.**
- **Grant up to 2 days of unpaid leave to Support Staff.**
- The current provisions are that the Principal may grant this leave multiple times throughout the year as long as the leaves are non-consecutive or do not extend another leave.
- **Submit the request of a Support Staff member to the Superintendent for consideration of any leave of more than 2 days**, including the bookending of leaves of more than 2 days around weekends or holidays.
- **Submit the request of a staff member to the Superintendent for approval in accordance with the Collective Bargaining Agreement after verifying that the request is consistent with the Collective Bargaining Agreement.**
- **Leaves for Personal Leave and Extra-Curricular Leave should be submitted at least 7 business days prior to the leave being taken to ensure the staff member has accumulated the requested number of days according to Division Office records.**
- **Submit the request of a staff member to the Superintendent for leaves not covered under the Collective Bargaining Agreement.**
- **Grant Compassionate Leave in accordance with the Benefit Statement or the Collective Bargaining Agreement.**
- Compassionate Leave requests beyond that which is defined in the Benefit Statement or the Collective Bargaining Agreement may be granted with-out pay by the Superintendent. An application may be made in writing via the Superintendent to the Board when the employee returns to work to have the days which were granted by the Superintendent recorded as paid Compassionate Leave days.
- **Require a staff member who is sick for more than 3 consecutive days to submit a medical note to the division office.**

Adopted:            October 2015



## AP 2-121 – LEAVE FOR MEMORIAL EVENTS IN THE SCHOOL COMMUNITY

### BACKGROUND

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Subject to all existing agreements, the staff of Western School Division must complete an online request for leave through Bellamy Employee Self-Serve in order to actualize an entitled leave or a request for leave. The following procedures are in place for a memorial event in the school community which occurs during the instructional day.

### PROCEDURES

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To accommodate the staff and school's response to a death in the school community the following procedures are in place:

1. Schools will remain open and fully functional, unless the Superintendent has notified the Board that the circumstances are of significance to warrant the closing.
2. Schools will be able to send school administration and a staff representative to the memorial event. The substitute cost will be billed to the Division Office.
3. Staff may access a Personal Leave Day (Professional Staff) or Unpaid Leave Day to attend the memorial event.
4. Additional staff may be released to attend the memorial event, with notification to the Superintendent prior to the release. Substitutes will be arranged to teach classes. A record of all staff released to attend the event will be provided to the Superintendent by the Principal prior to the event.
5. Classes shall not be combined or left unattended at any time to facilitate the release of staff to attend memorial events. The learning environment must remain fully functional.
6. At all times students will be under the direct supervision of a qualified teacher or substitute teacher.
7. In all instances the Principal will convey the schools plan to the Superintendent prior to the memorial event.

Adopted: September 2010



## AP 2-122 – ARRANGEMENTS FOR CLASSROOM TEACHER SUBSTITUTES

Western School Division recognizes the need to provide continuous instructional service to students. When a regular classroom teacher is unable to discharge their assigned duties, the Superintendent authorizes the employment of a substitute teacher.

Arrangements for obtaining classroom teacher substitutes are the responsibility of the principal of the school.

Teachers shall make every attempt to provide advance notice of absences to the principal to facilitate uninterrupted service for students.

The teacher informs the principal as early as possible of the date of return to duties to prevent a substitute reporting for duty unnecessarily.

Individuals wishing to provide service as substitute teachers apply to Human Resources and are interviewed before being approved to be a substitute teacher.

A list of individuals approved to serve as substitute teachers is updated as necessary.

A principal or designate selects only those individuals as substitute teachers whose names appear on the approved list.

Every attempt is made to engage duly certified people as substitute teachers. A non-certified person may only be engaged when it has been determined that a suitable certified person is not available.

The classroom teacher is responsible to provide "Program Plans" which enable a substitute teacher to carry out an appropriate teaching assignment. In most instances, "Lesson Plans" should also be provided. In those instances when "Lesson Plans" are not provided by the classroom teacher, the principal is responsible for providing instructional plans for the substitute teacher.

The principal is responsible to acquaint the substitute teacher with appropriate school and Divisional policies, regulations and practices and to provide assistance to the substitute as required during the assignment.

The principal is responsible to evaluate substitute teachers in their school. Should a substitute teacher's service be unsatisfactory, the principal shall notify Human Resources.

**Adopted:** August 2015



## AP 2-130 – DRESS CODE

### BACKGROUND

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All staff of the Western School Division will dress to reflect the professional nature of their position and duties during the regular school day and school sponsored events with the exception of theme days or special events. Dress and grooming make a statement about people's values and often influences others with whom they interact.

Staff dress and grooming shall be consistent with the tenets of modesty, neatness, human dignity, tolerance and understanding, and professionalism. Staff members serve as role models to both students and parents and project the image of the school to the community.

### PROCEDURES

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- The Principal shall meet with the staff at the beginning of the school year and develop expectations for staff dress based on the standards which follow. These shall be communicated to the Superintendent for approval.
- The Principal shall be responsible for ensuring that expectations are being met and may request that a staff member change inappropriate dress and grooming.
- Should a staff member continue to dress and groom in a manner that is not consistent with the expectations defined for the school, the Principal shall raise the matter with the Superintendent and disciplinary action may be initiated toward that staff member.
- Should the principal not monitor staff dress and grooming and take appropriate action, the Superintendent will discuss areas of concern and proceed to identify expectations for appropriate action.

Adopted: September 2015



## AP 2-131 – GENERAL GUIDELINES FOR PRINCIPALS TO CONSIDER WHEN DEVELOPING A SCHOOL DRESS CODE

- Blue jeans and cargo style pants are not acceptable professional dress for educators, except on Casual Fridays. Jeans are not to be torn or frayed. The purpose of Casual Friday is to raise money to support a charity, which is determined by the staff. A sticker or button may be worn to signify to students and community members the casual day and the charity being supported.
- Casual business or business attire are appropriate on any work day.
- T-shirts are not generally acceptable professional dress for educators.
- Tailored dress shorts may be worn.
- Physical Education teachers will be expected to dress in appropriate physical education clothes for the gymnasium. This may include athletic shorts.
- Vocational, Shops and Lab teachers will be expected to dress in appropriate clothes and footwear which meet both divisional and provincial Workplace Safety and Health requirements for the shop in which they are working. Teachers in R.R.T.V.A. programs, such as Welding and Backstage Theatre, and Industrial Arts teachers may wear appropriate work jeans if approved by the Principal.
- Strapped sandals that are leather or dressy are appropriate for work. Sports sandals are not acceptable professional dress for educators. Flip flops are not appropriate footwear. A rule of thumb would be if sandals are most appropriately worn to the beach, they are not appropriate professional dress.

Reference:

AP 2-130 – Dress Code

**Adopted:** September 2015



## AP 2-140 – SCHOOL MASCOT, TEAM NAMES, LOGOS, AND COLORS

### BACKGROUND

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Western School District recognizes the importance and influence that a school mascot, team names, logos, and school colors may have in building and maintaining school spirit, identity, unity, and pride.

This procedure provides guidelines and requirements for selecting an appropriate school mascot, team names, logos, and school colors.

### PROCEDURES

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#### 1. General Information

The school mascot is defined as symbol, character, name, or logo that should represent a school in a positive manner promoting unity and pride. School colors and team names should also contribute to a positive identity of the school. Selecting a school mascot, team colors, or school colors shall be respectful of diverse cultural values and represent fairness, dignity, and respect.

#### 2. Process for Selecting a School Mascot, Team Name, Logo and Color(s)

- a. Schools should form a committee that includes students, school site councils/leadership councils, parents, staff and members of the community to select and review submissions for prospective mascots, team names, logo's and colors.
- b. If possible, a school must select a mascot, logo and team names that are not currently used by another school in Zone 4.
- c. The following are guidelines in selecting a school mascot, logo and/or team name:
  - i. Promote positive images with no illustrations of violence or abuse.
  - ii. Promotes school spirit, school unity, and community spirit and traditions in a positive manner.
  - iii. Respects persons of any race, color, religion, sex, sexual orientation, national origin, ancestry, person's disability and age.
  - iv. Adheres to divisional policy, the Manitoba Human Rights Code and the Charter of Rights and Freedoms.
- d. Once a selection has been made, the final committee recommendation must be submitted to the Superintendent for final approval.

#### 3. Process for Changing Existing School Mascot, Team Names, Logo's, and Colors

A request for a change of school's mascot, team names and colors must adhere to the same process and procedures as outlined in section 2. Schools must factor in the budgetary ramifications of this action and assume the additional costs if applicable.

#### Reference:

The Manitoba Human Rights Code  
The Charter of Rights and Freedoms  
WSD Board Policy Manual

**Adopted: February 2012**



## AP 2-150 – CASH IN SCHOOL BUILDINGS

### BACKGROUND

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Monies will be collected in the school for a variety of fees and events as dictated under policy.

### PROCEDURES

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Provision shall be made by the Principal to deposit all monies collected by school employees and by student treasurers on a regular basis. The Principal or his/her designate is responsible for the safe keeping of funds entrusted to the school until such time as they are deposited.

Adopted: August 2009





## AP 2-160 – MORDEN AREA FOUNDATION GRANT APPLICATION PROCEDURE

### BACKGROUND

In the spring of 2012 the Morden Area Foundation approached Western School Division to request a change in process for applications from Western School Division. The following procedure for grant applications was agreed upon by the Morden Area Foundation and Western School Division.

### PROCEDURES

To ensure the Morden Area Foundation receives grant applications that are supported, both financially and in principle by Western School Division and to further ensure that Morden Area Foundation grants have the greatest impact on the community as a whole the following procedures will be followed:

1. All completed grant applications originating at the school level including application by Parent Advisory Councils and all staff and students will be approved with a letter a support by the school Principal.
2. Grant applications must meet all criteria of the Morden Area Foundation and support the mission of Western School Division.
3. Grant Applications must include the schools financial commitment to the project.
4. Grant applications will be forwarded to the Western School Division Office by the first Regular Board Meeting in September of each year.
5. The School Board will approve a prioritized list of applications at its final Regular Board Meeting each September.
6. The division will submit the prioritized applications to the Morden Area Foundation prior to October 1<sup>st</sup> for consideration by the Morden Area Foundation.

#### Important Dates:

<b>First Regular Board Meeting in September</b>	Completed Application and Letter of Support detailing the schools financial commitment.
<b>Second Regular Board Meeting in September</b>	School Board to Prioritize and Approve Applications
<b>October 1<sup>st</sup></b>	Prioritized applications submitted to the Morden Area Foundation

Adopted: July 2012



## AP 2-170 – RELIGIOUS EXERCISES

### BACKGROUND

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In cooperation with the schools and the community, the Division supports the provision of Religious Exercises as outlined in the Public Schools Act and accompanying regulations.

### PROCEDURES

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#### (Topic R2 School Administrative Handbook)

- Schools may advise parents of the regulations.
- Parents will initiate the petition.
- Religious exercises may only be conducted where:
  - the petition asking for such exercises has been signed by the parents/guardians of at least 60 students in that school; and
  - has been approved by the Western School Division Board of Trustees.
- Children’s names may only appear once on the petition;
- Upon approval by the school board:
  - schools may advise parents that religious exercises are in place; and
  - that children may opt in by providing a signed note to the Principal.
- Although it may be administratively convenient, schools will not send out ballots to parents/guardians to record whether or not they wish their children to participate in religious exercises.
- Religious exercises will occur prior to the commencement of the first regular class in the morning or the first regular class in the afternoon.
- These exercises can be no longer than 10 minutes in duration.

#### Reference:

Section 84, Public Schools Act  
M.R.554/88, Education Administration Act  
Topic R4, School Administration Handbook

**Adopted:** July 2013



## AP 2-180 – FOOD AND NUTRITION

### BACKGROUND

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Western School Division is rooted in caring and committed to learning. We share a responsibility to foster and support healthy eating which promotes growth, development and learning.

### PROCEDURES

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All foods and beverages sold and/or served in our schools will be provided based on the *Guidelines for Foods Available in K to 12 Schools in Manitoba, 2006*, and outlined in the *Manitoba School Nutrition Handbook: Getting Started with Guidelines and Policies, 2006*.

Adopted: August 2015



## AP 2-181 – FOOD AND NUTRITION GUIDELINES

### BACKGROUND

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### PROCEDURES

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- Schools will support healthy food choices by providing affordable, nutritious food.
- Foods and beverages sold or made available at school for lunch, canteen, and snack programs will primarily be selected from the “Foods to Serve Most Often” or “Foods to Serve Sometimes” lists.
- That where “Serve Rarely” items are offered for sale, equal space/number allotment for “Serve Most” and “Serve Sometimes” items must be provided, and competitively priced.
- School community members will be encouraged to bring only food belonging to one or more of the four food groups of Canada’s Food Guide to Healthy Eating for class parties, recess snacks and lunches. Although healthy foods should be promoted for daily consumption, as well as on celebration days, it is recognized that schools need to be flexible for celebration days.
- Schools are encouraged to choose fundraising activities, rewards and incentive programs which do not compromise students’ healthy food choices.
- Recognizing the importance of role modeling in promoting healthy eating, teachers, administrators, and school staff should act as role models to promote healthy eating within the classroom and school environment.
- Staff, students, and school volunteers planning activities, events and programs will make decisions that are in accordance with the Nutrition Procedure.
- Nutrition messages throughout the school will be consistent with and reinforce the procedure.
- Education is vital to the successful implementation of the Nutrition Procedure.
  - Parents and the school community will be involved and informed.
  - Students will receive nutrition education that teaches the knowledge, skills and attitudes that promote healthy eating habits for a lifetime.
  - Teachers will receive training and resources to achieve the outcomes outlined in the *Kindergarten to Grade 12 Physical Education/Health Education Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*.

Adopted: August 2015



## AP 2-182 – FOOD AND NUTRITION – GUIDELINES CHECKLIST

### FOOD AND NUTRITION PROCEDURE – GUIDELINES CHECKLIST

This Nutrition Guidelines Checklist is a resource that provides schools with focus areas to consider as they move ahead with the development and implementation process of the School Nutrition Procedure. The Checklist is intended to be used as an assessment tool for schools to gauge progress in the implementation process.

<b>Nutrition Guidelines that Support Divisional Procedure</b>	<b>Implemented</b>	<b>Partially Implemented</b>	<b>Under Consideration (UC)</b>	<b>Not Yet UC</b>
1. Information regarding the divisional nutrition procedure is communicated and/or available to all stakeholders				
2. Teachers will receive appropriate professional development and resources to achieve the outcomes as outlined in the “Kindergarten to Grade 12 Physical Education/Health Education Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles”				
3. Staff are offered information and resources to understand and promote the Procedure				
4. Students receive nutrition education that teaches the knowledge, skills and attitudes which promote healthy eating				
5. Nutrition messages throughout the school are consistent with the Procedure and Guidelines				
6. Adults model and encourage healthy food choices				
7. Staff make nutritional decisions that are in accordance with the Procedure and Guidelines regarding any school event or program				
8. Nutritious foods are served or available at special events, class parties, field trips, etc.				
9. Students and staff are encouraged to stay hydrated				



Nutrition Guidelines that Support Divisional Procedure	Implemented	Partially Implemented	Under Consideration (UC)	Not Yet UC
10. Students are encouraged to bring or purchase healthy snacks & lunches				
11. Parents are provided with information and encouraged to support the Procedure and Guidelines				
12. Food (including food and beverage related coupons) are discouraged as rewards for students except in the case where it is identified as part of an IEP				
13. Food items sold to raise funds for school/classroom activities are in accordance with the Procedure and Guidelines when students and staff are involved				
14. Meal periods are long enough for students to eat and socialize (20 – 25 minutes recommended)				
15. Eating areas are attractive and clean with sufficient seating				
16. Hand washing before and after eating is encouraged				
17. Healthy food choices are offered at a price that encourages their purchase				
18. Food and beverages offered for snacks, including vending machines, are in compliance with the Procedure and Guidelines				
19. Catering contracts and food service contracts are in accordance with procedure and the Manitoba School Nutrition Handbook				
20. After school activities remain governed by the Procedure and Guidelines and staff, students and parents are encouraged to promote nutritional choices				

Adopted: June 25, 2007



## AP 2-200 – EMERGENCY PREPAREDNESS PLAN FOR SCHOOLS IN WESTERN SCHOOL DIVISION

### GENERAL

The purpose of this emergency preparedness plan is to ensure that the health and safety of students and staff at local school is adequately protected in the event of an emergency. This plan, along with emergency education and training, comprise the essential elements of the emergency preparedness program.

#### 1. AIM OF PLAN

To protect the health and ensure the safety of students and staff in the event of emergencies or disasters.

#### 2. AUTHORITY

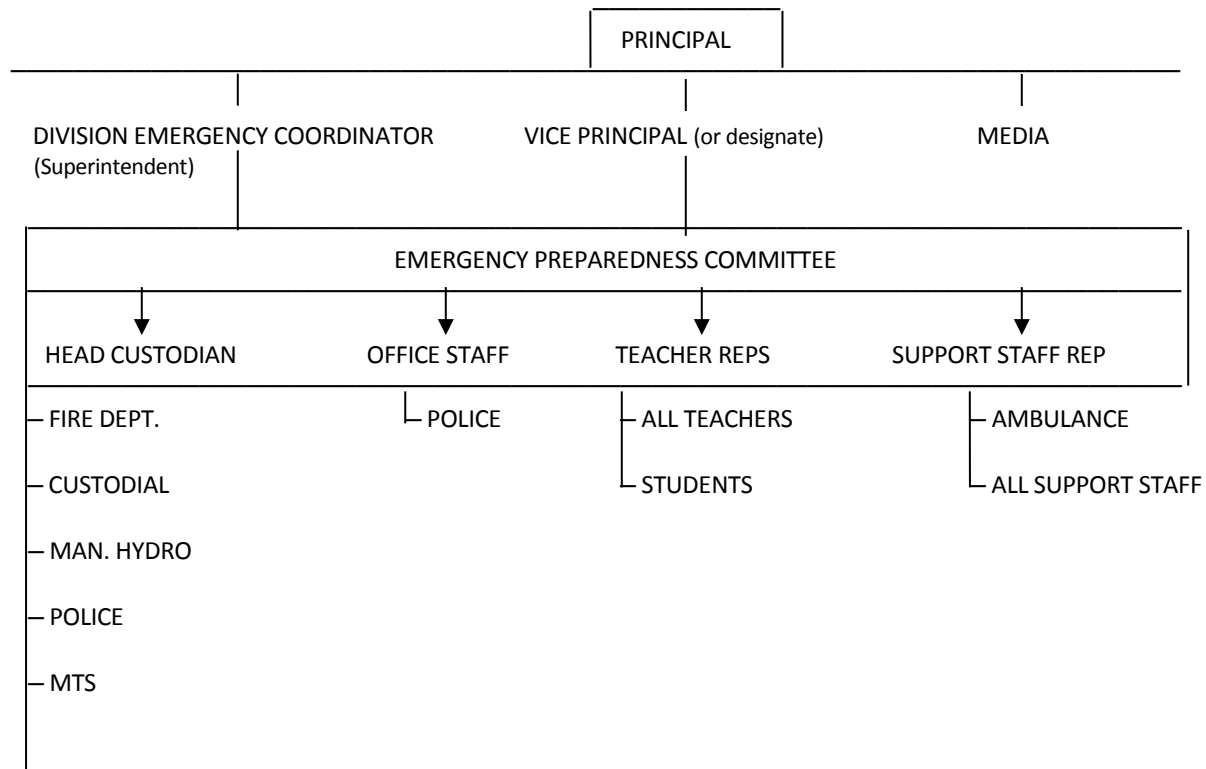
This plan has been approved and authorized by the Superintendent of Western School Division

#### 3. DISTRIBUTION OF PLAN

- All members of Administration Council
- School Division Office
- Division Emergency Coordinator
- All members of the School's Emergency Preparedness Committee

#### 4. EMERGENCY RESPONSE ORGANIZATION

##### 4.1. Diagram Of Organization





**4.2. Emergency Preparedness Committee shall consist of:**

1. Principal
2. Vice Principal or designate
3. Head Custodian
4. Head Secretary
5. Teachers - number to be determined by physical structure of building
6. Support Staff Representative

**4.3. Responsibilities Of Emergency Preparedness Committee**

1. Principal
  - notify Vice Principal
  - notify all Emergency Preparedness Committee members
  - notify Division Office
  - notify other principals as required
  - annually update the emergency preparedness plan and submit the plan to the Division Emergency Coordinator by October 1
2. Vice Principal (or designate) (with the assistance of office staff)
  - notify office staff
  - notify teacher reps
  - notify support staff rep
  - act in the absence of principal
3. Head Custodian
  - notify fire department
  - notify custodial staff (for building security)
  - notify Hydro
  - notify MTS
  - notify police if after hours situation
4. Head Secretary
  - keep custody of Emergency Binder (see Appendix I) and Absentee records
  - notify Police
  - assist Principal as required
  - act in the absence of or in place of a vice principal or designate
5. Teacher Representatives
  - inform teachers – students
6. Support Staff Representative
  - notify support staff
  - notify medical/ambulance, etc.

Control Centre will be located at school administration office. If this is not available the Western School Division Offices will be used.

**5. THE DIVISIONAL EMERGENCY PREPAREDNESS PLAN SHALL BE ACTIVATED WHEN:**

- more than one school is threatened
- the administration cannot use its own building as the control centre
- the administration deems the situation of such seriousness as to invoke the Divisional Plan





## 6. COMMUNICATIONS

- P.A. will be used for emergency announcements
- All emergency announcements will be made by Principal or Vice Principal or designate
- In the event of building evacuation teachers will send runners (students) to report to the administration. See Appendix A (details of evacuation procedures)
- Special warnings (utilizing a predetermined message) may be used to alert Emergency Preparedness committee of situation
- In the event of a power outage the Emergency Preparedness Committee will circulate throughout the school in a coordinated manner.

## 7. EMERGENCY SCHOOL CLOSING & REOPENING PROCEDURE

- The principal shall determine the need for closing their individual school and the appropriateness of reopening.
- Where more than one school is involved the principals jointly and/or the Superintendent of School shall determine both closing and reopening.

## 8. EMERGENCY PROCEDURE FOR FIRE/EXPLOSION

- See Appendix B

## 9. EMERGENCY PROCEDURE FOR SNOW STORM

- See Appendix C

## 10. EMERGENCY PROCEDURE FOR BOMB THREATS

- See Appendix D

## 11. ALL OTHER EMERGENCIES - use procedures as outlined in 7 and 8 and 9 above.

- Other - See Appendix E

## 12. EVACUATION SHELTER AND DISPERSAL

In the event of an evacuation that requires shelter for students the following location will be used:

*École Morden Middle School and Morden Collegiate – Morden Recreation Centre – 111 Gilmour Street  
Maple Leaf School – Morden Alliance Church – 181-15<sup>th</sup> Street at Thornhill Street  
Minnewasta School – Buhler Manufacturing – 301 Mountain Street*

- Students will proceed directly to this shelter on the instruction from and under the supervision of their teacher. In most cases dismissal will take place from this location at the regular time, however, the principal may in consultation with the division office administration advance dismissal time.
- See Appendix F for maps and contact persons for shelter locations.

## 13. TRANSPORTATION

- The transportation of any students from a school or shelter location shall be the responsibility of division office personnel.
- See Appendix G.

## 14. INFORMATION / MEDIA

- All communications to media, parents, or public shall be the responsibility of the Superintendent of Schools.

## 15. EMERGENCY CONTACT LIST

- See Appendix H.



## APPENDICES

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- A. Evacuation Procedure
- B. Emergency Procedure for Fire/Explosion
- C. Emergency Procedure for Snow Storm
- D. Emergency Procedure for Bomb Threats
- E. Emergency Procedures – Other
- F. Maps showing shelter locations - routes from school to shelter and list of shelter control persons.
- G. List of division staff responsible for transportation and list of bus drivers.
- H. Emergency contact list (names and phone numbers)
- I. Required Contents of Emergency Binder
  - 1. Billeting lists
  - 2. Diagrams of school
  - 3. Emergency preparedness plan
  - 4. Student/staff medical files
  - 5. Student lists c/w address and phone numbers



## AP 2-201 – EMERGENCY CLOSING

A school is closed whenever the further operation of the school constitutes a safety hazard. The decision to close a school is made by the Principal in agreement with the Superintendent of Schools or designate.

The Superintendent of Schools informs the Board and public of any decision to close a school.



## AP 2-202 – FIRE DRILLS

Principals ensure that fire drills are conducted in each school site as prescribed by law and reported monthly to the Superintendent of Schools.



## AP 2-203 – CRISIS EMERGENCY RESPONSE PLAN

### BACKGROUND

The following emergency responses will be used to decrease the likelihood of harm and ensure safety of students and staff in emergency circumstances:

1. Lockdown
2. Hold and Secure
3. Sheltering in Place
4. Evacuation

While it may not be possible to identify all emergencies which could threaten the well-being of students and staff, adequate planning needs to encompass conceivable emergencies or circumstances with the potential to create emergencies.

### PROCEDURES

Common procedures and practices are essential to the overall safety of students and staff. Emergency planning and training reduces the confusion in the event of a critical incident and contributes to the ongoing safety in schools. Provision for every possible type of emergency is not possible; consideration for unpredictable situations is essential.

Emergency response must be fluid and take into consideration the events as they occur.

- exercise critical thinking and good judgement
- analyze the situation
- determine the best response to the situation encountered
- remain calm
- react to the dynamic and specific aspects of the emergency

LOCKDOWN	HOLD & SECURE	SHELTERING IN PLACE	EVACUATION	ACTIVATE PHONE TREE
<p><i>Purpose: Make building appear empty</i></p> <ul style="list-style-type: none"> <li>• Exterior doors locked</li> <li>• Interior doors locked</li> <li>• Lights out</li> <li>• Windows covered</li> </ul> <p>(e.g. armed intruder)</p>	<p><i>Purpose: Minimize disruption while maintaining safety</i></p> <ul style="list-style-type: none"> <li>• Outside doors may be locked</li> <li>• Access in and out strictly monitored</li> </ul> <p>(e.g. police event in close proximity to school)</p>	<p><i>Purpose: Minimize disruption while maintaining safety</i></p> <ul style="list-style-type: none"> <li>• Access in and out strictly monitored</li> </ul> <p>(e.g. tornado, environmental spill)</p>	<p><i>Purpose: Clear children from school area</i></p> <p>(e.g. fire, gas leaks)</p>	<p><i>Purpose: Inform relevant school community members of situation</i></p>

Adopted: October 23, 2017



## AP 2-204 – LOCKDOWN

### BACKGROUND

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In some emergency situations, an evacuation of a building and/or classroom is not advisable. A lockdown is used to protect as many people as possible from imminent danger inside the school and to alert anyone outside to immediately leave the school danger area.

**Our first and highest priority during such emergency situations is to provide the maximum level of safety to students as staff as is possible.**

### PROCEDURE

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When a lockdown is announced, everyone is locked into the school. This includes students, staff, volunteers, and all other occupants.

A lockdown should minimize access and visibility. A basic school lockdown involves sheltering students, teachers, staff and other occupants in secure locations. Teachers lock classroom doors, close windows and blinds, turn off the lights, and keep students quiet. Administrative and custodial staff should have designated locations and duties for lockdowns.

#### **Notification:**

- An emergency lockdown will be announced via the paging system or intercom.
- The paged instructions for an emergency lockdown are “*Activate lockdown. Activate lockdown. Activate lockdown – now!*”
- Do not use the fire alarm system to initiate the lockdown procedure.
- Staff will carry out duties as pre-arranged.

#### **Office and Clerical Staff:**

- Proceed to the nearest enclosed office or conference room and out of visible sight of any intruder or person from the outside.
- Call 9-1-1 and report as many details as possible.
- Call the Division Office and report as many details as possible.
- Place a sign on the front door or front facing window stating that the school is in lockdown, providing it is safe to do so.
- Receive attendance counts and verify that everyone (students, staff, volunteers and visitors) is accounted for.

#### **Students:**

- Students in hallways should seek shelter in the nearest classroom or enclosed space.
- Students in any open area should find the closest secure space available.
- Crouch down in areas that are out of sight from doors and windows.
- Should the fire alarm sound, do not evacuate the building unless you have first hand knowledge that there is a fire in the building, or you have been advised by the police to evacuate the building.
- Students will stay in their rooms and remain quiet to make the room appear empty.
- Students in washrooms should be instructed to stay there, attempt to secure the bathroom doors, lock themselves in a stall and make themselves as invisible as possible. (Stand on toilet) If they are in a



washroom and someone opens the door and calls out to see if someone is in there the students are advised to not reply.

- . If a lockdown is initiated, students in outdoor areas should immediately move off school property and away; no one is to enter the school, as this is where the immediate danger exists.

**Staff:**

- . **The first and highest priority is to provide the maximum level of safety to students as staff as is possible.**
- . Check area immediately outside your classroom and instruct any students to the nearest secure room.
- . Close and lock all classroom doors.
- . Cover glass windows in classroom doors as needed to impede view, leave the top 8 – 10 inches uncovered.
- . Close windows and pull down blinds.
- . Turn off classroom lights.
- . Keep students quiet and calm.
- . Direct students to put cell phones on silent and to not make unnecessary calls.
- . Create cover or a barricade by moving furniture.
- . Keep students away from and below the level of windows, doors and other exposed areas.
- . **As soon as it is safe to do so**, communicate critical information to office staff;
  - o Your location
  - o Nature of the situation/threat
  - o Any known injuries or casualties
  - o List of people with you
  - o Any other pertinent details of situation
- . Do not dismiss any students from your room until you are instructed to do so.
- . Do not open doors for anyone except emergency responders.
- . Do not leave your classroom unless instructed by the police and/or Administration. If an Emergency First Aid Kit is located in your room take it with you.

**School Administrators:**

- . **The dismissal order will begin with “*The lockdown is now over*”, repeated twice.**
- . Once the dismissal order is received from the proper authority, the Principal shall relay dismissal instructions to every classroom by the most rapid and efficient means.
- . Inform parents or town billets when and how children may be picked up.
- . If circumstances permit, when a student is released to an individual other than a parent, get a signed statement from that person including the child’s name, pickup time, pickup person’s name, final destination and phone number at final destination.
- . Division office (superintendent) will provide information to media.
- . Debrief the Critical Response Team and plan any required follow up.
- . Complete a Critical Incident Report.

**Adopted:** August 2007

**Revised:** January 2010  
June 2017



## AP 2-205 – HOLD AND SECURE

### BACKGROUND

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In some situations Emergency Services personnel may initiate a Hold and Secure of a school due to an emergency situation occurring outside and not related to the school.

### PROCEDURE

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When a Hold and Secure is announced the external doors to the school may be locked and access in and out of the school is strictly monitored. A Hold and Secure should minimize the disruption to regular school functioning while maintaining the safety of students and staff. Classes may continue to function normally, although there may be situations where movement is restricted.

#### **Notification:**

- . A Hold and Secure will be announced via the paging system or intercom.
- . The paged instructions for hold and secure are “Attention the school is now in a Hold and Secure. Attention the school is in a Hold and Secure.”
- . Additional directions may be paged as appropriate to the situation.
- . Staff will carry out duties as pre-arranged.

#### **Office and Clerical Staff:**

- . Determine the level of movement that can occur within the school during the Hold and Secure and communicate this to the staff and students.
- . Call the Division Office and report the details of the Hold and Secure.
- . Place a sign on the front door or front facing window stating that the school is in a Hold and Secure.
- . Receive attendance counts and verify that everyone (students, staff, volunteers and visitors) is accounted for.

#### **Students:**

- . Students follow the directions announced over the paging system and from their teachers.
- . If a Hold and Secure is initiated, students in outdoor areas should immediately enter the school.

#### **Staff:**

- . Follow the directions as paged over the intercom.
- . Keep students calm.

#### **School Administrators:**

- . Liaise with the Emergency Services personnel to determine level of acceptable movement within the school.
- . Communicate the details of the Hold and Secure to the Superintendent.
- . Communicate the details of the Hold and Secure to parents (as needed).
- . Division office (superintendent) will provide information to media.

**Adopted:** June 2017





## AP 2-206 – SHELTERING IN PLACE

### BACKGROUND

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Sheltering in Place is used when personal safety is considered to be in danger if anyone leaves the school. Usually this is due to environmental or weather related events. It is necessary for everyone to remain inside the school and take protective actions.

### PROCEDURE

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When a Sheltering in Place is announced, access in and out of the school is strictly monitored. During some Sheltering in Place events such as a snowstorm or a dangerous animal nearby, the disruption to the regular school functioning will be minimal. In other situations such as a tornado, students and staff may need to evacuate to particular areas of the school. Classes can continue to function normally, although there may be situations where movement is restricted.

#### **Notification:**

- . A Sheltering in Place will be announced via the paging system or intercom with specific directions as appropriate.
- . Staff will carry out duties as pre-arranged.

#### **Office and Clerical Staff:**

- . Determine the level of movement that can occur within the school during the Sheltering in Place and communicate this to the staff and students.
- . Call the Division Office and report the details of the Sheltering in Place.
- . Receive attendance counts and verify that everyone (students, staff, volunteers and visitors) is accounted for.

#### **Students:**

- . Students follow the directions announced over the paging system and from their teachers.
- . If a Sheltering in Place is initiated, students in outdoor areas should immediately enter the school.

#### **Staff:**

- . Follow the directions as paged over the intercom.
- . Keep students calm.

#### **School Administrators:**

- . Determine level of acceptable movement within the school.
- . Communicate the details of the Sheltering in Place to the Superintendent.
- . Communicate the details of the Sheltering in Place to parents (as needed).
- . Division office (superintendent) will provide information to media.

Adopted: June 2017



## AP 2-207 – EVACUATION

### BACKGROUND

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Evacuation is used when it is necessary to remove all occupants from the school.

### PROCEDURE

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During an Evacuation procedure, occupants vacate the school in an orderly and safe manner and assemble at a safe place for role call.

#### **Notification:**

- Fire bells will sound

#### **Office and Clerical Staff:**

- Call 911 and report as many details as possible.
- Evacuate building according to established routines.
- Receive attendance counts and verify that everyone (students, staff, volunteers, and visitors) is accounted for.
- Call the Division Office and report the details of the Evacuation.

#### **Students:**

- Evacuate building according to established routines.
- Follow further directions from their teachers as necessary.

#### **Staff:**

- Evacuate building according to established routines.
- Take attendance and provide information to the office staff.
- Keep students calm and orderly.

#### **School Administrators:**

- Evacuate building according to established routines.
- Await further instructions from Emergency Services personnel and relay any necessary instructions to staff and students.
- Initiate re-entry of school upon authorization from an Emergency Services designated authority.
- If re-entry to the school within a reasonable amount of time is not possible, it may be necessary to proceed to a designated re-location site and to initiate early dismissal procedures.
- Communicate the details of the Evacuation to the Superintendent.
- Communicate the details of the Evacuation to parents (as needed).
- Division office (superintendent) will provide information to media.
- Debrief the incident with Crisis Response Team and plan any required follow up.
- Complete a Critical Incident Report.

**Adopted:** June 2017



## AP 2-210 – ACCIDENT REPORTS

Accident reports should be made as soon as practicable after an accident occurs. A report should be made, in writing in all cases, with accidents involving physical injury to a person on school premises. The principal or his designate should inform the division office if the accident is major.

### STUDENT ACCIDENT REPORTS

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The School Administrative Assistant must file the accident report online with the insurance broker, Western Financial Group. The accident report and confirmation must be printed and retained at the school. This report may be required by the student's parents/guardians to file a claim under the Universal Student Accident Coverage.

### EMPLOYEE ACCIDENT REPORTS

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AP 2-211 School Injury Report form is to be completed by the employee and forwarded as noted on the form.



## AP 2-220 – SCHOOL SAFETY PATROLS

The Superintendent endorses the use of students as patrols under the supervision of the Principal.

The Principal ensures that the appropriate training and supervision of patrols (student, volunteer and staff) is in place. (PSA 89)

**Adopted:** August 2015



## AP 2-310 – CUSTODY AND ACCESS ISSUES

### BACKGROUND

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Custody and access issues are varied for the students in our schools. We must ensure that issues of this nature are dealt with properly.

### PROCEDURES

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#### In custody and access situations, which parent can make education decisions for a student?

**If both parents live together:** both have legal custody and instructions can be taken from either or both. If there is a dispute, have parents settle it. If they don't, apply the decision that is based on the best interests of the child.

**If the parents are separated and there is no court order or agreement concerning custody:** Both parents continue to have legal custody of the children. Take instructions from the parent with whom the children are living.

**If there is a custody order or agreement in place and one parent has sole custody:** the custodial parent has the right to make educational decisions. The custodial parent has the responsibility to provide a copy of the custodial agreement to the school principal.

**If there is a custody order or agreement in place and both parents have joint custody:** Both parents can make decisions so clarify with the parents as early as possible how the arrangement will be working. If there is any dispute between the parents as to who has the decision-making ability with regard to the child, a good rule of thumb is to take instruction from the parent with whom the children are physically residing at the point in time as which the decision takes effect. The parent who sends the child to school will be the parent who can write the note about gym class or who will be called if the child forgets to bring lunch.

#### Who has access to information about the student?

**If the parent has sole or joint custody:** The custodial parent has the same access to information about the child as any parent.

**If the non-custodial parent has access:** Subsections 39(4) and 39(5) of The Family Maintenance Act provide:

39(4) Unless a court otherwise orders, the non-custodial parent retains the same right as the parent granted custody to receive school, medical, psychological, dental and other reports affecting the child.

39(5) The right of the non-custodial parent to receive the records described in subsection (4) is a right to be provided with information only and is not, unless a court orders otherwise, a right to be consulted about or to participate in the making of decisions by the parent granted custody.



The school should provide the non-custodial who has access with information concerning the educational progress of the children, such as copies of report cards, copies of test scores or any other information that would be released in the ordinary course to all parents.

**If the non-custodial parent does not have access:** A non-custodial parent who does not have access is not entitled to show up at the school at any time and spend time with the child. If the non-custodial parent has access to the children, the access is to be arranged by the parents.

Non-custodial parents even if they have access, should not be allowed to visit with the child at school or take part in school trips without authorization from the custodial parent. This is something the school must leave to the parents to work out.

Unless there is some other reason (such as the person causing a disturbance) a non-custodial parent would be free to attend public events at the school.

Remember: School administrators have the right to refuse entry to school property to any person who might disturb the educational environment. This includes parents who have access to the children.

#### **How can the school tell who has custody and access?**

Assume that both parents have joint custody until the school is provided with a copy of either a court order or a written agreement between the parties that sets out who has custody and access.

A copy of the order or agreement should be kept by the school and parents should be advised to let the school know as soon as possible if the order or agreement is amended.

#### **What if the student doesn't want us to share the information with one or both parents?**

The personal information of a child under 18 years can be released to parents as long as it does not interfere with the privacy right of the child. If a student mature enough to understand the situation and its implications does not want the information released, the student's wishes can be respected unless it is clear it will not be in his or her best interests.

#### **Do we have to create reports or provide opinions or verbal information to parents involved in custody disputes?**

The school does not have to create new reports for parents or provide written answers to questions asked by parents just because they may be involved in a possible court action. The school will need to provide parents in custody situations with the same type of information as it would normally provide to all parents. This will mainly be factual reporting but can also include professional opinions. Care should be taken to make sure that the person giving an opinion does not venture outside their own areas of expertise.

#### **What do we do if a lawyer for one parent asks for copies of documents?**

Ask the lawyer to provide the request in writing with written permission from the parent. As long as the parent has custody or access they can have access to the information as long as it doesn't interfere with the privacy rights of the child.



**What if the lawyer wants an employee to sign an affidavit?**

Caution should be exercised. Generally speaking it is not advisable for employees to provide opinion evidence of this nature to one side or other in a dispute.

**What should we do if an employee is served with a subpoena?**

There are two types of subpoenas:

A subpoena ad testificandum requires someone to appear and give verbal testimony.

A subpoena duces tecum is a command for a witness to appear and bring to court all documents the witness has in his or her possession that might relate to the case.

If the subpoena calls for documents it must be determined whether or not the subpoenaed employee has appropriate access to the record for court purposes. For example, school records are not “in the possession” of teachers. They belong to, and are in possession of the Board. Board policy or the Superintendent will determine who the appropriate person is to represent the Board if the records are required.

If there has been no prior contact, it is advisable to call the lawyer once the subpoena is served. The employee should ask the lawyer about the kind of questions that he or she is likely to be asked. The lawyer can also give specific details about attending at court. It should be noted, however, that the subpoenaed employee is not obligated to talk to the lawyer before court.

For Further Clarification Contact: Superintendent of Schools

Reference:

Family Maintenance Act

Adopted:

August 2009



## AP 2-311 – REPORTING CHILDREN IN NEED OF PROTECTION

### RESPONSIBILITY TO REPORT

In accordance with the Child and Family Services Act, Subsection 18(1), which states that "where a person has information that leads to the person reasonably to believe that a child is or might be in need of protection as provided in Section 17, the person shall forthwith report the information to an agency or to a parent or guardian of the child". This policy shall govern the actions of persons employed by Western School Division with respect to reporting children in need of protection. All references to "sections" or "subsections" shall refer to the Child and Family Services Act unless otherwise stated.

#### I. Definitions

For the purposes of this procedure, the following definitions shall apply:

1. "Child" means a person under the age of majority. (In Manitoba the age of majority is currently eighteen).
2. "Child in need of protection" is where the life, health or emotional well-being of the child is endangered by the act or omission of a person:
  - a) is without adequate care, supervision or control;
  - b) is in the care, custody, control or charge of a person:
    - i) who is unable or unwilling to provide adequate care, supervision, or control of the child;  
**OR**
    - ii) whose conduct endangers the life, health, or emotional well-being of the child;  
**OR**
    - iii) who neglects or refuses to provide or obtain proper medical or other remedial care or treatment necessary for the health or well-being of the child, or who refuses to permit such care or treatment to be provided to the child when the care or treatment is recommended by a duly qualified medical practitioner;
  - c) is abused or is in danger of being abused;
  - d) is beyond the control of a person who has the care, custody, control, or charge of the child;
  - e) is likely to suffer harm or injury due to the behaviour, condition, domestic environment or associations of the child or of a person having care, custody, control or charge of the child;
  - f) is subject to aggression or sexual harassment that endangers the life, health, or emotional well-being of the child;
  - g) being under the age of 12 years, is left unattended and without reasonable provision being made for the supervision and safety of the child;  
**OR**
  - h) is the subject, or is about to become the subject of an unlawful adoption under Section 63 or of an unlawful sale under Section 84.
3. "Abuse" means the act or omission of a parent or guardian of a child or of a person; having care, custody, control or charge of a child, where the act or omission results in
  - a) physical injury to the child;





- b) emotional disability of a permanent nature in the child or is likely to result in such a disability;
- OR**
- c) sexual interference, invitation to sexual touching or sexual exploitation (Sections 151, 152 and 153 respectively of the Criminal Code of Canada) of the child with or without the child's consent.

## II. Procedures for Reporting

1. In cases where the person has information that a child is or may be in need of protection, he or she shall make an oral report forthwith to an agency and should inform the administrator of the school that a report is being made. The written follow-up (AP -312 – Child Protection/Suspicion of Abuse) must be completed and forwarded to the Superintendent of Schools to be kept in a central file. No other copies are to be made and no copy is to be kept at the school.

The legal duty to report is an **individual one** and does not require staff consensus or the approval of any supervisor or person in authority.

While parents are recognized as the primary protectors of children, there are circumstances when the person should report to an agency only. These would include circumstances where the person:

- a) does not know the identity of the parent or guardian of the child;
- b) has information that leads the person reasonably to believe that the parent or guardian;
  - i) is responsible for causing the child to be in need of protection; or
  - ii) is unable or unwilling to provide adequate protection to the child in the circumstances;

**OR**

- c) has information that leads the person reasonably to believe that the child is or might be suffering abuse.

Reports are to be made to any of the following agencies:

- |      |                           |   |                               |
|------|---------------------------|---|-------------------------------|
| i)   | Child and Family Services | - | 1-866-345-9241                |
|      | Regional Offices          | - | 325-4889 (Winkler)            |
|      |                           | - | 745-6405 (Carman)             |
|      | Head Office               | - | 857-8751 (Portage la Prairie) |
| ii)  | R.C.M.P.                  | - | 822-5469                      |
| iii) | Morden Town Police        | - | 822-4900                      |

2. In cases where it is not clear that a child is in need of protection, the person is encouraged to inquire or consult with the Child and Family Services worker. This inquiry or consultation is to be distinguished from formal reporting.

The person should inform the administrator that

- a) he/she has a "suspicion" that a child may be in need of protection
- b) a phone call to Child and Family Services will be or has been made.

3. If the suspicion or disclosure involves a division employee or other adult having access to children in the school the person or the administrator shall inform the Superintendent that a report has been made.



4. In cases where the suspicion or disclosure involves an administrator, the person must inform the Superintendent that a report has been made.
5. In cases where the suspicion involves the Superintendent, disclosure must be made to Child and Family Services or the local police force.
6. If the suspicion or disclosure involves a division employee, the Superintendent and School Board will determine appropriate action.
7. If Child and Family Services, police forces or court authorities notify the school division that a formal complaint or criminal charges have been laid against a divisional employee, the Board of Trustees shall take appropriate action.
8. Such "appropriate action" by the Board of Trustees as referred to in 3(d) and (e) may include:
  - i) no action against the employee;
  - ii) a transfer to a position that does not allow access to children;
  - iii) a suspension with or without pay; or
  - iv) a termination of employment.
9. The School Board shall report to the Minister of Education and Training teachers that have been charged with an offense related to the abuse of children.

### III. Reporting Third Party Assaults

1. Definition: Physical or emotional injury or sexual exploitation of a child caused by a person who does not have the care, custody, control, or charge of a child.  
(Examples would include: assaults by a stranger, assaults by other students).
2. In cases where it is not clear that a report should be made, the person should consider the following factors:
  - a) age discrepancy
  - b) frequency of action (persistence)
  - c) aggressiveness of the act
  - d) size discrepancy
  - e) use of weapons
  - f) use of violence (physical or emotional)
  - g) extenuating circumstances

The person may then choose to:

- a) deal with the situation as a school discipline matter; and/or
  - b) report to parents involved and/or c)consult with agency and/or d)report to agency.
3. If the disclosure or suspicion involves a student, the Principal and/or Superintendent in consultation with the agency and parents or guardians, may remove the student from the school.



#### **IV. Information-Sharing and Confidentiality**

1. The responsibility for investigation and follow-up lies with the outside agencies. In accordance with the Manitoba Guidelines, the child caring agency or police are expected to inform the school of action taken on the report at the earliest appropriate time.
2. To ensure that the best course of action is taken, the school shall cooperate with the authorized agencies and professionals in the investigation and treatment process.
3. With the exception of the transmittal to authorized persons of information necessary in the conduct of investigation and treatment, information related to the allegations or suspicions of child abuse is to be held in strict confidence. In particular, any written records, notations or reports are to be considered confidential and are not to be placed in the child's regular or cumulative record or in any other way allowed to become known to persons who have no legitimate need for such information.
4. Written records, notations or reports resulting from an allegation against a division employee shall be retained by the Superintendent in strict confidence pending the outcome of any investigation which may be undertaken by the appropriate authorities.

#### **V. Protection for Person Reporting Child Abuse**

Under Subsection 18(1.1) of the Act, no action lies against a person for reporting a child in need of protection in good faith. Furthermore, the identity of the reporting person is not disclosed to the family of the child except as may be required in the course of a judicial proceeding or with the reporting person's specific consent.

#### **VI. Communication and Cooperation with Community Agencies**

Since it is important to maintain cooperation among all elements of the community, the superintendent shall ensure that such actions are taken as are thought necessary to pursue and maintain open channels of communication with child caring agencies and police particularly with respect to:

1. development and maintenance of clear and mutual understanding of relative jurisdictions, roles and responsibilities;
2. identification of problems which exist or may arise in the working relations of school, police and child caring agency personnel; and
3. development and implementation of specific procedures to solve or forestall such problems.

#### **VII. Staff Knowledge of Procedure**

Principals shall ensure that all members of their staffs are familiar with this procedure and are adequately prepared, through periodic in-service presentations or other methods, to be alert to the signs of child abuse and to be knowledgeable concerning reporting procedures.



#### NOTE OF CLARIFICATION ON CHILD ABUSE PROCEDURE

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While the Child Welfare Act and the subsequent regulations indicate that the legal responsibility to report remains with the person who suspects the abuse, we encourage teachers and non-teaching personnel to work closely with the school administrator in inquiring into and reporting on suspected cases of child abuse. We do this so that the classroom teacher and the classroom atmosphere can be reasonably shielded from events subsequent to reporting that may place undue and unnecessary stress on both teacher and classroom. Also, as administrators are ultimately responsible for all activities occurring within their schools, the full knowledge and involvement of administrators in matters that may result in inquiries directed to or through the school is desirable.

Nothing in this note of clarification relieves any employee of Western School Division of his/her responsibilities under the Act to ensure that suspected abuse situations are properly and promptly reported.

**Reference:**

Reporting of Child Protection and Child Abuse: Handbook and Protocols for Manitoba Service Providers (August 2013)

**Reviewed:** August 2016



**AP 2-312 – CHILD PROTECTION/SUSPICION OF ABUSE REPORT**

Entry Date: \_\_\_\_\_ Entry Time: \_\_\_\_\_

Date of disclosure: (if applicable) \_\_\_\_\_ Time of disclosure: (if applicable) \_\_\_\_\_

Full name of student: \_\_\_\_\_

Student's Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Nature of concern:  neglect  physical  sexual  emotional

Description of the type of suspected abuse: (if physical, include size, shape, colour, location on body - see diagram on reverse side of page)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of Incident: (include direct quotes; use facts only)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Immediate concerns about students safety: (include drastic changes in behaviour or health, chronic problems, relevant artwork, or acting out)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Time of day parent/guardian is expected to pick student up from school: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Relationship to student

original report to: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

school division copy to: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

**CONFIDENTIAL**



CHILD PROTECTION/SUSPICION OF ABUSE REPORT  
page 2 of 2

Full name of student: \_\_\_\_\_ Gender: \_\_\_\_\_

Name of custodial parent(s)/guardian(s) (indicate *P* or *G*): \_\_\_\_\_

Names and ages of siblings: \_\_\_\_\_

Address: \_\_\_\_\_

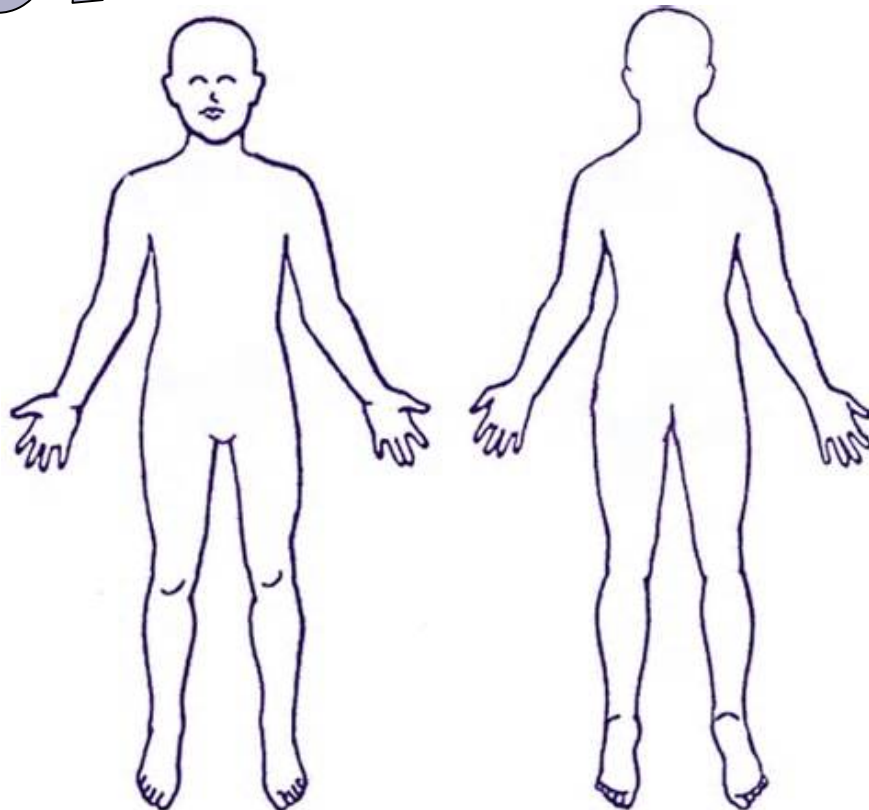
Telephone: \_\_\_\_\_

Name and address of individual(s) disclosed as (*a*) or suspected of (*s*) causing incident (if known):

\_\_\_\_\_  
\_\_\_\_\_

PHYSICAL LOCATION OF INJURY

**CONFIDENTIAL**





## AP 2-320 – THREATENING BEHAVIOURS

Western School Division values positive connections of all students to their schools.

The following protocol will be utilized whenever a behaviour occurs which, in the opinion of the Principal or designate, jeopardizes the safety of any members of the school community.

### THREATENING BEHAVIOUR PROTOCOL

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This protocol serves as a guide to school principals when responding to serious threats or behavior.

- Refer to the WSD Threat Assessment Chart (AP 2-321).
- All threats shall be taken seriously. This may mean that a student will be suspended as per school division and school policy.
- The response from school staff will be immediate.
- The school response team, chaired by the school principal or designate, will convene to address the issue.
- An incident needs to be evaluated/assessed for its legitimacy by the school personnel. If the school team determines that the incident is a safety concern to either the student, other students, staff, or the school property, the school team must contact the Student Services Administrator who may then seek to involve clinicians or other professionals. The Superintendent will be apprised of the situation by the principal.
- Police may need to be involved at the discretion of the principal.
- Only when a professional, in conjunction with the school division administration, indicates that the safety concern has been addressed will a student be allowed to be present at school.
- The student in question will be given an opportunity, when reasonable to do so, to give a full account of the motives and actions.
- Parents will be informed and/or consulted as soon as possible of school action. At an appropriate time, parents will be involved in follow-up actions.
- Assuming that permission has been granted for returning to school, the student and parents will meet with the school administration for a re-entry debriefing.
- Nothing in this plan shall be construed to alter the *Reporting of a Child in Need* as per Provincial law.
- The Superintendent (or designate) will be responsible for informing the board.
- Complete the Threat Incident Report (AP 2-322) and send a copy to the Student Services Coordinator.
- Complete the Threat Protocol Follow Up Report and Plan (AP 2-323) within two (2) weeks of the initial incident and send a copy to the Student Services Coordinator.

Adopted: August 2015



## AP 2-321 – THREAT ASSESSMENT CHART

A threat is reported to the principal

### STEP 1: School team evaluates the threat and collects information

- Interview student who threatened, the victim, witnesses and the threat maker
- School administrator is part of the team
- Document all interviews (documentation will be kept by principal)
- Evaluate the context and intention of the threat

### STEP 2: Decide whether threat is **low**, **medium** or **high** level risk

- Consider criteria for low, medium or high level risk (see below)
- Refer to the SAVRY to determine low, medium or high level risk (alternate formal tools may be used)
- Consider student's behavior baseline, previous discipline history as well as home and school environment

#### The threat is **low**

- Vague
- Indirect
- Inconsistent information
- Lack of detail and realism
- Unlikely to carry out

#### The threat is **medium**

- threat could be carried out
- violent action possible
- wording of threat has been thought through (e.g. possible place and time)
- no clear indication of preparatory steps (e.g. weapon seeking)
- moderate concerns about student's potential to act violently
- Superintendent must be informed

#### The threat is **high**

- Imminent and serious danger to the safety of self or others
- Threat is specific and plausible
- Identified target
- Capacity to act on threat
- Plan for threat is in place (e.g. rehearsal, access to weapons, lists, drawings, tracking victim)
- Strong concern about the student's potential to act violently
- Superintendent must be informed

### STEP 3: Respond to **low** level threat

- Can be managed at school with interventions (e.g. restitution, reprimand, parent notification and other appropriate disciplinary action) (review pre-suspension intervention caution sheet)
- Document incident in Student Discipline file

### STEP 3: Respond to **medium** level threat

- Take immediate precautions to protect potential victims (e.g. searching locker, bedroom, desks, school bags, etc. of threat maker)
- Isolate threat maker
- Notify parents
- Complete SAVRY with in-school team and School Psychologist
- Determine appropriate disciplinary action (review pre-suspension intervention caution sheet)
- Consider contacting law enforcement
- Consider contacting divisional team
- Provide support for victim if needed
- Document incident in Student Discipline file

### STEP 3: Respond to **high** level threat

- Take immediate precautions to protect potential victims (e.g. searching locker, bedroom, desks, school bags, etc. of threat maker, close doors, lock down, call immediate in-school response team)
- Isolate threat maker
- Consult with law enforcement
- Notify parents
- Inform divisional team
- Complete SAVRY with in-school team
- Determine appropriate disciplinary action (review pre-suspension intervention caution sheet)
- Provide support for victims if needed
- Consult Superintendent to consider notifying the school community
- Document incident in Student Discipline file

### STEP 4: Implement an Intervention Plan

- Review completed SAVRY form (if completed) and plan appropriate intervention
- Refer to appropriate clinical disciplines if necessary (e.g. psychology, counseling, mental health) for assessment and support
- Implement a behavior intervention and safety plan (may include outside agencies)
- Revise intervention plan as needed
- Maintain contact with students (victim and threat maker) and parents
- Determine support required for victim and threat maker





### AP 2-322 – THREAT INCIDENT REPORT

The following information is valuable in recording and assessing the level of risk posed by student threats. Please be careful to record facts, not impressions or opinions, as soon as possible after the threat has been made.

Name of student who made the threat: \_\_\_\_\_

School: \_\_\_\_\_ Date Recorded: \_\_\_\_\_

Threat-maker's relationship to the victim(s) (potential or real): \_\_\_\_\_

\_\_\_\_\_

Name(s) of victim(s) (potential or real): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When did the threat occur (date & time)? \_\_\_\_\_

Where did the threat occur? \_\_\_\_\_

What happened immediately prior to the threat? What events triggered the threat?

\_\_\_\_\_

\_\_\_\_\_

What was the specific wording of the threat? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did the threat-maker appear? Circle all that apply:

Red face	Avoids eye contact / hard stare	Voice – shaky/aggressive	Other:
Tears	Leaning forward or back	Swinging legs/feet	
Muscle tension	Hiding within clothing	Sighing	
Fidgeting	Argumentative	Silence	
Crossed arms	Short, shallow breathing	Clenching teeth	

How is this different from the person's usual demeanor? \_\_\_\_\_

\_\_\_\_\_



What physical conduct of the threat-maker was present that could substantiate intent to follow through on the threat?

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Events contributing to the incident: \_\_\_\_\_

What is the known history leading up to the threat? \_\_\_\_\_

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What are the names of others who were directly involved (e.g., teachers, educational assistants, students, custodian, volunteer, etc.) and what actions did they take?

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How did the incident end? \_\_\_\_\_

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Names of witnesses: \_\_\_\_\_

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What happened to the threat-maker after the incident? \_\_\_\_\_

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Principal's Use:

Type of Threat:	Direct ____	Indirect ____	Veiled ____	Conditional ____
Level of Threat:	Low ____	Medium ____	High * ____	

*All medium and high level risk threats are to be reported to the Superintendent as soon as possible. Other school division personnel may also be informed (list all names and phone numbers for future references):*

	Name	Phone Number	Date Contacted
Superintendent			
Assistant Super.			
Student Services Coordinator			
School Psychologist			
Crisis Counsellor			
Guidance Counsellor			
Resource Teacher			
Teaching Staff			

*In the case of high-level threats, the following individuals should also be informed (list names and phone numbers for future reference):*

	Name	Phone Number	Date Contacted
RCMP / Police			
Mental Health Worker			
Parents of threat-Maker			
Potential Victims / Parents			

Send copy of this report to Student Services Coordinator



**AP 2-323 – THREAT PROTOCOL FOLLOW UP REPORT AND PLAN**

**Date:** \_\_\_\_\_

(For Medium and High level Threats)

Date of Incident(s): \_\_\_\_\_

Student Involved: \_\_\_\_\_

Summary of Incident(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations regarding re-entry to school or classes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date of Intake Meeting: \_\_\_\_\_

Conditions of re-entry: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Follow up plan for continued integration into school or classes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow up meeting dates:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To be completed within 2 weeks of initial incident

Send copy of this report to Student Services Coordinator



## AP 2-330 – RESPONDING TO STUDENT ACCIDENTS AND ILLNESSES

The immediate welfare of the student is of prime concern in all cases of minor or serious accidents or illness.

School administrators are responsible for the implementation of first aid and emergency care procedures as outlined by a recognized first aid training program. All divisional employees are encouraged to take a certified First Aid program.

School administrators are responsible for designating an emergency care area for ill or injured students.

In the case of a minor accident or illness, first aid is given and the student is kept under observation. Parents or designates are contacted as necessary

If the illness or injury requires further medical attention, school administrators request the parent, or designate to convey their child to a medical facility, or call for an ambulance as necessary. Ambulance charges may be covered under the Universal Student Accident Insurance Policy.

Depending on the circumstances, procedures related to emergency crisis response are also consulted and followed.

Accidents or injuries requiring first aid and/or emergency care responses are reported to the Superintendent on the Manitoba Schools Insurance Program Accident Incident Report.

Adopted: August 2015



## AP 2-331 – HEALTH CARE PLANS AND PROCEDURES

The number of children in the school system with special health care needs has increased dramatically over the years. As a consequence, school staff have become responsible for ensuring the safety and well-being of these students while in their care.

Upon learning that a student has a special health care need as defined by the Unified Referral and Intake System (URIS), approval for funding to develop a health care plan and provide training will be applied for to URIS by the Support Services Coordinator. URIS is a partnership involving the provincial government departments of Family Services, Education and Training and Health.

1. The Principal or designate will advise the parents/guardians of the child that:
  - a) A URIS (Unified Referral and Intake System) application will be completed.
  - b) Parents/guardians are required to fill in and sign a Health Information Form for the purpose of developing an appropriate health care plan.
  - c) A Health Care Plan will be developed in consultation with the parents/guardians.
2. The division will submit the URIS Application to URIS for approval.
3. Once the application has been approved, the Principal will ensure that an Individual Care Plan and Emergency Response Plan are developed by the Registered Nurse, in collaboration with the parents/guardians, administration and other appropriate and relevant personnel. The plan will specify the action required by the registered nurse or non-health care personnel to safely support the child's attendance and participation in the school. The plan will be specific to the age and maturity level of the child.

Adopted: August 2015



## AP 2-332 – ANAPHYLAXIS

Anaphylaxis – sometimes called “allergic shock” or “generalized allergic reaction”, is a severe allergic reaction that can lead to rapid death, if untreated. Avoidance of the allergen is the only way to protect children known to be at risk of anaphylaxis, however Western School Division cannot guarantee an allergen-free environment.

Clear procedures for an emergency response to anaphylaxis must be in place in each school.

The first plan of action calls for the administration of adrenaline by auto-injection (epi-pen) **immediately**, at the first sign of a reaction. An ambulance will be called immediately and the student transported to hospital.

### PROCEDURAL GUIDELINES

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Ensuring the safety of children with known risk of anaphylaxis in a community setting depends on the co-operation of the entire community. To minimize risk of exposure, and to ensure rapid response to an emergency, parents/guardians, children and program personnel must all understand and fulfil their responsibilities. The inter-relatedness of these roles is vital, for failure of any group to respond appropriately will negatively impact upon all others.

#### 1. The school will endeavour:

- a) To create a safe and healthy environment for students with severe life-threatening allergies;
- b) To do so without exceeding the attention required for those particular students;
- c) To be aware of those students’ needs to maintain a positive self-concept.

#### 2. Responsibilities of the child with a life-threatening allergy:

- a) Take as much responsibility as possible for avoiding allergens, including checking labels and monitoring intake (developmentally appropriate).
- b) Avoid known and potential allergens.
- c) Wash hands before and after eating.
- d) Learn to recognize symptoms of an anaphylactic reaction (developmentally appropriate).
- e) **Promptly** inform an adult, as soon as accidental exposure occurs if symptoms appear (developmentally appropriate).
- f) Wear a medical identification bracelet.
- g) Keep an auto-injector on their person at all times i.e. fanny pack (developmentally appropriate).
- h) Know how to use the auto-injector (developmentally appropriate).

#### 3. Responsibilities of the Parents/Guardians of a child with a “life-threatening allergy”:

- a) Identify their child’s allergies and needs to the school.
- b) Ensure that their child has and carries an up-to-date auto-injector or the auto-injector is in a specified location or with child care personnel.





- c) Provide a completed Authorization to Administer Medication form (AP 2-334) to the school.
- d) Ensure their child has and wears a medical identification bracelet.
- e) Submit all necessary documentation as required.
- f) Provide the school with adrenaline auto-injectors (pre-expiry date).
- g) Ensure that auto-injectors are taken on field trips.
- h) Participate in the development of a written Individual Health Care Plan for their child, updated annually.
- i) In the case of food allergens, be willing to provide safe foods for their child for special occasions.
- j) Provide support to the school and staff as required.
- k) Teach their child: (developmentally appropriate)
  - i) to recognize the first signs of an anaphylactic reaction;
  - ii) to know where their medication is kept and who can get it;
  - iii) to communicate clearly when he or she feels a reaction starting;
  - iv) to carry his/her own auto-injector on their person (e.g. fanny pack);
  - v) not to share snacks, lunch or drinks (in the case of food allergens);
  - vi) to understand the importance of hand washing; and
  - vii) to cope with teasing and being left out;

**4. Responsibilities of the School (Principal and Support Personnel):**

- a) Submit a URIS Application form to URIS (Unified Referral and Intake System.)
- b) Identify a contact person to liaise with the contracted health care professional, if other than him/herself.
- c) Develop and assist with the implementation of procedures for reducing risk in the school.
- d) Ensure that the parents of an anaphylactic child are aware of relevant board and school procedures.
- e) Work as closely as possible with the parents/guardians of the child with known risk of anaphylaxis.
- f) Ensure the parents/guardians have completed all the necessary forms and that they are on file.
- g) Ensure the instructions from the child's physician are on file.
- h) Maintain up-to-date emergency contacts and telephone numbers.
- i) Ensure all staff (and possibly volunteers) have received instruction in the use of the auto-injector.
- j) Ensure staff, including substitute teachers and bus drivers, are informed of the presence of a child with known risk of anaphylaxis, and that appropriate support/response is available should an emergency occur.
- k) Inform parents/guardians that a child with a life-threatening allergy is in direct contact with their child, and ask for their support and co-operation (with parent approval).



- l) Arrange an annual in-service through the RHA URIS Nurse to train staff and monitor personnel involved with the child with life-threatening allergies.
- m) Ensure a Standard Health Care Plan, which includes an Emergency Response Plan, is completed and reviewed annually for each child with a life-threatening allergy.
- n) If not developmentally appropriate for the child to carry an auto-injector, ensure that it is carried by an adult responsible for administering the medication.
- o) Ensure safe procedures are developed for field trips and extra-curricular activities.

**5. Responsibilities of the Classroom Teacher:**

- a) Discuss anaphylaxis with the class in age appropriate terms
- b) In the case of food related anaphylaxis, inform students of the danger of sharing lunches or snacks
- c) Choose allergen-free foods for classroom events
- d) Encourage all children to wash hands before and after eating
- e) Facilitate communication with other parents
- f) Follow the school plan for reducing risk in classroom and common areas
- g) Leave information and a photo of the anaphylactic child in an organized, prominent place and accessible format for substitute teachers
- h) Ensure auto-injectors are taken on field trips

**6. Responsibilities of Bus Drivers:**

- a) Attend in-service sessions provided by the school division to receive training in the use of an auto-injector (epi-pen)
- b) Be aware of emergency response procedures
- c) Carry a copy of the emergency alert form on the school bus in a safe place
- d) Ensure than an auto-injector is available and accessible when the student is on the bus



## AP 2-333 – ADMINISTRATION OF MEDICATION

### PRESCRIBED MEDICINE

Western School Division acknowledges that some students may require prescribed medication during the school day in order to manage certain physical or medical conditions. The Division also realizes that the administration of medication by the parent or legal guardian of the child is not always possible during the school day.

In such circumstances, the Division will attend to the administration of prescribed medication provided that the parent or legal guardian of the student comply with the procedures as identified in below.

### NON-PRESCRIPTION MEDICINE

Families may request that non-prescription medication be administered to their child. This must be done in accordance with the procedural guidelines established for prescribed medication below.

### ADMINISTRATION OF PRESCRIBED MEDICINE

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School Division staff shall not provide or administer to a student any medicine, prescribed or over-the-counter, without the prior written authorization of the parent or guardian.

Whenever possible, parents or legal guardians should make arrangements with their physician to have medication (prescribed and over the counter) administered outside of school hours.

#### A. School Personnel Administration of Prescribed Medicine

##### Procedural Guidelines

##### Responsibilities of Parent/Legal Guardian

- Parents/guardians shall provide a completed Authorization to Administer Prescribed Medication form (AP 2-334) to the school.
- Parents/guardians shall deliver the child's medication to the school or have it delivered by the pharmacy in the original pharmacy container and in the proper dosage. The provision of an extra pharmacy label to the school is recommended.
- If pills are to be taken in a dosage that is less than one pill, they are to be cut to the appropriate size before coming to school.
- Liquid medication is to be accompanied by a measuring device which will provide the exact dosage.
- Due to the fact any reaction to a new medication usually occurs the first time it is taken, the first dosage of new medication will not be administered at the school.
- Parents/guardians shall notify the school in writing if medication is no longer required.
- Parents/guardians shall complete a new Authorization to Administer Prescribed Medication form (AP 2-334) annually (this does not apply to adrenaline auto-injectors or bronchodilators).
- Parents/guardians shall complete a new Authorization to Administer Prescribed Medication form (AP 2-334) annually or whenever the physician changes the prescription.



- It is highly recommended that oral medications are provided to the school in blister packs.
- Parents/guardians are responsible to keep prescriptions up to date.

#### Responsibility of Schools

- The school shall ensure Parents/guardians receive a copy of this procedure and the accompanying forms.
- The school shall ensure the appropriate parent/guardian authorization forms are on file.
- Medications shall be administered by the Principal or his/her delegate.
- The medication shall be kept in a locked or limited access storage place within the school.
- The school shall check that the medication carries the official pharmacy label stating the child's name, physician's name, name of the drug, dosage to be administered, and the time of day it is to be given.
- An Administration of Prescribed Medication Record shall be kept for any student to whom medication is being administered at the school. The following information shall be recorded each time the medication is administered:
  - Date and time of administration
  - Identity of person administering medication
  - Relevant comments or observations
- Ensure that all staff designated to administer medication are trained, with a review occurring on a yearly basis, and knowledgeable about this and any related procedures.
- Each staff responsible for medication administration shall:
  - Wash their hands
  - Prepare supplies
  - Insure they have:
    - a) The right medication
    - b) The right student
    - c) The right dose
    - d) The right time
    - e) The right methodIn each and every administration.
- Medication that is discontinued or has expired shall be returned to the parent/guardian.

#### **B. Administration of Urgently Required Medications**

Medications that may be required urgently shall not be stored in a locked location and shall be carried at all times on the person of the student requiring the medication or the adult responsible for administering the medication.

#### **Procedural Guidelines**

##### Responsibilities of Parent/Legal Guardian



- Parent/guardian shall provide a completed Authorization to Administer Prescribed Medication form (AP 2-334) to the school.
- Parent/guardian shall supply an adrenaline auto-injector, bronchodilator or other urgently required medication to the school office.
- Parent/guardians shall ensure that their child is trained in the use of the adrenaline auto-injector, bronchodilator or other urgently required medication.
- Parents/guardians are responsible to keep prescriptions up to date.

#### Responsibility of Schools

- An Individual Health Care Plan, including an Emergency Response component, must be completed for each student with a bronchodilator, adrenaline auto-injector, or other urgently required medication if the situation is considered to be life threatening.
- When an adrenaline auto-injector is used, an ambulance is to be called immediately and the student transported to hospital.
- Schools shall notify parents if a medication has expired and needs to be replaced.
- Principals shall ensure that group training provided by a health care professional occurs annually with school personnel.

### **C. Self-Administration of Prescribed Medication**

#### **Procedural Guidelines**

In situations where the student:

- Has a chronic medical condition which requires medication on a regular basis or for emergency situations; and
- Is able to safely, competently, and consistently manage his/her own medication administration.
  1. The parent/guardian will notify the school of the student's medical condition and will complete the Authorization to Self-Administer Prescribed Medication form (AP 2-336) and submit it to the principal of the school.
  2. Medication for the student must be brought to school in a container that clearly indicates the name of the student and the medication.
  3. Only the required daily dosage should be brought to school.
  4. Parents/guardians will be required to bring and store controlled substances and narcotic medications (e.g. Ritalin, Codeine, etc.) in the office.

**Adopted: October 2017**

**Revised: October 2019**





**PARENT/GUARDIAN AUTHORIZATION**

**I have read the Western School Division Administration of Medication Procedure (AP 2-333) and I understand that:**

- (a) Failure to comply with the procedures outlined in this policy will result in the refusal by divisional staff to administer medication or for the student to remain at home for the duration of the medication period.
- (b) The parent must deliver the child’s medication to the school or have it delivered by the pharmacy in the original pharmacy container, and in the proper dosage.
- (c) If pills are to be taken in a dosage of less than one pill, they are to be cut to the appropriate size before coming to school.
- (d) Liquid medication is to be accompanied by a measuring device which will provide the exact dosage.
- (e) Due to the fact any reaction to a new medication usually occurs the first time it is taken, the first dosage of new medication will not be administered at the school (with the exception of adrenaline auto-injectors).
- (f) It is the responsibility of the parent/guardian to notify the school in writing (AP 2-334) of any changes in dosage or time of administration of medication.
- (g) Adrenaline auto-injectors and bronchodilators shall be carried at all times on the person of the student or the adult responsible for administering the medication.
- (h) Parents are responsible for ensuring that their child is trained in the use of the adrenaline auto-injectors or bronchodilators.
- (i) Parents/guardians are responsible to keep prescriptions up to date.

I hereby authorize the administration of (name of medication) _____ as prescribed by Dr. _____	
_____ Signature of Parent/Guardian	_____ Date

This authorization automatically terminates on June 30<sup>th</sup> of the current year or upon change in medication (with exception of urgently required medications such as adrenaline auto-injectors or bronchodilators).

**Adopted:** February, 2004

**Revised:** October, 2017; September 2019







## AP 2-336 – AUTHORIZATION TO SELF-ADMINISTER PRESCRIBED MEDICATION

Date: \_\_\_\_\_

### PERSONAL INFORMATION

Student Name \_\_\_\_\_ Birth date \_\_\_\_/\_\_\_\_/\_\_\_\_  
y m d

Student Manitoba Health Number # \_\_\_\_\_ Personal # \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Home Phone # \_\_\_\_\_ Work Phone # \_\_\_\_\_ Cellular Phone # \_\_\_\_\_

Emergency Contact \_\_\_\_\_ Emergency Contact # \_\_\_\_\_

### MEDICATION INFORMATION

Name and dosage of medication \_\_\_\_\_  
(as indicated on the pharmacy or manufacturer's label)

### PARENT/GUARDIAN AUTHORIZATION

**I have read the Western School Division Administration of Medication Procedure (AP 2-333) and I understand that:**

- (a) Medication for the student must be brought to school in a container that clearly indicates the name of the student as well as the name of the medication.
- (b) Parents will be required to bring and store controlled substance and narcotic medications (i.e. Ritalin, Codeine, etc.) in the office.
- (c) Only the required daily dosage should be brought to school.

I hereby certify that \_\_\_\_\_ is able to safely, competently and consistently  
(name of student)

manage his/her own medication and authorize the self-administration of \_\_\_\_\_.  
(name of medication)

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

This authorization automatically terminates on June 30<sup>th</sup> of the current year or upon change in medication (with exception of urgently required medications such as adrenaline auto-injectors or bronchodilators).

Adopted: February, 2004

Revised: October 2017



## AP 2-400 – STUDENT CONDUCT

Every school shall develop a code of conduct consistent with the Western School Division mission statement and statement of educational beliefs.

**Adopted:** August 2015



## AP 2-401 –NO SMOKING PROCEDURE

### INTRODUCTION

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Smoking, the use of other tobacco products, and the display of tobacco and tobacco paraphernalia, is forbidden for students, employees, visitors and users of school buildings and property.

### ENFORCEMENT

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A. Students found in violation of this policy shall be reported to the Principal of their school who shall enforce the following penalties:

1. the first offense, the student shall be issued a warning and referred to the school counselor. Parents will be contacted by the school principal or designate.
2. the second offense, the student shall be suspended for one school day and required to meet with his/her parents and the school principal prior to readmission to the school.
3. third offense, the student shall be suspended for three to five school days and required to meet with his/her parents, the school principal prior to readmission to the school.
4. fourth offense, expulsion of the student will be recommended to the school Board.

B. Employees found in violation of this policy shall face the following penalties:

1. first offense, a written reprimand will be received by the employee and a copy placed in his/her personnel file.
2. second offense, a written reprimand will be received by the employee and be placed in his/her personnel file, the employee will be suspended for one day without pay, and the employee shall appear before his/her supervisor.
3. third offense, the employee will be suspended without pay for three to five days and shall be notified in writing and at a hearing before the Superintendent of Schools, that a further offense will result in a recommendation to the Board of Trustees that his/her employment be terminated for insubordination.

C. User Groups

Groups using the buildings and grounds of Western School Division who disregard this procedure will receive a letter reminding them of the procedure and indicating their expulsion should a second violation occur. A second report of a group disregarding the procedure shall result in that group losing its privileges of use for the remainder of the school year.

Adopted: March, 2005



## AP 2-410 – STUDENT GOVERNMENT

The activities of each student council shall be under the direction and supervision of staff advisors.

Revised: April 22, 2002



## AP 2-411 – STUDENT EVENTS

The Principal is responsible for all student events which are sponsored by the school.

Student events must be authorized by the school Principal who ensures the event is properly supervised and adheres to divisional policy.

**Adopted:** August 2015



## AP 2-412 – STUDENT FUNDRAISING ACTIVITIES

The Principal is responsible for all student fundraising activities under the auspices of the school.

Adopted: August 2015



## AP 2-501 – PUBLIC SOLICITATIONS IN THE SCHOOLS

### BACKGROUND

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### PROCEDURES

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Any public solicitations in or on school premises by the public should be allowed only at the discretion of the Principal, in accordance with divisional policy, procedures and beliefs.



## AP 2-502 – ADVERTISING IN THE SCHOOLS

### BACKGROUND

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### PROCEDURES

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Any advertising carried out in the schools must have the authorization of the Principal, and be in accordance with divisional policy, procedure and beliefs. Any advertising which is not authorized shall be removed by the Principal or designate.

Adopted: August 2015





## AP 2-503 – VISITORS TO THE SCHOOLS

### BACKGROUND

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### PROCEDURES

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All visitors to the school must report directly to the school's main office. The Principal or designate will give visitors access to other areas of the school, or to staff members as the Principal or designate deems appropriate.

The Public Schools Act (PSA 231) prohibits and provides penalties for any willful disturbance or interruption of a school activity.

Reference:

Public Schools Act, Section 231

**Adopted:** August 2015



## AP 2-600 – PARENT ADVISORY COUNCILS

### BACKGROUND

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The Division encourages Parent Advisory Councils to participate as active partners in education with the Division.

### PROCEDURES

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1. Each Parent Advisory Council will be duly formed and constituted in a manner consistent with the Education Administration Act.
2. The Parent Advisory Council provides parents and the school community with a means to consult and provide advice to the Principal on matters pertaining to the school and its operations, subject to the provisions of the Public Schools Act.
3. The Parent Advisory Council may carry out other school related functions as identified by the Principal or the Board periodically, if agreed to by the Parent Advisory Council.
4. The Division encourages the Parent Advisory Council to build a supportive school community and to advocate on behalf of the school and school system ensuring “Success for all Students.”
5. School personnel concerns shall not be discussed at Parent Advisory Council meetings.
6. Each Parent Advisory Council should establish its own Constitution.
7. Parent Advisory Councils shall forward a copy of the minutes of their meetings on an ongoing basis, rather than the end of the year, to the Central Office. The minutes must be retained by the Parent Advisory Council for at least seven (7) years.
8. Resolution of Conflict:
  - 8.1. When it becomes apparent that an irreconcilable and counterproductive difference exists within the Parent Advisory Council, it is the responsibility of the school Principal and/or Parent Advisory Council to bring this to the attention of the Superintendent.
  - 8.2. The Superintendent or designate shall work with the Parent Advisory Council in attempting to resolve the difference.
  - 8.3. If the Superintendent or designate is unable to resolve the issue, the Superintendent shall inform the Board.
  - 8.4. If the Board is unable to reach agreement with the Parent Advisory Council, the Board may request the Minister to dissolve the school council pursuant to Section 13, Regulation 54/96 of the Education Administration Act.
9. Appeal of Policies and Administrative Procedures:

If a Parent Advisory Council finds itself in disagreement with Board policy or administrative procedures, the school council may write a letter to the Superintendent outlining the concerns with a copy being sent to the Principal.

Reference:

Manitoba Regulation 54/96, The Education Administration Act

**Adopted:** August 2009



## AP 2-601 – SUGGESTED CODE OF ETHICS FOR PARENT ADVISORY COUNCIL

### BACKGROUND

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The Division encourages Parent Advisory Councils to participate as active partners in education with the Division.

### PROCEDURES

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- A member shall be guided by the mission statement of his or her school district.
- A member shall endeavor to be familiar with school policies and operating practices and act in accordance with them.
- A member shall practice the highest standards of honesty, accuracy, integrity and truth.
- A member shall recognize and respect the personal integrity of each member of the school community.
- A member shall encourage a positive atmosphere where individual contributions are encouraged and valued.
- A member shall apply democratic principles.
- A member shall consider the best interests of all students.
- A member shall respect the confidential nature of some school business and respect limitations this may place on the operation of the school council.
- A member shall not disclose confidential information.
- A member shall limit discussions at school council meetings to matters of concern to the school community as a whole.
- A member shall use the appropriate communication channels when questions or concerns arise.
- A member shall promote high standards of ethical practice within the school community.
- A member shall accept accountability for decisions.
- A member shall declare any conflict of interest.
- A member shall accept no payment for school council activities.



## AP 2-700 – SCHOOL VOLUNTEERS

### BACKGROUND

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The Division acknowledges that school volunteers, through their donation of time and talent, provide a valuable contribution to the successful operation of a school. These individuals offer important opportunities for the enrichment of the school experiences of both students and staff as well as a sense of personal fulfillment as a result of their involvement in the life of the school. The Division will strive to promote an environment within schools which welcomes volunteers, provides them with meaningful work and which shows appreciation for their efforts.

Notwithstanding the foregoing, the Principal, in his or her sole discretion, may choose not to make use of any person as a volunteer, or remove any volunteer from the school if the Principal considers it advisable.

### PROCEDURES

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1. The school shall ensure that:
  - 1.1. An atmosphere exists which is conducive to the involvement of volunteers;
  - 1.2. Adequate resources and support are allocated for the operation of a school volunteer program; and
  - 1.3. Active support is shown by staff and students toward the work of volunteers.
  - 1.4. Only responsible adults are assigned as volunteer coaches and supervisors for extracurricular activities and student coaches are used only in situations where there is responsible adult supervision, because they may have a direct 'duty of care' over students on their teams.
2. The Principal or designate will ensure:
  - 2.1. Volunteers possess personal qualities and skills appropriate to working within a school setting;
  - 2.2. An ongoing matching function occurs between expressed school needs and the demonstrated interests and talents of volunteers.
  - 2.3. Volunteers are involved in ways which allow them to feel a sense of purpose and accomplishment;
  - 2.4. Volunteers receive an orientation to the school, to the chosen or assigned work station and/or work activity, and to relevant division and school policies; and
  - 2.5. Volunteers receive supervisory direction in their work and feedback concerning work performed and recognition for service provided.
  - 2.6. Risk management procedures are implemented, appropriate to the levels of unsupervised time the volunteer interacts with students, to ensure student safety.
3. Staff members will:
  - 3.1. Identify and communicate needs which could be met through assistance offered by a volunteer.
  - 3.2. Provide orientation, training and ongoing supervision to the volunteer who will assist the staff member; and
  - 3.3. Demonstrate appreciation for and provide feedback concerning the work undertaken by the volunteer.



4. School volunteers:

- 4.1. Must abide by applicable division/school policies, procedures and rules;
- 4.2. Must hold in confidence all matters connected with and information gained from volunteer activity at a school;
- 4.3. Must accept and respect the exercise of professional judgment, supervision and decision making by staff members and school administrators; and
- 4.4. Will be required to provide documentation which meets the expectations of AP 2-701, prior to participating in any school events as a volunteer. All coaches and other volunteers who have a 'duty of care' regarding students will be required to complete appropriate documentation as well.

Reference:

The Public Schools Act, Section 91(2)  
Manitoba Regulation 23/00  
Topic V2, School Administration Handbook

**Adopted: August 2009**



## **AP 2-701 – VOLUNTEER CRIMINAL RECORD CHECKS AND CHILD ABUSE REGISTRY**

The procedures identified in the administrative procedure for Employee Criminal Record Check and Child Abuse Registry, also apply to volunteers working under limited supervision with students.

Volunteers are required to sign a completed declaration each year.



## AP 2-702 – VOLUNTEER OFFENCE DECLARATION

I, hereby declare that:



I have no convictions for offences under the *Criminal Code of Canada* up to and including the date of this declaration for which a pardon has not been issued or granted under the *Criminal Records Act (Canada)*.



I have the following convictions for offences under the *Criminal Code of Canada* for which a pardon has not been issued or granted under the *Criminal Records Act (Canada)*.

OFFENCE \_\_\_\_\_

DATE \_\_\_\_\_

OFFENCE \_\_\_\_\_

DATE \_\_\_\_\_

DATED at \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_.

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
School

Personal information on this form is collected under the authority of the *Public Schools Act* and will be used for administrative purposes and will be retained only for the current school year. Questions about this collection of personal information should be directed to the Freedom of Information Coordinator, Western School Division, Unit 4 – 75 Thornhill Street, Morden, Manitoba R6M 1P2, Phone (204) 822-4448, or FAX (204) 822-4262.

Revised: August, 2011



## AP 2-703 – VOLUNTEER CRIMINAL AND CHILD ABUSE CHARGES

Volunteers being investigated or charged with a criminal offense must report this to their supervising Principal in writing within ten (10) working days of becoming aware of the investigation or charge. The Principal reports the details to the Superintendent.

In the event that the criminal or child abuse charges indicate that the individual may pose a threat to the safety of children and adults, the Division reserves the right to terminate the association with the individual.





## AP 2-800 – USE OF TRAINED SERVICE ANIMALS

### 1. Background

The Western School Division Board of Trustees supports and recognizes that, in certain cases, appropriate educational programming may include the services of a trained service animal.

A service animal is defined in The Human Rights Code to be “an animal that has been trained to provide assistance to a person with a disability that relates to that person’s disability.” (*The Human Rights Code – Manitoba 9(2)(l)*) i

The assistance performed by a service animal must be directly related to the person’s physical or mental disability. For example, a service animal may do any of the following:

- guiding a person who is blind
- alerting a person who is Deaf or hard of hearing
- pulling a wheelchair
- alerting or protecting an individual who is having a seizure
- reminding an individual with a mental illness to take their prescribed medication

The handler is the individual who is trained to manage the service animal’s performance of support services. It is the expectation that the student, for whom a service animal is providing services in the school, will be the handler. It is recognized that there may be times when it is necessary for school staff to support the student in handling their service animal.

There are guidelines that apply to a service animal’s access, handling, and interaction.

### 2. Procedural Guidelines

Decisions regarding the use of trained service animals in the school environment are made on a case-by-case basis. All circumstances of a particular request, including the individual needs of the person being assisted by the animal and the needs of other students and staff, will be considered. Where necessary in the decision-making process, the rights and needs of one person may have to be balanced against the rights and needs of another.

Entry of trained service animals is decided after extensive consultation and in accordance with the procedures listed below. The request will be reviewed by the Principal with the Student Services Administrator and the Superintendent.

These guidelines provide direction to school administrators regarding parent/guardian requests for the integration of trained service animals into the schools.

### 3. Roles and Responsibilities of the Parents/Guardians

- 3.1. Make a formal request to the school principal using the [Request for a Trained Service Animal in School](#) form (AP 2-802) outlining the needs of their child and the benefits of using a trained service animal as part of their child’s programming. The request should clearly indicate that the animal has been trained to provide assistance for a disability-related need.
- 3.2. Provide a letter from a regulated health professional or care provider recommending the use of a trained service animal to support needs associated with a recognized, diagnosed disability.



- 3.3. Annually provide the school with proof of up-to-date vaccinations, a municipal Service Animal license and confirmation that the trained service animal is in good health.
- 3.4. Assume financial responsibility relating to the use and care of the trained service animal. This may include the provision of a trained animal handler to help with initial implementation or any re-training sessions that may be required for school division staff and students.

#### **4. Roles and Responsibilities of the Principal**

- 4.1. Consult with the Student Services Administrator and/or the Superintendent.
- 4.2. Ensure proper documentation has been completed and is in place prior to developing an implementation plan for integration of a trained service animal into the school.
- 4.3. Review AP 2-801 Information for Parents/Guardians Requesting a Trained Service Animal in School with parents/guardians.
- 4.4. Schedule a meeting with parents/guardians, classroom teacher(s), resource teacher, a representative from the training facility (if applicable), Student Services Administrator, and support staff members who work with the student to review the Individual Education Plan (IEP) and to include the function of the service animal in the goals of the IEP.
- 4.5. Ensure that the students, school staff, the school community and the Student Services Administrator are informed of the anticipated integration of a trained service animal into the school.
  - i. A letter is to be sent home for all students and provided to all staff to inform them of the anticipated introduction of a trained service animal into the school. (see page 4 for a sample letter)
  - ii. A letter is to be sent home to the students in any of the classes where the trained service animal will be present in case of student allergies or extreme phobias. (see page 5 for a sample letter)
  - iii. A letter is to be sent to parents/guardians of all children who travel on the same bus (if applicable). (see page 5 for a sample letter)
- 4.6. Facilitate communication with the Transportation Supervisor (if applicable) regarding transportation. A personalized transportation plan should be developed.
- 4.7. Ensure signage is placed on the doors of the school alerting visitors to the service animal's presence.
- 4.8. Review the school Emergency Response Plan and notify the local fire department of the existence of a trained service animal.
- 4.9. Arrange for training of staff by the service animal training facility (if applicable). Arrange for demonstrations from the animal service trainer and/or parents on the rules of conduct around service animals.
- 4.10. Complete the *Management Plan for the Care of a Trained Service Animal* form (AP 2-803) together with parents/guardians.
- 4.11. Monitor the support provided by the service animal regularly and review on an annual basis.

#### **5. Roles and Responsibilities of the Transportation Supervisor**

- 5.1. Inform the driver of the presence of a trained service animal on the bus and ensure that appropriate training will be provided.



- 5.2. Develop a protocol for handling the trained service animal on the bus in conjunction with the Student Services Administrator (this may also include the trainer, handler, and/or parents) that will include:
  - i. Location of animal during transport (should not be blocking aisles)
  - ii. Plan to train other students who will ride the bus with the trained service animal to ensure the understanding of the function of a trained service animal and the procedures for handling the trained service animal on the bus
  - iii. A bus evacuation plan for the trained service animal
- 5.3. Ensure that there is sufficient documentation and procedural instruction available on the bus for spare bus drivers.

## 6. Exclusions

Where the use of a trained service animal in a school has been approved, the animal may be excluded from access to the premises only where:

- . exclusion is required by a statute.
- . The trained service animal is of a breed that is prohibited by law or municipal bylaw e.g., Pit Bull Terriers, Staffordshire Bull Terriers.
- . there is a risk to the health and safety of another person as a result of the presence of the trained service animal. Consideration should be given to options available prior to exclusion of the animal. An example would be a situation where an individual has a severe allergy to the trained service animal. The situation should be fully analyzed and all measures to eliminate the risk should be considered, e.g. creating distance between the individuals concerned, making reasonable alterations to schedules, etc.; or
- . there has been a material change in the circumstances that led to the original approval of the use of the trained service animal in school.
- . References used to develop these guidelines include:
  - . *Canadian Charter of Rights and Freedoms (1982) 15(1)*
  - . *The Public Schools Act 41(1), 41(1.1)*
  - . *Appropriate Educational Programming (MR 155/2005) 2(2), 3, 5(1), 5(2), 7(2)*
  - . *The Human Rights Code (Manitoba) 9(2)*
  - . *The Service Animals Protection Act (Manitoba) 1(a)*

Reviewed      December, 2024



## SAMPLE LETTER TO SCHOOL COMMUNITY

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Insert School Letterhead

Date:

Dear Parents/Guardians:

This letter is to inform you that there will be a trained service animal in our school helping one of our students. The trained service animal will be in our school effective (insert date).

Service animals are trained and able to assist with many of the routine activities which pose challenges for some students. The student's right to have a service animal is protected under The Human Rights Code of Manitoba.

There will be an upcoming information session for parents/guardians at the school on (insert date) to assist with your understanding of how the trained service animal will be integrated into the school. As well, a school-wide assembly will be held for all students to help them identify with the trained service animal and how it will fit into the daily routines of all students. They will be instructed as to the proper procedure regarding the animal and that the animal is a "working" service animal and not a pet while at school.

We anticipate the trained service animal being of benefit to the student's learning and we look forward to this new addition to our school and school community.

Thank you for your understanding and support. Should you have any questions or concerns, please contact me at (insert school phone number).

Sincerely,

Principal



## SAMPLE LETTER TO FAMILIES WITH CHILDREN IN THE CLASSROOM (AND ON THE SCHOOL BUS)

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Insert School Letterhead

Date:

Dear Parents/Guardians:

This letter is to inform you that there will be a trained service animal in our school helping one of our students. The trained service animal will be in your child's classroom effective (insert date).

Service animals are trained and able to assist with many of the routine activities which pose challenges for some students. The student's right to have a service animal is protected under The Human Rights Code of Manitoba.

An upcoming information session for parents/guardians on (insert date) will offer more information on how the animal will be integrated into the school setting.

Students will participate in a school-wide assembly on (insert date) to assist with the integration of the trained service animal and how the animal will fit into the daily routines of all students.

The students in the classroom (and on the school bus) will also receive more direct instruction and training as to the proper procedure and conduct when around the trained service animal. They will be informed that the trained service animal is a working animal and not a pet while at school.

We anticipate the trained service animal being of benefit to the student's learning and we look forward to this new addition to our school and school community.

Thank you for your understanding and support. Should you have any questions or concerns, please contact me at (insert school phone number).

Sincerely,

Principal



## AP 2-801 – INFORMATION FOR PARENTS REQUESTING A TRAINED SERVICE ANIMAL IN THE SCHOOL

1. The success of the entry of a trained service animal into a school setting depends on clear communication, a well-informed school community and careful planning. The information you provide will assist the Principal to make the best possible decisions for your child and other students as well as for the staff, volunteers and visitors in the school.
2. The use of a trained service animal is considered to be an accommodation to help your child learn and to develop the necessary skills to achieve success. The Principal will invite you, the classroom teacher(s), the resource teacher, a representative from the training facility (if applicable), and the Student Services Administrator to a meeting to review the Individual Education Plan (IEP) and to include the function of the service animal in the goals of the IEP. If your child does not have an IEP one will be developed in consultation with you.
3. The information you provide will help the Principal to consider your request. The Principal will investigate as to whether any student or member of staff has severe medical or psychological reactions to animals that may prevent or restrict the involvement of the trained service animal at the school.
4. The well-being of the service animal is also very important. Its care, handling and training needs will be addressed and your input is valuable. The Principal needs to know what other resources are available to facilitate school entry and the implementation of a plan. Strategies for becoming familiar with the building and school grounds, introduction to assemblies/concerts, recess, and informing the staff about interacting with the trained service animal will need to be included in the planning to be as consistent and fair to the trained service animal as possible.
5. It is imperative that the trained service animal be ready for school. If the trained service animal exhibits any behaviours (i.e. growling, scratching, nipping, biting, etc.) or health issues (i.e. vomiting, diarrhea, open wounds, fleas, ticks, etc.) at school it will be removed until the plan is re-evaluated to ensure the safety of staff, students and visitors.
6. An information session may be held for interested school community parents. Important information shared in this way facilitates understanding and acceptance of new practices at the school. You will be invited to participate in any information sessions.
7. Parents' responsibilities include but are not limited to:
  - Provide the Principal with all required documentation, reports, certificates and arrangement for staff training,
  - Transport or walk the trained service animal to and from school if needed or request school bus transportation if your child is eligible,
  - Assume financial responsibility for the service animal's training, veterinary care, municipal license and other related costs,
  - Participate in a school meeting to inform the Principal of all relevant information that may affect your child, other students, staff, and/or visitors to the school,
  - Assist the Principal to communicate relevant information to the school community,
  - Work co-operatively with the school staff to make this accommodation a success,



- . Provide the required food, equipment and trained service animal care items,
  - . Inform the Principal of the trained service animal’s food, water and “bio-breaks” needs,
  - . Advise the Principal on the removal and disposal of animal waste in a safe and environmentally friendly manner.
8. Once the necessary information has been discussed, the Principal will consult with the Student Services Administrator and the Superintendent prior to entry of the trained service animal into the school.
9. If the request is approved, a series of steps must take place to ensure a smooth transition for the entry of the trained service animal in a timely manner.
10. The right of entry of the trained service animal will be monitored regularly and reviewed on an annual basis.
11. Where the use of a trained service animal in a school has been approved, the animal may be excluded from access to the premises only where:
- . exclusion is required by a statute;
  - . the trained service animal is of a breed that is prohibited by law or municipal bylaw e.g., Pit Bull Terriers, Staffordshire Bull Terriers;
  - . there is a risk to the health and safety of another person as a result of the presence of the trained service animal. Consideration should be given to options available prior to exclusion of the animal. An example would be a situation where an individual has a severe allergy to the trained service animal. The situation should be fully analyzed and all measures to eliminate the risk should be considered, e.g. creating distance between the individuals concerned, making reasonable alterations to schedules, etc.;  
or
  - . there has been a material change in the circumstances that led to the original approval of the use of the animal in school.

**Reviewed            December, 2024**



## AP 2-802 – REQUEST FOR A TRAINED SERVICE ANIMAL IN THE SCHOOL

*This information is being collected pursuant to the provisions of the Freedom of Information and Protection of Privacy Act and the Personal Health Information Act. Questions about this collection should be directed to the Student Service Administrator of Western School Division.*

- Reason(s) for the request – identify the need for the trained service animal as it relates to the employee or student’s disability and describe the manner in which the service animal has been trained to meet the individual’s particular need(s). If more space is needed, please add additional pages.

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- Name and type of animal: \_\_\_\_\_

- I/We understand that it is our responsibility to:

- Provide the Principal with all required documentation, reports, and certificates;
- Transport or walk the trained service animal to and from school or request school bus transportation (if eligible);
- Assume financial responsibility for the service animal’s training, veterinary care, municipal license and other related costs;
- Participate in a school meeting to inform the Principal of all relevant information that may affect my/our child, other students, staff, and/or visitors to the school;
- Assist the Principal to communicate relevant information to the school community;
- Work co-operatively with the school staff to make this accommodation a success; and
- Provide the required food, equipment and trained service animal care items.

- I/We understand that if the trained service animal exhibits any behaviours (i.e. growling, scratching, nipping, biting, etc.) or health issues (vomiting, diarrhea, open wounds, fleas, tics, etc.) at school it will be removed until the plan is re-evaluated to ensure the safety of staff, students and visitors.

- Student Information:

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Phone Numbers: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

- If approved, I/we give permission for relevant information to be shared with the school community and agree to the delivery of letters to the community.





7. I/We understand that the Principal shall preserve the confidentiality of all information received from me/us, and shall not use or disclose the information except as provided for in The Public Schools Act, The Freedom of Information and Protection of Privacy Act or the Personal Health Information Act or as otherwise required by law. I/we consent to the use and disclosure of the information by the Principal to such other school division personnel as may be required for the performance of their duties.
8. I/We acknowledge having received and read a copy of **AP 2-801 - Information for Parents/Guardians Requesting a Trained Service Animal in the School.**

**Attachments:**

- Letter from regulated health professional or care provider
- Written confirmation that the animal has been trained to provide assistance to someone with a disability
- Animal license
- Vaccination documents
- Confirmation of good health

Signature of Parents/Guardians: \_\_\_\_\_ Date: \_\_\_\_\_

**For Office Use Only:**

Request for Trained Service Animal: Approved \_\_\_\_\_ Denied \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student Services Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

**Reviewed      December, 2024**



## AP 2-803 – MANAGEMENT PLAN FOR THE CARE OF THE TRAINED SERVICE ANIMAL

*This information is being collected pursuant to the provisions of the Freedom of Information and Protection of Privacy Act and the Personal Health Information Act. Questions about this collection should be directed to the Student Service Administrator of Western School Division.*

### HANDLER

The handler is the individual who is trained to manage the trained service animal’s performance of support services. It is the expectation that the student, for whom a trained service animal is providing services in the school, will be the handler. It is recognized that there may be times when it is necessary for school staff to support the student in handling their trained service animal.

The handler is required to support the provision of food, water and “bio-breaks” to the trained service animal as needed. This includes supervision of the animal during rest periods (if needed), and immediate removal and disposal of animal waste in a safe and environmentally friendly manner.

1. Water needs: (e.g. provision of water bowl, procedures for use, cleaning etc.)

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2. Bladder/bowel needs of trained service animal (e.g. – frequency, designated location, disposal etc.)

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3. Other considerations:

- 3.1. Rest periods away from "work" (if needed)

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- 3.2. Special considerations due to weather (if needed)

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- 3.3. Other

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4. Formal documentation has been provided that the service animal:  
 is trained, , to provide assistance to a student with a disability  
 has annual vaccines,  
 has municipal license,  
 is in good health to attend school.

This information must be updated on a yearly basis.

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Reviewed      December, 2024**



## AP 3-000 – EDUCATIONAL PROGRAMS AND MATERIALS



## AP 3-100 – ORGANIZATION FOR INSTRUCTION

### BACKGROUND

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The Principal is held accountable for the organization of the plan for instruction at his/her school.

### PROCEDURES

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The Principal, in consultation with staff, shall develop a school plan which shall clearly outline the:

- . Organization of classes;
- . Organization of teacher assignments;
- . Course offerings of the school; and
- . The extra and co-curricular activities.

The Division recognizes that the function of assigning students to classes shall be the responsibility of the Principal in consultation with all staff members affected at that Division or instructional level. As much as possible, schools should utilize heterogeneous grade level groupings of students.

It is further recognized that there may be a need to group students in different grades or different courses in the same class.

The reconfiguration of a program requires the approval of the division.

Reference:

Regulation 68/97 of the Education Administration Act

**Adopted: August 2011**



## AP 3-101 – CURRICULUM DELIVERY

### BACKGROUND

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The Superintendent is responsible for providing leadership in all matters relating to education in the Division, and for ensuring students in the Division have the opportunity to meet the standards of education set by the Minister.

### PROCEDURES

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1. The schools' first obligation is to provide a solid core program consisting of language arts, mathematics, science, and social studies.
2. The school is responsible for ensuring that students meet or exceed the standards defined by the provincial achievement assessments and graduation requirements.
3. Schools may use any instructional technique acceptable to the community so long as the results are achieved.
4. Alternative schools and home education programs may be the most appropriate methods of delivering curriculum to some of the students in our system.

Adopted: August 2009



## AP 3-102 – LOCALLY DEVELOPED/ACQUIRED AND AUTHORIZED MIDDLE AND HIGH SCHOOL CURRICULA

### BACKGROUND

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The Division supports the local development and authorization of middle and high school complementary courses which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.

### PROCEDURES

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1. Locally developed courses must:
  - 1.1. Not duplicate provincially authorized courses;
  - 1.2. Further develop and cultivate the unique interests and abilities of students;
  - 1.3. Foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community;
  - 1.4. Be endorsed by the School Board;
  - 1.5. Be reviewed by the Office of the Superintendent each school year if they are to be used in high school;  
and
  - 1.6. Comply with the procedures described in Manitoba Education’s document, “**Locally Developed Curricula: SICs and SIPs**” (2003).
2. High School
  - 2.1. All locally developed/acquired and authorized courses and learning resources shall be consistent with “**Locally Developed Curricula: SICs and SIPs**” (2003).
  - 2.2. When submitting a course for review, the description for each high course should include:
    - 2.2.1. the title of the course;
    - 2.2.2. the high school years at which the course is to be offered;
    - 2.2.3. the credit allocations, if appropriate;
    - 2.2.4. implementation date;
    - 2.2.5. the anticipated enrollment;
    - 2.2.6. the special facilities or equipment necessary; and
    - 2.2.7. a plan for course evaluation and monitoring by the school.



2.3. The principal/designate shall monitor and plan extra locally developed/acquired and authorized courses to ensure instruction is consistent with the program's intent.

3. Middle School

3.1. The following applies to locally developed/acquired and authorized middle school complementary courses:

3.1.1. Schools shall keep a written description of each locally developed/acquired and authorized middle school complimentary course on file and accurately submit a list of these courses to the Superintendents' Office.

3.2. The description for each middle school course should include:

3.2.1. the title of the course;

3.2.2. the middle school grades at which the course is to be offered;

3.2.3. implementation date;

3.2.4. the anticipated enrollment;

3.2.5. the special facilities or equipment necessary; and

3.2.6. a plan for course evaluation and monitoring by the school.

Reference:

MECY Policy Document, "Locally Developed Curricula: SICs and SIPs" (2003).

**Adopted:** August 2009



## AP 3-103 – PILOT PROJECTS

### BACKGROUND

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Western School Division recognizes the importance of pilot projects in education where the outcome or experience is expected to have educational value for the pupils of the Division.

New or trial courses sponsored or subsidized by Manitoba Education are considered as pilot projects.

In addition, pilot projects include significant initiatives, at the divisional or school level, which are intended to enhance school effectiveness and student learning. They address a particular aspect of the educational or instructional process, such as:

- a) curriculum implementation;
- b) instruction;
- c) assessment;
- d) classroom management;
- e) school organization; and
- f) collaborative planning.

### PROCEDURES

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All pilot projects must be recommended by the Principal and approved by the Superintendent.

Adopted: August 2015





## AP 3-104 – NEW COURSE IMPLEMENTATION

### BACKGROUND

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New courses shall be implemented only on approval of the Board. New courses from Manitoba Education shall be brought to the attention of the Board by the Superintendent.

### PROCEDURES

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Any new School-Initiated Course (SIC) may be implemented only on approval of the Board. A person wishing to initiate a new course should present a comprehensive outline to the Board along with a list of reference materials used in producing the course as well as a list of materials required for its implementation. An estimate of costs should accompany the proposal. These procedures apply to School Initiated Courses (SIC).

Adopted: August 2015



## AP 3-200 – SPECIAL EDUCATION

### BACKGROUND

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Schools are required to provide special education programs based on Individualized Education Plans (IEPs) designed to meet the educational needs of identified exceptional students.

Educating students with exceptional needs in regular classrooms in neighborhood or local schools shall be the first placement option considered by the Principal, in consultation with students, parents/guardians and school staff.

### PROCEDURES

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1. The Principal shall ensure that the program complies with the procedures specified in the Appropriate Educational Programming Regulation M.R. 155/2005.
2. The administration and operation of programs for students with exceptional needs shall be consistent with the expectations of the division and Manitoba Education.

Reference:

Public Schools Act  
M.R. 155/2005

**Adopted: August 2009**



## AP 3-201 – APPROPRIATE EDUCATIONAL PROGRAMMING

### BACKGROUND

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Western School Division addresses the diversity of its student population through a continuum of instructional supports extending from placement in regular class with no need for adaptations to education provided in highly specialized settings. The principles of placement with peers in the most enabling environment and program appropriateness are considered in making placement decisions.

Western School Division supports Manitoba Education's policy on Appropriate Educational Programming as outlined in the Public Schools

Amendment Act [S.M. 2004, c.9].

### PLACEMENT

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Placement decisions for a student shall be made in consultation with the parents/guardians and the school division team as outlined in Western School Division's *Assessment Guidelines: Principles and Strategies for Fair Student Assessment in support of Effective Learning and Teaching* (May 2005). Division Student Services team members may also be involved.

The education of students with special needs will be provided in the most enabling environment available or possible under the circumstances and within the availability of resources.

### INDIVIDUAL EDUCATION PLANS

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In keeping with the policy of Western School Division regarding student placement, Individual Education Plans are written for students when:

- a) The student has exceptional learning needs requiring student specific outcomes that are additions to, different from, or exceed the curricular outcomes;
- b) The student receives Provincial Special Needs Funding Level II or Level III; and
- c) The student is determined to be eligible for the English as an Additional Language (E) designation, the Modified (M) course designation, or the Individualized Programming (I) designation in Grade 9 - 12.

The need for an IEP is determined through a process of observation and informal and specialized assessment in consultation with parents/guardians and the school and Divisional team.

Behaviour Intervention Plans (BIP) are developed where behaviour is identified as the learning need.

IEPs and/or BIPs are developed, revised, implemented, monitored and evaluated at least annually by a team including parents, students (when appropriate), teachers, and other professionals. Western School Division will obtain parent or guardian signatures on IEPs to indicate involvement in the IEP process. In cases where obtaining parent or guardian signatures has been unsuccessful, reasons for refusal and actions undertaken by the school to resolve concerns will be documented.

Students with IEPs who have a reduction or alteration in the school day must have it documented in the IEP. Students will not be denied educational programming pending the development of an IEP.



## EARLY IDENTIFICATION

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Early identification refers to the process used to identify students with exceptional learning needs as early as possible in their education.

Information required for planning and implementing a student's educational programming upon school entry will be gathered, where appropriate, from:

- a) Transition protocols on *Guidelines for Early Childhood Transitions to School, Education and Child and Family Services Protocol for Children and Youth in care*,
- b) Information from parents, teachers, clinicians, outside agencies, previous schools, pre-school service providers,
- c) Kindergarten Screening.

In the Kindergarten Screening Process, clinicians will identify students requiring a referral for a specialized assessment. Parental consent is not required for the initial screening process.

## ASSESSMENT FOR SPECIALIZED PROGRAMMING

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Teachers are expected to provide instruction based on the curriculum for every student in their classrooms. This must include differentiated instruction and adaptations to assist the students to meet expected learning outcomes.

Teachers play a key role in identifying the need for further assessment. They must identify when a student is having difficulty meeting the expected learning outcomes once adaptations and differentiated instruction have been demonstrated to be insufficient.

The following steps indicate the sequence of intervention and assessment for students struggling to meet expected learning outcomes at grade level:

- a) Differentiated instruction for the class and possible adaptations for the student documented by classroom teacher,
- b) Consultation and collaboration between classroom teachers, parents/guardians, administrators, resource, guidance, and other in-school support,
- c) Further adaptations or in-school assessment,
- d) Possible referral for specialist assessment (speech and language, psychology, physiotherapy). Referrals at this level require written parental consent as well as consent of the Student Services Coordinator,
- e) Decision whether to employ further adaptations or develop an Individual Education Plan with student specific outcomes,
- f) Prepare the student IEP with the assistance of the parents/guardians, students (when appropriate), teachers, and other professionals as directed by the principal,



- g) Involve teachers, along with parents, students (when appropriate), and other professionals in the implementation, monitoring, and evaluation of the IEP. Parents/guardians may bring an advocate to any of the meetings if they so wish.

Teachers are required at regularly scheduled reporting periods to inform parents/guardians of student progress for students working towards expected learning outcomes and specific learning outcomes for students as outlined on an IEP.

Students will not be denied educational programming pending the completion of an assessment.

## PRINCIPAL RESPONSIBILITIES IN APPROPRIATE EDUCATION

The principal is responsible within the framework of Board policies, The Public Schools Act, the Education Administration Act and other relevant legislation, for the organization and supervision of the school, to create optimal learning conditions so that students may find their school to be a safe, attractive, and productive place in which to work, learn and grow.

### **Individual Education Plan/Behaviour Intervention Plan**

Principals will:

1. Designate a case manager and ensure that an IEP is developed with the assistance of parents/guardians, student (when appropriate), teachers, and other professionals for any student who is unable to engage in the regular curriculum or who has student specific learning needs.
2. Be accountable for the delivery and implementation of educational programming and services for students with exceptional learning needs.
3. Ensure that the IEP/BIP
  - a) Is prepared and updated with the assistance of the parents/guardians, student (when appropriate), teachers, and other professionals.
  - b) Takes into account the student's behavioural and health-care needs (if any).
  - c) Is consistent with provincial protocols respecting a student's transition to and from school.
  - d) Is updated annually or sooner if required by a change in the student's behaviour or needs.

### **Assessment**

Principals will:

1. Ensure that a student is assessed as soon as reasonably practicable and referred for a specialized assessment if the in-school team is unable to assess why a student is having difficulty meeting the learning outcomes and is of the opinion that the student cannot meet learning outcomes even with differentiated instruction and adaptations.



2. Ensure that the student’s parent/guardian is informed before the student is referred for a specialized assessment. No interviewing or testing as part of the psychological assessment may occur without the written consent of the parent/guardian.

Adopted: August 2015



## AP 3-202 – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### BACKGROUND

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The Division supports the provision of educational programs for students who have recently arrived in Canada and Manitoba resident students who require special assistance in learning English as a additional language in order to follow classroom instruction in English.

### PROCEDURES

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1. English as an Additional Language (EAL) students are defined as those who have recently arrived in Canada and Manitoba resident students whose proficiency in English is not commensurate with their age and/or abilities, as English is not their first language.
2. Each Principal will code EAL students on the Education Information System for transmitting to MANITOBA EDUCATION.
3. Each school shall develop its own procedure that reflects the divisional procedure document. The school principal will be responsible for establishing and overseeing an Intake Team which could include classroom teacher, EAL teacher, resource teacher, principal, and/or home-school liaison worker. The primary purpose of this Intake team is to gather enough information about the student to determine the appropriate programming.
4. Each school will develop a program plan for EAL students which will:
  - 4.1. Encourage rapid integration of the student(s) into the school and community environment; and
  - 4.2. Give attention to the linguistic, cultural and academic needs of the students.
5. EAL programs may be developed for students who do not speak English when entering Division schools even though they do not qualify under the MANITOBA EDUCATION definition of EAL (for grant purposes).
6. EAL programs will be provided in accordance with the WSD EAL Protocol, MANITOBA EDUCATION's Program of Studies and appropriate EAL curricular documents.

(The [EAL Protocol](#) is available at the schools and division office.)

Reference:

Public Schools Act Regulation 155/205

Adopted: August 2009



## AP 3-203 – BASIC FRENCH, FRENCH LANGUAGE IMMERSION

### BACKGROUND

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The Division encourages opportunities for its students to learn French and other languages through French Immersion Programs, Basic French courses.

Western School Division operates a Kindergarten to Grade 8 French Immersion program located at Maple Leaf School from K to 4 and at École Morden Middle School from Grades 5 to 8. In 1990 the board of trustees approved an immersion program to run to the end of Grade 6. In 1995, it was reviewed, and a decision was made to take it to the end of Grade 8. Currently French Immersion programming for K-4 is offered at Maple Leaf School, 5-8 programming is offered at École Morden Middle School, and 9-12 courses are offered at Morden Collegiate.

### PROCEDURES

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- Early start French is offered to all students from Kindergarten to Grade 3.
- Basic French is offered to all students from Grade 4 to Grade 8.
- Basic French is provided as an option for Grades 9-12.
- French Immersion is provided as an option for all students from Kindergarten to Grade 8.
- French Immersion courses are offered to students in Grades 9-12.

\*Note: No student in Grade K-8 will be excluded from Early Start or Basic French without the approval of the Student Services Administrator

Reference:

Section 79, Public Schools Act  
Section 23, Canadian Charter of Rights and Freedoms

**Adopted:** August 2009





## AP 3-210 – REASONABLE ACCOMMODATION OF RELIGIOUS BELIEFS

### BACKGROUND

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Wherever possible, when a student or family voices an objection to a curriculum based on their religion or creed, there should be a meeting with the parents (or the student if s/he is at least 18 years old) and the teacher and/or administrator to gather more information about the nature of the objection. Very often, small adjustments and modifications can be made to the way the curriculum is delivered so that it respectfully addresses and accommodates the family's concern. In such cases, no exemption is necessary.

Complete exemptions need only be considered when there is no accommodation that is acceptable to the family and they want the student exempted from the curriculum altogether. Where applicable, the family should always be informed of and understand the alternatives to compulsory high school credits.

When a curricular exemption is granted as a religious accommodation, the exemption must be official and proper notification of the exemption must be provided. We suggest that the school forward a letter to the parents confirming that it is going to provide the exemption as per their request, and put a copy of this letter in the document file for that student. Religious reasons would be cited as the purpose for the exemption. This formalizes the process and also allows the child to continue to be exempt in future years at the school or in another school if they were to move. On the report card, an appropriate comment would be provided indicating that the student was exempted from certain course content for religious reasons.

### PROCEDURES

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1. A written request for religious accommodation regarding school curriculum or resources is presented to the teacher/school administrator by the parent/guardian.
2. Teacher and school administration will meet with the parent/guardian to discuss the request and attempt to reach an agreement on the accommodation(s) provided.
  - a. The **Religious Accommodation Forms (AP 3-212 & AP 3-213)** will be completed by the school administrator at this meeting.
    - i. The parent's written request will be stapled to the Religious Accommodation Forms at this time.
3. If an accommodation agreement is reached the **Reasonable Accommodation of Religious Beliefs Checklist (AP 3-211)** will be completed and attached to the front of the documents containing the **Religious Accommodation Forms** and the **parent's written request**. **The completed package will be placed in the students cum file.**
4. If an accommodation agreement is not reached the **Reasonable Accommodation of Religious Beliefs Checklist (AP 3-211)** will be completed and attached to the front of the documents containing the **Religious Accommodation Forms** and the **parent's written request**. **The completed package will be forwarded to the Superintendent.**
  - a. The Superintendent will review the request and consult with internal and external sources and will make a decision to approve, deny, or modify the accommodation.



- i. The parent shall be informed in writing of the decision.
  1. If the request was denied or modified the parent may seek internal redress through the school board, or external redress.
- ii. **The decision and all documentation will be placed in the students cum file.**

Reference:

Responding to Religious Diversity in Manitoba's Schools: A Guide for Educators (Draft 2015)

**Adopted:** September 4, 2018



## AP 3-211 – REASONABLE ACCOMMODATION OF RELIGIOUS BELIEFS - CHECKLIST

Reasonable accommodation is oftentimes simple and affordable. With flexibility and good communication, accommodation solutions are usually possible.

An accommodation is “reasonable” when there is an adequate process of accommodation and the effort and measures taken are sufficient. The process used to accommodate a student, as well as any resulting accommodation, will determine whether reasonable accommodation has been made.

The following checklist is intended to assist administrators in assessing whether a reasonable accommodation has been made.

- The student/parents/guardians were personally consulted and participated in the process of identifying and assessing the accommodation needed (what is the need and how it can best be met).
- The student/parents/guardians provided sufficient proof for the need for accommodation.
- The student/parents/guardians provided actual evidence that lack of accommodation will result in undue hardship.
- The student/parents/guardians provided a reasonable notice of the need for accommodation.
- The student/parents/guardians expressed willingness to accept a reasonable accommodation, even if it is not the one that they most prefer.
- Several approaches to accommodation were explored.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- The above approaches to accommodation were in accordance with the principles of dignity and inclusion and did not have a discriminatory effect.
- The above approaches to accommodation were not implemented due to undue hardship based on:
  - Health and safety concerns
  - Financial costs
  - Impact on other students (exclusion, segregation, discrimination)

**Note:** If the administration determined that the requested accommodation would create undue hardship, the student/parents/guardians would be informed of the reasons for the decision and the objective evidence on which it relied.

Reference:

Responding to Religious Diversity in Manitoba’s Schools: A Guide for Educators (Draft 2015)

Adopted: September 4, 2018



## AP 3-212 – RELIGIOUS ACCOMMODATION DISCUSSION FORM FOR ADMINISTRATORS (PART 1)

This form will act as a guide for discussion and for documenting the request. Please note that a separate form should be completed for each child in the family, and reviewed annually.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Homeroom Teacher(s): \_\_\_\_\_

Subject Area Teacher(s): \_\_\_\_\_

\_\_\_\_\_

Parent(s)/Guardian(s) in Attendance: \_\_\_\_\_

Educational Staff in Attendance: \_\_\_\_\_

Purpose of the Meeting: \_\_\_\_\_

\_\_\_\_\_

Questions for Parent(s)/Guardian(s):

In what subject area are you requesting accommodation?

- Music                       Dance                       Health and Physical Education
- Language Arts               Social Studies               Other Subject \_\_\_\_\_

Do you have other religious accommodation requests (e.g., opening exercises, school and classroom celebrations, field trips, dietary restrictions, school dances)?

\_\_\_\_\_

\_\_\_\_\_

**Select the appropriate form from AP 3-213 to continue your discussion.**

Reference:

Responding to Religious Diversity in Manitoba's Schools: A Guide for Educators (Draft 2015)

**Adopted: September 4, 2018**



## AP 3-213 – RELIGIOUS ACCOMMODATION DISCUSSION FORM FOR ADMINISTRATORS (PART 2): MUSIC

When completing this form with parent(s) or guardian(s), refer to

- The relevant description of religious requirements, practices, and observances in Section 2 of this document
- The Manitoba Curriculum, Kindergarten to Grade 8—The Arts
- The reporting guidelines referenced in this document
- Local Policy & Administrative Procedure

Retain a copy of the completed and signed discussion forms in the document file of the student’s records file. Additional information can be stored in a student’s folder when the additional information is conducive to the improvement of the instruction of the student.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Music Teacher(s): \_\_\_\_\_

**Questions for Parent(s)/Guardian(s):**

What is your understanding of the content of the Music curriculum?

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What is the specific area of concern?

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Please check one of the following:

Accommodation Request	Instructional Accommodation	Planning Ideas
<input type="checkbox"/> The student is not permitted to blow into an instrument, but may otherwise participate in the Music program.	<input type="checkbox"/> The student may be provided with a percussion instrument (e.g., baseless drum).	<hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> The student is not permitted to create or perform music but is able to listen to music.	<input type="checkbox"/> The student could be accommodated through withdrawal from all aspects of music creation and performance, and may join the class for all other curricular-based Music programming (e.g., music history, theory, critical analysis).	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> The student is not permitted to create, perform, or listen to music.	<input type="checkbox"/> The student will be provided with an accommodation of full withdrawal from Music.	<hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> Other—please specify.		<hr/> <hr/> <hr/> <hr/>

Signature of Parent(s)/Guardian(s): \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_

Reference:

Responding to Religious Diversity in Manitoba’s Schools: A Guide for Educators (Draft 2015)

Adopted: September 4, 2018



## AP 3-213 – RELIGIOUS ACCOMMODATION DISCUSSION TEMPLATE FOR ADMINISTRATORS (PART 2): DANCE

When completing this form with parent(s) or guardian(s), refer to

- The relevant description of religious requirements, practices, and observances in Section 2 of this document
- The Manitoba Curriculum, Kindergarten to Grade 8—The Arts
- The reporting guidelines referenced in this document
- Local Policy & Administrative Procedure

Retain a copy of the completed and signed discussion forms in the document file of the student’s records file. Additional information can be stored in a student’s folder when the additional information is conducive to the improvement of the instruction of the student.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Dance Teacher(s): \_\_\_\_\_

**Questions for Parent(s)/Guardian(s):**

What is your understanding of the content of the Dance curriculum?

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What is the specific area of concern?

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Please check one of the following:

Accommodation Request	Instructional Accommodation	Planning Ideas
<input type="checkbox"/> The student is permitted to explore movement, but is not permitted the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> melodic musical accompaniment</li> <li><input type="checkbox"/> neither melodic nor percussive musical accompaniment</li> </ul>	<input type="checkbox"/> The student will be permitted the option of working either without musical accompaniment or with percussive musical accompaniment.	<hr/> <hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> The student is not permitted to explore movement with a partner, or intentional small group with a member of the opposite sex.	<input type="checkbox"/> The student is permitted to work independently or with a member of the same sex.	<hr/> <hr/> <hr/>
<input type="checkbox"/> The student is not permitted to perform movement sequences or dances but is able to view, discuss, or research dance.	<input type="checkbox"/> The student could be accommodated through withdrawal from all aspects of dance creation and performance and may join the class for all other curricular-based programming (e.g. history of dance). The student could be set up with an individualized program selected from non-performance related curriculum expectations provided there is appropriate staffing, space, and supervision.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> The student is not permitted to create, perform, view, nor discuss dance.	<input type="checkbox"/> The student will be provided with an accommodation of full withdrawal from Dance.	<hr/> <hr/> <hr/>
<input type="checkbox"/> Other—please specify.		<hr/>

Signature of Parent(s)/Guardian(s): \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_

Reference:

Responding to Religious Diversity in Manitoba’s Schools: A Guide for Educators (Draft 2015)

Adopted: September 4, 2018





## AP 3-213 – RELIGIOUS ACCOMMODATION DISCUSSION FORM FOR ADMINISTRATORS (PART 2): HEALTH AND PHYS. EDUCATION

When completing this form with parent(s) or guardian(s), refer to

- The relevant description of religious requirements, practices, and observances in Section 2 of this document
- The Manitoba Curriculum, Kindergarten to Grade 11—Health and Physical Education
- The reporting guidelines referenced in this document
- Local Policy & Administrative Procedure

Retain a copy of the completed and signed discussion forms in the document file of the student’s records file. Additional information can be stored in a student’s folder when the additional information is conducive to the improvement of the instruction of the student.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Health/Physical Education Teacher(s): \_\_\_\_\_

**Questions for Parent(s)/Guardian(s):**

What is your understanding of the content of the Health and Physical Education curriculum?

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What is the specific area of concern?

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Please check one of the following:

Accommodation Request	Instructional Accommodation	Planning Ideas
<input type="checkbox"/> The student is able to participate in Health / Physical Education with the exception of any lessons involving sexuality, reproduction, puberty, or pregnancy prevention from the “Growth and Development” expectation.		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> The student is able to participate in Health / Physical Education with the exception of lessons involving any expectation from “Growth and Development.”		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> The student is not permitted to participate in the Healthy Living strand.	<input type="checkbox"/> The student will be provided with an accommodation of full withdrawal from Health.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> Other—please specify.		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Signature of Parent(s)/Guardian(s): \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_

Reference:

Responding to Religious Diversity in Manitoba’s Schools: A Guide for Educators (Draft 2015)

Adopted: September 4, 2018



## AP 3-213 – RELIGIOUS ACCOMMODATION DISCUSSION FORM FOR ADMINISTRATORS (PART 2): SOCIAL STUDIES

When completing this form with parent(s) or guardian(s), refer to

- The relevant description of religious requirements, practices, and observances in Section 2 of this document
- The Manitoba Curriculum, Kindergarten to Grade 10—Social Studies
- The reporting guidelines referenced in this document
- Local Policy & Administrative Procedure

Retain a copy of the completed and signed discussion forms in the document file of the student’s records file. Additional information can be stored in a student’s folder when the additional information is conducive to the improvement of the instruction of the student.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Social Studies Teacher(s): \_\_\_\_\_

**Questions for Parent(s)/Guardian(s):**

What is your understanding of the content of the Social Studies curriculum?

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What is the specific area of concern?

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Please check one of the following:

Accommodation Request	Instructional Accommodation	Planning Ideas
		<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> Other—please specify.		<hr/> <hr/> <hr/> <hr/>

Signature of Parent(s)/Guardian(s): \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_

Reference:

Responding to Religious Diversity in Manitoba’s Schools: A Guide for Educators (Draft 2015)

Adopted: September 4, 2018



## AP 3-213 – RELIGIOUS ACCOMMODATION DISCUSSION FORM FOR ADMINISTRATORS (PART 2): OTHER

This form should be used for parent(s) or guardian(s) requesting accommodation outside of the curriculum. Some examples may included, but are not limited to, the following: opening exercises (Oh Canada), school and classroom celebrations, field trips, dietary restrictions, school dances.

When completing this form with parent(s) or guardian(s), refer to

- The relevant description of religious requirements, practices, and observances in Section 2 of this document
- Local Policy & Administrative Procedure

Retain a copy of the completed and signed discussion forms in the document file of the student’s records file. Additional information can be stored in a student’s folder when the additional information is conducive to the improvement of the instruction of the student.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Homerroom Teacher(s): \_\_\_\_\_

What is the specific area of concern?

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Please check one of the following:

Accommodation Request	Instructional Accommodation	Planning Ideas
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		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Notes:

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Signature of Parent(s)/Guardian(s): \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_

Reference:

Responding to Religious Diversity in Manitoba’s Schools: A Guide for Educators (Draft 2015)

Adopted: September 4, 2018



## AP 3-300 – PRIVATE MUSIC INSTRUCTION

### BACKGROUND

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Western School Division, recognizing the importance and value of the involvement of students in activities that broaden their physical and intellectual development, supports the pursuit of musical competence by way of private music instruction.

### PROCEDURES

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While making student time and school facilities available to achieve this end, the primary responsibility of the school division is the instructional program prescribed by Manitoba Education. It is expected that the requirements of the regular program will take precedence over private music lessons, and the responsibility rests with students and music instructors to make suitable timetable arrangements.

Adopted: August 2015



## AP 3-400 – ASSESSMENT, EVALUATION, AND REPORTING

### FOUNDATION STATEMENTS

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Western School Division believes that student assessment, evaluation and reporting are central to student learning. Each aspect plays a critical role in the educational process and must be effectively communicated to students and parents.

Western School Division recognizes that student's responsibility for their learning matures and develops as they move through the system.

The division values the professional work of its staff and recognizes that their responsibility to the learning process remains consistent in diverse environments.

The division recognizes that a strong invitational partnership between the home and the school is essential for the learning environment. Positive parental support to the student-educator relationship further enhances learning and achievement.

Assessment, evaluation and reporting practices in Western School Division will be directed by and are consistent with:

- *Principles and Strategies for Fair Student Assessment in support of Effective Learning and Teaching*
- Provincial policy and legislation
- Approved curricular outcomes
- Public Schools Act

### PURPOSE OF ASSESSMENT

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#### Purpose

This document serves to:

- Define Western School Division's current understandings based on current research regarding assessment for improving student learning;
- Guide teacher practice concerning assessment;
- Support teacher professional judgment based on expertise, content knowledge, and pedagogical underpinnings; and
- Comply with Provincial legislation and directives.

#### Mission

Within our community of learners, Western School Division is committed to assessment practices which enable and empower students to take active ownership of their learning.

#### Vision

The intention of this policy is to develop people who:

- are curious and excited about learning
- take responsibility
- know where they are at and set sights on further learning (metacognition and goal setting)





- are confident
- are creative and generative – thinkers, problem solvers, communicators
- are resilient
- are positive contributors
- are collaborators

*Teaching is to impart knowledge or skill and learning is to acquire knowledge or skill by study.  
It is our professional responsibility to see that intended outcomes are learned and  
that the teaching that supports the learning is deliberate and intentional.*

*Anonymous*

## PRINCIPLES OF ASSESSMENT AND EVALUATION

### Defining Assessment and Evaluation

Assessment and evaluation are key components in the development of student learning as well as the planning and implementation of instruction. While the two are inherently linked in the learning process, it is necessary to appreciate the distinction between **assessment and evaluation**.

**Assessment** describes the process of gathering and interpreting evidence of student learning. The purpose of assessment is to provide both student and teacher with information that will guide further instruction and improve learning. The information and feedback that is gathered is **formative** and is often referred to as **assessment for learning** and **assessment as learning**. In addition, the information that is collected should not be used to assign marks that would reflect a student’s performance.

**Evaluation** is the process of making a judgment about the quality of student performance over a period of time. The purpose of evaluation is to enable teachers to communicate student achievement in a quantifiable or measurable manner. Evaluation is **summative** in nature and is often referred to as **assessment of learning**. Generally, evaluation will result in the allocation of marks, a percentage, or a rating on a scale.

### Guiding Principles of Assessment and Evaluation

The processes involved in assessment and evaluation will be unique for a given grade level, subject area, course, or even class. However, the following principles will be considered to guide effective assessment and evaluation practices.

Effective assessment and evaluation...

**Assessment for learning** helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students

**Assessment as learning** occurs when students develop an awareness of how they learn and use that awareness to adjust and advance their progression.

**Assessment of learning** informs students, teachers and parents as well as the broader educational community of achievement at a certain point in time in order to celebrate success, plan interventions and support continued success.

**Assessment (formative)** provides information that guides further instruction and is designed to improve student learning. Examples include practice, initial drafts, discussion, and observations.

**Evaluation (summative)** is a response to student performance that indicates achievement and the end of an instructional period. Examples include assignments, projects, final drafts, quizzes, tests, and exams.



- **support and reflect curricular outcomes**  
Assessment and evaluation should reflect classroom instruction and be guided by clear performance targets and criteria, which are consistent with curricular outcomes.
- **are part of effective learning and teaching**  
Assessment and evaluation are an integral part of curriculum, planning, and instruction. They should inform students and teachers about learning goals and processes, as well as guide decisions for future instruction and learning.
- **engage students**  
Students should be active participants in the processes of assessment and evaluation. Students shall have opportunities to engage in self-assessment so they can be more reflective of their learning and set future learning goals. As a part of being engaged, students should be motivated and encouraged to be responsible and accountable for their learning.
- **reflect the developmental needs of learners**  
Assessment and evaluation strategies should consider a variety of learning styles as well as social, cultural, emotional, physical, and intellectual needs.
- **are ongoing and systematic processes that involve a variety of strategies and methods**  
The concept of **triangulation** should be employed when assessing and evaluating student learning. By engaging in a **variety** of assessment strategies from the three primary areas – observations, conversations, and products – teachers will generate more opportunities for students to demonstrate and enhance their learning.  
  
In addition, the assessment and evaluation strategies that are selected should be valid and reliable measures of the learning outcome or outcomes being addressed.



## PRINCIPLES OF GRADING

Throughout the school year or term, teachers analyze assessment data and make judgments regarding students' levels of performance in relation to outcomes, established criteria, and individual student growth. These judgments will result in the designation of student **marks** and **grades**.

### Guiding Principles of Grading

Curricular outcomes are used as the basis for grade determination. A student's mark will be based on individual achievement, whether an independent or cooperative learning strategy is used

- A grade will be calculated by comparing the individual's achievement to pre-determined criteria for the outcome being measured.
- Effort, attitude, participation, attendance, punctuality and other behaviours should not be included in grades/marks unless the specific behaviours are stated outcomes of a Department of Education document or are otherwise stated in this policy document.
- In order to ensure that grades are based on a balance of assessment tools, the triangulation method is used.
- Based on the best evidence available, a teacher will use his/her professional judgment to determine the grade.

### Application of Grading Practices

- When calculating marks to determine a grade, teachers are encouraged to use median and mode. There still may be instances where the mean is used.
- In determining a grade, teachers will look for the most consistent level of achievement with special emphasis on most recent evidence.
- Students will be given multiple opportunities\* to demonstrate their learning over the duration of a course.
- Zeros will only be used to indicate that a student, after given multiple opportunities has not demonstrated any learning of a curricular outcome.
- A student may receive a No Response (NR) when, after being given multiple opportunities to complete a task, the student has completed none of the requirements for that task.

### Academic Responsibility

Teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

1. **Establish and clearly communicate expectations regarding assignments.**  
Assignment requirements and assessment criteria will be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning.

*A **mark** is the score, letter, or number given on any single test or performance.*

*A **grade** is the number or letter reported at the end of a period of time as a summative statement of student performance.*

*In a sequence of marks arranged from smallest to largest, the **median** is the middle mark (if the sequence has an odd number of marks) or the average of the two middle marks (if the sequence has an even number of marks). For example, in the sequence 4, 8, 10, 56, the median is 9 (the average of 8 and 10).*

*The **mode** is the mark that occurs most frequently in a set of marks.*

*The **mean** is the average value of a set of numbers.*

*\***Multiple opportunities** can be defined as more than one assignment opportunity to show the same outcome or more than one opportunity to complete the same assignment as determined by the teacher based on effective practices.*

*A **No Response** indicates that despite being given multiple opportunities, the student has completed none of the requirements for a task.*



Teachers will be prepared to clarify the expectations if necessary, by providing exemplars, and to provide timely and specific feedback to students.

2. **Set and communicate reasonable timelines for assignments and support students in meeting these timelines.** The timelines teachers set provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges. Teachers use their professional judgment to establish reasonable but firm expectations regarding timelines. Professional judgment is also used to support and motivate students who do not take responsibility for their work through the use of a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support timely completion of assignments.

Teachers will:

- Teach and assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track.
- Anticipate which students may require additional supports to complete assigned tasks, and monitor those students more closely.
- Encourage students to communicate with the teacher in advance of the due date should an extension be requested by the student or required by the teacher.
- Contact parents to discuss strategies for keeping students on track when they are falling behind or if there is a pattern of the student not taking responsibility for their work.

Other strategies teachers may use are:

- Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
- Share assignment timelines and reminders through many means, including classroom web pages, email, and course outlines.

3. **Establish, communicate, and apply consequences for late and missing work.** Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers may apply the following strategies based on their professional judgment:

Teachers will:

- Discuss with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons.



- Develop an agreement with the student to complete the missing work. This may require a supervised setting.

Teachers may:

- Provide appropriate support to students in the form of counselling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.
- Provide additional supports for students who are learning English or French as an additional language.
- Provide alternative assessment tasks that accommodate diverse learning needs.
- Deduct marks for late or missing assignments in accordance with approved divisional procedures. (Please see your school for the currently approved procedures.)

In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

## Academic Honesty

Teachers and principals have the following responsibilities:

- **Communicate and reinforce expectations of academic honesty with students.**

Aspects of academic dishonesty include:

- *cheating* (e.g., copying others' work, using cheat notes);
- *lying* (e.g., misrepresenting contributions to group work, lying about circumstances to obtain extensions); and
- *plagiarizing* (submitting or representing someone else's work as one's own).

- **Respond appropriately to academic dishonesty.**

Teachers will apply the following strategies to deal with academic dishonesty and invoke these sanctions as appropriate:

- Contact parents.
- Document the incident in the student's file.
- Have the student redo the work honestly.

Teachers may apply the following strategies to deal with academic dishonesty and invoke these sanctions as appropriate:

- Report this behaviour on the report card.
- Enforce loss of privileges for the student at the school.
- Enforce other disciplinary measures such as an extension.
- Deduct marks for academic dishonesty in accordance with the following procedure: (under development)



- Ensure that mark deduction results in a mark that, in the professional judgment of the teacher, fairly represents the student's actual achievement.

Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students should complete the work in an honest way.

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## COMMUNICATING STUDENT LEARNING

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The purpose of communicating student learning is to inform the student and parent(s) regarding:

- academic growth
- academic progress
- academic achievement
- active learning skills
- personal growth
- social development
- decisions that support further learning

On-going communication between the teacher and the student, parents, and other educators is an important part of improving student learning and improves the teacher's instruction of that student. This ongoing communication fosters the development of rapport between all parties.

### Informal Communication

Teachers communicate student learning in a variety of ways on an on-going basis as part of assessment and evaluation, focusing on the **student's growth and progress**.

Types of informal communication include the following.

- Comments – oral and written
- Dialogue – planning and reflection
- Conferencing
- Interviews
- Anecdotal remarks
- Graded assignments
- Learning conversations
- Phone calls to parents
- Emails to parents

***Growth** describes a student's sequential development that has occurred without reference to established standards or a learning continuum.*

***Progress** describes a student's sequential development based on achievements made in reference to established standards or a learning continuum.*

***Achievement** is a measure of a student's level of performance at a specified time or for a given task or outcome.*



## Formal Communication

There are scheduled reporting periods that serve as formal means of communication with students and parents. Two primary methods of communicating formally are report cards and conferences.

### Report Cards

Formal report cards communicate information about student achievement and behaviours in a practical and meaningful format. This format will look different at different levels (Early Years, Middle Years, and Senior Years) to better express student learning at those stages.

The formal report card will contain information about student achievement and/or growth in relation to curricular outcomes, and information about a student's personal and social growth.

### Conferences

Conferences provide an opportunity for dialogue between student, parent, and teacher regarding the student's learning.

K-12 students will have student-involved conferences following first and second term report cards.

## Intra and Inter School Communication

Teachers will communicate information about a student's learning to other teachers to better support the student's learning.

This information is communicated by means of the Consultative Collaborative Model through:

- . Class reviews
- . Resource files
- . Grade group meetings
- . Transition meetings (between grades and/or schools)
- . Student Assistance Programs



## ASSESSMENT SUPPORT FOR EXCEPTIONAL LEARNERS

Exceptional learners include those individuals whose characteristics, strengths, and educational needs may not be appropriately addressed through the use of regular programming and services. Assessment of students with specific learning needs falls under the Appropriate Educational Programming Regulation in the *Public School's Act*.

Establishing appropriate expectations and clearly defined attainable goals is the foundation of a fair and effective assessment process for students who have specific learning needs. Teachers may find that traditional assessment instruments do not accurately reflect these students' abilities to meet or work towards the course outcomes. While the concepts of differentiation and triangulation should continue to be applied, alternative assessments may be required for exceptional learners.

### Providing Support to Meet Outcomes

When exceptional learners are unable to meet curricular outcomes with regular programming, despite the use of differentiated strategies, this may be an indication that further interventions are necessary. To facilitate success, a proactive approach using the consultative/collaborative model for supports should be applied. The first efforts should be made by the classroom teacher to adapt teaching and learning processes and assessment procedures to meet the unique needs of the individual student. This will include an Adaptation Profile for the student. In providing students with adaptations, the specific learning outcomes are not modified and progress or achievement will be assessed and reported in the same way as all other students.

If, despite the application of adaptation strategies, an exceptional learner is unable to meet the regular curricular outcomes, modifications to the student's programming may be necessary. Prior to curricular modifications, testing is required to determine cognitive levels or disabilities. Based on the needs identified, an Individualized Educational Plan (IEP) outlining the modifications will be developed for the student by a team including the classroom teacher(s), the resource teacher, parents, the student, and other support personnel. As a result of the modified goals and outcomes stated in the IEP, assessment and reporting may assume an alternate format that will reflect the student's progress and achievement towards these specific goals and outcomes. All curricular outcomes will be presented to a student with modified curricular learning expectations but only the outcomes that have been retained or changed will be assessed.

### Providing Support for Gifted Learners

When gifted learners consistently exceed the grade level expectation for curricular outcomes with regular programming, this may be an indication that further challenge is necessary. To facilitate enrichment and foster further success, a proactive approach using the consultative/collaborative model for

*Exceptional learners are students who may have the following specific needs:*

- cognitive disabilities
- language and speech disabilities
- learning disabilities
- physical disabilities and/or chronic health problems
- behavior disorders
- English as an Additional Language
- literacy or numeracy deficits
- gifted students

*Differentiated Instruction is the range of instructional strategies, techniques, and approaches used to support student learning and to help each student achieve high expectations and realize his or her potential.*

*Adaptations are changes in the teaching process or materials or in student products to help a student achieve the expected learning outcomes.*

*Modifications are changes to or reductions in the number of curricular outcomes made for a student with significant cognitive disabilities.*





supports should be applied. The first efforts should be made by the classroom teacher to use teaching strategies, learning processes and assessment procedures that will meet the unique needs of the individual gifted student. This may include an Adaptation Profile for the student. In providing students with compacting of or extensions to the curriculum, the specific learning outcomes are not modified but are covered more quickly or expanded upon to foster deeper understanding and thinking. Progress or achievement will be reported in the same way as all other students.

Confining assessment to tests that require only memorization and other lower levels of thinking does not provide gifted learners with what they need. They need opportunities for expanding their interests and demonstrating their creativity. Alternative forms of assessment, using differentiation and choice, are recommended.

***Characteristics of Gifted Learners:***

- *learn in a shorter period of time and with less practice*
- *demonstrate advanced levels of comprehension*
- *have a capacity for retaining and processing information*
- *display a high degree of initiative and intrinsic motivation*
- *have a need for freedom and individuality in their learning*
- *have interests in issues and a wide range of topics*
- *demonstrate a high degree of responsibility*

***Suggested Assessment Tools:***

- *self-directed inquiry projects (advanced research)*
- *creative problem-solving projects/community-based projects*
- *independent study/integrated units*
- *fieldwork (with mentors)*
- *Debates*
- *presentations*
- *seminars*
- *role-playing (representational) form*



## ACADEMIC SUPPORTS

### Promotion and Retention of Students

**In Kindergarten to Grade 8, promotion decisions rest with the principal, who consults with teachers, parents, and other specialists as appropriate.** The decision is based on the evidence of the student’s progress and growth, and considers the grade level placement that would support and extend the student’s learning.

Whether the decision is to retain or to promote a struggling student, the school must address that student’s learning needs through the development of an intervention and support plan.

**In Grades 9 to 12, the final decision on whether or not to grant credits rests with the principal, who consults with teachers, parents, and other specialists as appropriate.** Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (as set out in an individual education plan), as appropriate. Students that do not meet the minimum requirements necessary to receive a credit in a course will have the opportunity to repeat that course in a subsequent semester. Supports may be necessary to facilitate the student’s success when repeating a course.

### Providing Supports for Success

#### Promotion with an Intervention Support Plan

When a struggling student has been promoted to a grade based on the decision of the Principal, who consults with the teachers, parents and other specialists as appropriate, an Intervention Support Plan will be developed by the school to address the learning needs of that student. In providing supports, the student should have the opportunity to acquire the necessary prerequisite knowledge while developing an understanding of the current outcomes. When developing a plan to assist these students, the following supports should be considered.

- Communication set up during the transition meetings with students.
- Intervention addressing specific areas of deficiency. This may include using structured programs such as Later Literacy, Reading Recovery, Precision Math, etc..
- Referrals made to the resource team including clinicians for diagnosis and suggested strategies.
- Adaptation profiles to communicate from one teacher to another.
- Meetings with the school team to address growth, ongoing concerns and strategies that may work for the child.
- Use of a Variety of technology applications such as computer-assisted learning programs such as Word Q, Speak Q, and Rosetta Stone.
- Differentiated instruction to address the diverse learning needs of the individual child while helping the student to be a part of the group.
- Home-School Liaison conference to explore programming and resources pertinent to the student’s unique learning needs. Class composition and the

*Minimum requirements are defined as a student achieving 50% of the outcomes for the course.*



human resources (teachers, support personnel and Educational Assistants) available to support the plan. The receiving teacher's experience and training in relation to the student's learning needs.

### **Retention with Supports**

If there are circumstances where the school, in consultation with the parents/guardian and student, determine that retention is in the student's best interest, the student will have the opportunity to repeat a grade based on the learner's developmental stage. Upon making this decision, the school team will create a written plan that will specify classroom strategies and school-based supports to address the educational, emotional, and social effects of retention on the student. While the input of the parents/guardians and student is considered valuable, the final decision to retain a student will be made by the Principal.

### **Providing Supports for Students Repeating a Course**

When a student does not meet the minimum requirements for demonstrating the learning outcomes in a course and as a result does not receive his/her credit, the student will have the opportunity to repeat the course in a subsequent semester. At this time a Support Plan, detailing specific alternative instructional or behavioral strategies, will be developed by the school team and implemented by the teacher in collaboration with the resource teacher.

When developing a plan to assist students in the acquisition of course credits, the following supports should be considered.

- . Student Assistance Program (SAP)
- . Home-School Liaison
- . Referral to Guidance or Resource
- . Assignment to the resource room for assistance
- . Reading interventions by resource personnel
- . Mentoring/tutoring
- . Time-table changes and adjustments
- . Attendance contract
- . Communication with home
- . Individualized instruction by the classroom teacher
- . Progress Reports
- . Computer-assisted learning
- . Credit recovery
- . Correspondence



### **Substitution for Credit in 9-12**

Under special circumstances at the Grade 9-12 level, the principal may assign a Substitution for Credit to a student who has not received a credit in a course that is mandatory for graduation. This adjusts the allocation of the credits received by a student, but does not alter the number of credits required for graduation. The number of credits that may be substituted is limited to 2 full credits as prescribed by the Department of Education.

### **Assigning an Incomplete (IN) for Students**

The designation of an Incomplete (IN) allows students to continue working toward meeting the expected learning outcomes to receive their credit in a given course. An IN may be assigned when a student is making progress in the course, but for specific reasons (i.e. sickness, death in the family, mental health concerns, etc.) requires additional time and assistance to complete the required work.

When the school team (classroom teacher, principal, resource personnel if required) assigns an IN, a plan of completion must be developed. In developing and implementing the IN plan, there will be communication between the student, teacher, parents/guardians, and administration. The plan that is developed will include the learning expectations for the student, a list of tasks to be accomplished, and a specific time frame for completion. Due to the semester system a fair and reasonable timeline will be dependent upon specific circumstances. Timelines for IN completion must consider the school's timetable, course registration requirements, and regulations provided by the Department of Education.

If the requirements outlined in the IN plan are not achieved by the student, the student will not earn credit for those tasks. If it is determined that the student will not earn credit for the tasks, his/her final mark will be a reflection of the tasks for which there was no response. In either case, the student will have an opportunity to repeat the course to receive his/her credit.



## ACADEMIC APPEAL PROCEDURES

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Situations may arise where a student, parent, or guardian believes that the evaluation of the student does not accurately reflect the student's achievement. In such a case, an appeal procedure can be implemented to resolve the concern.

The following steps outline the protocol for an academic appeal;

1. The teacher, student, and parent meet to discuss the academic concern. At this meeting or a subsequent meeting between the parties, the teacher presents his/her resolution.

*If a resolution is not agreed upon, the concern may be appealed further in step 2.*

2. The teacher presents the concern and his/her suggested resolution to the Principal.
3. The Principal, teacher, student, and parent meet to discuss the concern. During this meeting, the Principal documents the academic concern and rationale for appeal.

To conclude the meeting, **Section 1** and **Section 2** of the **Academic Appeal Form (AP 3-403)** are completed by the Principal based on the information provided in the meeting. It is essential that the intent and concern for the appeal are clearly stated so ensure consistency if the appeal procedures continue. The Principal, teacher, student, and parent will review and sign the *Academic Appeal Form*.

Following the meeting, a decision will be rendered in writing in **Section 3** of the *Academic Appeal Form* by the Principal within 10 school days.

4. The Principal and teacher meet to discuss the decision for resolution made by the Principal.
5. The Principal, teacher, student, and parent meet and the Principal indicates his/her decision for resolution.

*If a resolution is not agreed upon, the concern may be appealed further in step 6. Situations may arise where a student, parent, or guardian believes that the evaluation of the student does not accurately reflect the student's achievement. In such a case, an appeal procedure can be implemented to resolve the concern.*

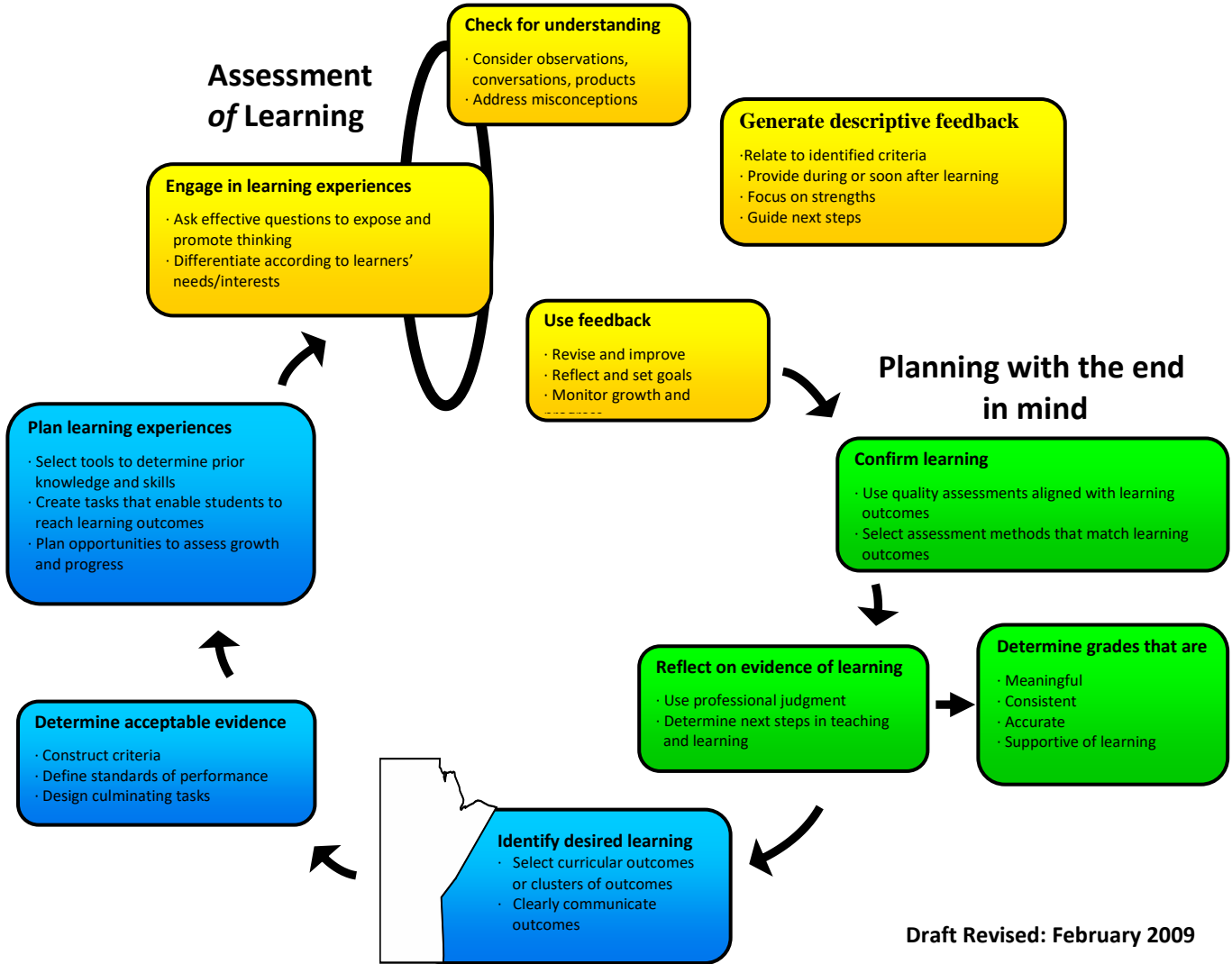
6. The Principal and teacher present the concern and their suggested resolution to the Superintendent. At this meeting the original *Academic Appeal Form* and all other documentation are used to outline the concern to ensure consistency.
7. The Superintendent, Principal, teacher, student, and parent meet to review the appeal.

Following the meeting, a decision will be rendered in writing in **Section 4** on the *Academic Appeal Form* by the Superintendent within 10 school days.

8. The Superintendent presents the resolution to the Principal and teacher as well as the parent and student. These parties should be addressed independently.



ASSESSING AND COMMUNICATING STUDENT LEARNING





## EXAMPLES OF TRIANGULATION

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<b>Observations</b>	checklists of skill: reading, writing, listening, speaking observation charts	
	group work records	developmental continuum
	presentations/demonstrations	talk-alouds
	discussion records	
<b>Conversations</b>	feedback charts	self-assessments
	group work self-evaluations	learning logs
	student-teacher conferences	admit and exit slips
	academic interviews	anecdotal reports
	process/reflective journals	goal-setting/action plans
	student profiles	student learning groups
<b>Products</b>	notebooks	response journals
	quizzes/tests	portfolio of selected work
	projects	posters/collages
	photos	essays/reports
	graphs	research papers
	sheet work	lab reports

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**Adopted:** May 9, 2011

**Revised:** January 18, 2018; September 2019



## AP 3-401 – SUBSTITUTION OF CREDITS IN UNUSUAL SITUATIONS

### BACKGROUND

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Western School Division is committed to the educational achievement and the preparation for lifelong success of its students and acknowledges the right of all students to an education consistent with their needs.

### PROCEDURE

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Consistent with guidelines set in place by Manitoba Education, the Board of Trustees recognizes that in exceptional circumstances students may require opportunities to move forward in their educational endeavours in order to achieve academic success. Upon the recommendation of the subject and resource teachers, and with parental support, the Morden Collegiate Principal may authorize a maximum of two substitute credits.

An annual report is given to the Superintendent by the Principal on substitute credits granted.

**Adopted:** August 2015



## AP 3-402 – PROMOTION AND RETENTION OF STUDENTS

In general, children should be placed in the grade that is academically, physically, socially and emotionally suitable. The educational program shall provide for the progress of children from grade to grade with the majority of children spending one year in each grade. A small number of children, however, may benefit from staying another year in the same grade or being placed a grade ahead of their age mates. Such retention and acceleration may be considered in:

**Kindergarten to Grade 8**, when the evidence of the student’s progress and growth, dictates the grade level placement that would best support and extend the student’s learning.

The final decision rests with the principal, who must consult with teachers, parents, and other specialists as appropriate. Regardless of the decision to retain or to promote a struggling student, the school must address that student’s learning needs in a written plan.

The school team, led by the Principal will review the facts to determine:

- That the child is achieving significantly below or above their grade level.
- That such retention or acceleration would not cause a significant detrimental social or emotional adjustment for the child.
- That retention or acceleration would benefit the child significantly.
- That the opinions and concerns of parents are fully considered before a final decision is made. Initial discussions should occur as early in the school year as possible so that evidence can be clearly identified.

**In Grades 9 to 12**, the final decision on whether or not to grant credits rests with the principal, who consults with teachers, parents, and other specialists as appropriate. Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (as set out in an individual education plan), as appropriate.

- If a student does not submit the necessary evidence of learning to be granted a credit in a course, then the student may be assigned a failing grade or be assigned a grade of “IN” (incomplete).
- Information would only be reported to the Department once a student has been granted a percentage mark.
- If an “IN” is assigned, a plan must be put in place at the school level to assist the student in submitting the outstanding evidence of learning in order to receive the credit within a reasonable, agreed-upon timeframe.

Adopted: August 2015



## AP 3-403 – ACADEMIC APPEAL FORM

### Section 1

Student's Name: _____		
Parent/Guardian Name: _____		
Address: _____		
Postal Code: _____	Date of Appeal: _____	
School: _____	Grade: _____	Course: _____

### Section 2 – Outlining the Academic Concern and Initial Decision (Attach additional pages if required)

1.	Describe the academic concern presented by the parent or guardian. Identify the reason for making the appeal.	
2.	Describe the decision that was made by teacher.	
3.	Describe why the parent or guardian believes that the teacher's decision was inadequate. Also identify the resolution suggested by the parent or guardian.	
_____	_____	_____
Administrator	Teacher	Student
<i>Please attach all relevant information and/or forms related to this appeal.</i>		



**Section 3 – Resolution Suggested by School Administration**

This academic appeal was presented to the School Administration on \_\_\_\_\_

Upon review of the academic concern presented, the following resolution was suggested by the school administration.

\_\_\_\_\_  
Principal's Name (please print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**Section 4 – Resolution Suggested by the Superintendent**

This academic appeal was presented to the Superintendent on \_\_\_\_\_

Upon review of the academic concern presented, the following resolution was determined by the Superintendent.

\_\_\_\_\_  
Superintendent's Name (please print)

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

Reviewed: January 2018



## AP 3-500 – GRADUATION REQUIREMENTS

Students in Western School Division may graduate with one or more of the following diplomas:

**Manitoba Diploma** – students who achieve 30 credits and meet the existing Manitoba Education graduation requirements.

**Western School Division Diploma** – students who achieve a minimum of 32 credits which includes the Manitoba Education graduation requirements and a Grade 11 Science Credit.

**Mature Student Diploma** - To obtain a Mature Student High School Diploma under the *Grade 9 to Grade 12 (Senior 1 to Senior 4) Mature Student Graduation Requirements (2003)*, a student:

- a) must be 19 years of age or over at the time of enrolment in school division/district or ALC programming directed at completing the Mature Student Graduation Requirements, or reach the age of 19 before completion of the course(s) in which he or she is enrolled;
- b) must have been out of school six months or more, and out of school long enough for the class, of which he or she was last a member, to have graduated from Senior Years; and
- c) has not obtained a high school diploma.

**Individualized Senior Years Program Certificate of Completion** - students who receive a certificate of completion for an Individualized Senior Years Program have their educational programming identified through individualized outcomes that are recorded in their Individual Education Plan (IEP) and have received an Individualized (I) programming designation reported on their transcript. These students are not eligible for the Manitoba or Western School Division Diplomas.

All students who qualify for either the Manitoba or Western School Division Diploma, or the Individualized Senior Years Program Certificate of Completion, may participate in the graduation ceremonies.

All students are encouraged to strive for the Western School Division Diploma in order to enhance their learning experience and qualifications.

Adopted: August 2015



## AP 3-600 – RISK MANAGEMENT FOR OUT-OF-CLASS PHYSICAL ACTIVITY GRADE 11 AND 12 PHYSICAL EDUCATION/HEALTH EDUCATION

### BACKGROUND

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The division recognizes the importance of risk management in promoting safe participation in physical activities. It also recognizes that the responsibility for the care and safety of students for the OUT-of-class delivery of Grade 11 and 12 Physical Education/Health Education (PE/HE) is shared by the home, school, and community.

As part of the Grade 11 and 12 PE/HE courses, students may participate in OUT-of-class physical activities to fulfill the practical requirements for these courses. Students may choose among a variety of OUT-of-class physical activities organized by Western School Division schools, which may include interscholastic, intramural, and club activities, or they may choose to participate in non-school-based activities (community- or independently based activities that are not directly organized by the school or school division, such as community sports, classes and clubs, and exercising at home). Although there is an inherent risk to all physical activities, the division believes this risk can be significantly reduced when participants receive appropriate instruction and/or supervision and participate in an environment where rules and routines governing safety are taught and enforced. It is primarily the school division and its employees that manage the risk and safety of school-based activities selected for OUT-of-class programming. Alternately, for non-school-based activities, safety and risk are managed independently from the school by students, parents, community members, and/or community organizations.

Risk Management for OUT-of-Class Physical Activity Grade 11 and 12 Physical Education/Health Education Procedures and Guidelines are listed in Administrative Procedures.

Costs incurred for participating in non-school-based activities (i.e. including but not restricted to such things as registration fees, equipment rentals and/or purchase, and annual dues), are the responsibility of the students/parents.

It is recommended that students/parents ensure that adequate accident insurance has been acquired prior to participation in these non-school-based activities.

### PROCEDURES AND GUIDELINES

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- 1.1. Schools will provide students and parents/guardians with the safety information associated with each student's chosen physical activities for the OUT-of-class component of Grade 11 and 12 PE/HE as contained in Manitoba Education, Citizenship and Youth's OUT-of-Class Safety Handbook.
- 1.2. Physical activities chosen for the OUT-of-class component of PE/HE courses must be selected from the list supplied in the OUT-of-Class Safety Handbook. Any activities not included and dissimilar from any in this activity list will need to be approved by the Western School Division Approval Committee.
- 1.3. All higher-risk additional activities will require approval of the Western School Division Approval Committee. The Western School Division Committee shall consist of representatives from the school administration, physical education department, the student body and a senior administrator. Completion of the Application for New Activities must be completed with proper documentation, and recommended safety guidelines for these new activities will need to be developed prior to approval.



- 1.4. The PE/HE teacher will guide the student in developing a Personal Physical Activity Plan for the OUT-of-class component, and will sign the plan as an indication to the student and parent/guardian that it has been accepted.
- 1.5. The parent/guardian and student (or only the student if 18 years and older) will sign off on the plan via the Parent Declaration and Consent & Student Declaration Form (or Student Declaration Form for students 18 years and older), giving the parent/guardian's consent to the student's choice of activities indicated in her or his Personal Physical Activity Plan, acknowledging receipt of the recommended safety guidelines for these activities, and accepting responsibility for monitoring the student's safety in OUT-of-class activities.
- 1.6. The student will submit the signed consent/declaration form to the PE/HE teacher.
- 1.7. If the student wants to choose other physical activities that are not part of the original Personal Physical Activity Plan for the OUT-of-class component of this course, the student must have these new physical activities accepted by the Western School Division Approval Committee, obtain the recommended safety guidelines for these new physical activities, and receive the parent's consent (students under 18 years) via the Parent Declaration and Consent & Student Declaration Form for new activities (students 18 years or older must complete the Student Declaration Form for new activities).
- 1.8. The PE/HE teacher will be assigned time to meet with the student on a regular basis for managing and evaluating progress for the OUT-of-class component of the course.
- 1.9. When students participate in these activities, school division personnel will not inspect the facilities or equipment to be used by students for non-school-based physical activities, nor will school personnel be present or in any way involved in supervising students, nor will they be available to ensure students receive appropriate instruction.
- 1.10. The parent/guardian (or student 18 years and older) will be responsible for ensuring that the facilities, equipment, and the level of instruction and/or supervision for the non-school-based physical activities, which the student has chosen for the OUT-of-class component of the PE/HE course, meet the appropriate safety standards recommended in the OUT-of-Class Safety Handbook. If the parent (or student 18 years and older) does not consent to this responsibility, the student will be responsible for completing the requirements for the OUT-of-class component through participation in school-based activities.
- 1.11. For all school-based physical activities, the school division will ensure that facilities, equipment, and the level of instruction and/or supervision meet the safety standards recommended in the documents Safety Guidelines for Physical Activity in Manitoba Schools, Youth Safe Manitoba: School Field Trip Resource, and OUT-of-Class Safety Handbook, as per divisional policy.
- 1.12. At the beginning of the school year, Morden Collegiate will inform students/parents of the option to purchase student accident insurance that will cover students for the non-school-based activities. The costs of this student accident insurance are the responsibility of the student/parent.





## RISK FACTOR RATING SCALE

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RFR	Level of safety concerns; recommended instruction and supervision	Examples
1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision required.	Walking Stretching
2	There are some safety concerns for this physical activity; qualified instruction is recommended; little or no adult supervision is required.	Racquetball Ice skating
3	There are several safety concerns for this physical activity; qualified instruction is required; adult supervision is recommended.	Snowboarding Field Hockey
4	There is a high level of safety concerns for this physical activity; qualified instruction and adult supervision is required.	Swimming Karate

Reviewed: August 25, 2008



## AP 3-700 – LEARNING RESOURCES

### BACKGROUND

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The term “learning resources” refers to any material with instructional content or function used in a formal or informal teaching/learning context. It also involves persons with particular knowledge, expertise, talents or skills. Learning resources therefore include approved and recommended textbooks, fiction and non-fiction books, magazines, manipulatives, games, audio-visual equipment, computer software, Internet access and other materials. Events such as field trips, presentations by community resource people or performing groups are also considered to be learning resources.

### PROCEDURES

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The *Public Schools Act* assigns the responsibility for the selection of learning resources to the Board of Trustees. This authority is delegated to the Superintendent and to Principals, who exercise this authority as part of their responsibility for the instructional program of their schools. [PSA 48(1)(g)(j)].

The textbooks used in schools will normally be those on the approved list of textbooks provided by the Manitoba Textbook Bureau. These texts may be supplemented by additional appropriate reference books. [PSA 41(1)(n)] [Ed. Admin Act 3(1) (d,f,g,k)]

Adopted: August 2015



## AP 3-701 – LIBRARY MATERIALS SELECTION AND ADOPTION

### BACKGROUND

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### PROCEDURES

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- (1) Selection refers to the process of choosing and acquiring books and non-book materials for use in the school library.
- (2) Selection is a continuous process, and does not take place merely once or twice a year. New and replacement titles, as well as areas of need, require constant attention.
- (3) A consideration file, listing needed and suggested material is kept on hand in the library, and is constantly being added to as requests are submitted.
- (4) Every staff member has a right to suggest or request either specific titles in areas of need at any time. However, it should be the responsibility of the principal to make the final order, keeping the whole collection in mind.
- (5) As much as possible, selection is done from recognized sources and selection aids. Such selection ensures the merit and relevance to the users of the materials selected. Publishers' catalogues can be consulted in order to determine what materials are current, but such sources should not be relied on for selecting recommended, relevant and useful material.
- (6) Since the library seeks to meet the needs of the students, student requests, made either formally or informally, may be taken into consideration.
- (7) The division does not condone the acquisition of materials which are designed to be offensive or openly subversive. At the same time, the division attempts to make available books and other materials of a wide variety, for the purpose of supporting the curriculum and providing social and recreational reading.
- (8) Any public complaints regarding materials in the library can be made through the regular channels, using the proper complaint form.



## AP 3-702 – PUBLIC COMPLAINTS ABOUT LEARNING RESOURCES

Western School Division endeavours to provide relevant learning resources to support student achievement. Any complaints about learning resources received from the public will be processed according to the following process:

1. Any complainant who wishes to request reconsideration of any learning resources in the school must make such request in writing on the attached "Request for Reconsideration of a Learning Resource" form provided through the principal.
2. The Principal will forward the form to the Superintendent.
3. The identity of a complainant requesting reconsideration of a work will be protected.
4. The Board will be informed that such a form has been submitted at the next regular Board meeting.
5. Allegations will be considered by a committee appointed by the Superintendent. This committee will be comprised of teachers conversant with the subject matter of the book or resource challenged, as well as representative parents of the Division. It may be necessary to seek the advice of people outside of the Division who have expertise in the topic in question.
6. The teacher or library clerk who has chosen the resource for use in the school may submit to the committee their specific criteria for the selection of that particular resource; for example, reviews from standard evaluation aids.
7. The challenged resources will be judged in writing by the committee as to its conformity with the Division's selection policy.
8. The committee's recommendations will be taken to the Superintendent and the complainant will be informed of the recommendations.
9. The Superintendent will make a decision based on the committee's recommendation.
10. Appeals from the complainant about the Superintendent's decision may be made to the Board.



**REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES**

**Type of Resource** (e.g. Book, magazine, website) \_\_\_\_\_

**Author** \_\_\_\_\_

**Title** \_\_\_\_\_

**Publisher** (if known) \_\_\_\_\_

**Request initiated by** \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ Postal Code \_\_\_\_\_

**Complainant represents**

\_\_\_\_\_ himself

\_\_\_\_\_ (name organization) \_\_\_\_\_

\_\_\_\_\_ (identify other group) \_\_\_\_\_

1. To what in the work do you object? Please be specific; cite pages \_\_\_\_\_

2. In your opinion, what of value is there in this work? \_\_\_\_\_

3. What do you feel might be the result of reading this work? \_\_\_\_\_

4. For what age group would you find this work acceptable? \_\_\_\_\_

5. Did you read the entire work? \_\_\_\_\_ What pages or section? \_\_\_\_\_

6. Are you aware of the judgment of this work by critics? \_\_\_\_\_

7. Are you aware of the teacher's purpose in using this work? \_\_\_\_\_

8. What do you believe is the theme or purpose of this work? \_\_\_\_\_

9. What would you prefer the school do about this work?

\_\_\_\_\_ Do not assign or recommend it to my child.

\_\_\_\_\_ Request it be reevaluated.

10. In its place, what work of equal value would you recommend that would convey as valuable a picture and perspective of society or a set of values? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Complainant



## AP 3-703 – COPYRIGHT

### BACKGROUND

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The Division acknowledges that it has a statutory and ethical responsibility to respect the legitimate copyright claims of creative contributors and their publishers/distributors. The Division also recognizes the need for students to have access to a wide range of resources within the limits of the Copyright Modernization Act (2012).

Accordingly, there exists a need to clarify both the creator's and the user's rights with respect to use of copyright material.

Division employees shall not duplicate, without the permission of copyright holders, print materials, computer software programs, video or audio materials that are protected by copyright; nor shall schools store or use duplicated materials that are in violation of copyright laws.

### DEFINITIONS

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1. Copyright means the legal protection of a creator's original work. Copyright law does not protect ideas, only the form in which they are expressed.
2. Copyright infringement means publishing, adapting, exhibiting, translating, editing, performing in public, communication by telecommunication, copying or converting to another medium without permission of the creator.
3. Works covered by copyright means all original literary, dramatic, musical and artistic works.

Examples include, but are not limited to: books, writing, encyclopedias, photographs, films, dictionaries, statistical data, newspapers, reviews, magazines, translations, tables, compilations, examination questions, speeches set down in writing, any piece that can be recited, choreographies, harmony, melody, lyrics, paintings, drawings, sculptures, works of artistic craftsmanship, engravings, architectural works of art, maps, plans, charts, records, cassettes, tapes, sound recordings, television programs, and electronic resources such as computer soft-ware, on-line programs, CD-ROMs, laser disks and computer stored on any media.

4. Dubbed off air means making a copy of any television program during broadcast.

### GUIDELINES

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Division employees shall not contravene the copyright law by illegally copying or duplicating texts, workbooks, periodical materials and/or musical works, printed or recorded. Works covered by copyright may only be reproduced by Division employees with oral or written permission from the copyright owner or authorized agent.

In the event of litigation resulting from copyright violation, the Division will not assume responsibility for actions of an employee who has contravened the school system copyright policy.

### PROCEDURES

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1. Each site-based administrator shall ensure that reproduction equipment (photocopiers, computers and records) are labeled with warnings that reproduction is not permitted without permission from the copyright owner.



2. All staff shall familiarize themselves with the document, *Copyright Matters! Some Key Questions & Answers for Teachers* (CMEC 2012). It can be accessed at:  
<http://www.cmec.ca/140/Programs-and-Initiatives/Copyright/Copyright-Matters-/index.html>
3. All staff will comply with the Fair Dealing Guidelines (2012).  
[http://www.cmec.ca/docs/copyright/Fair\\_Dealing\\_Guidelines\\_EN.pdf](http://www.cmec.ca/docs/copyright/Fair_Dealing_Guidelines_EN.pdf)

Reference:

Regulation 213/96, Education Administration Act  
Copyright Modernization Act (2012)  
Fair Dealing Guidelines (CMEC, 2012)  
School Administration Handbook – Cancopy Highlights

**Adopted:** August 2009

**Revised:** December 2012



## AP 3-704 – EXPECTATION REGARDING THE USE OF MOVIES

### BACKGROUND

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As a community learning institution attended by children, we must reflect high critical community standards. Parents in their homes can be more flexible in their choices.

Our understanding is that the showing of films for purely entertainment purposes is not frequently done. These would be in relation to special times such as Christmas, term end, or the celebration of some significant class accomplishment.

### PROCEDURES

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- The study and use of visual media is both important and required in curricula. For instructional purposes, teachers use feature films as a part of unit, theme, or lesson planning and presentation.
- All movies must meet all copyright and public performance criteria.
- In respect to the appropriateness of movies shown for entertainment, the Board expects that movies will be previewed and selected by teachers on the basis of what is acceptable in a public school context.
- School Administration should be aware when a movie is shown for solely non-instructional purposes.
- Information in regards to movie classification ratings may be found on the Manitoba Film Classification website (<http://www.gov.mb.ca/chc/mfcb/>). Only movies rated by the Manitoba Film Classification Board as suitable for the age of the student may be shown.
- Outlines of film content to students and parents beforehand may need to be considered where concerns can be anticipated.
- Parents will not be asked to support or give permission for the viewing of a movie which has been classified by the Manitoba Film and Classification Board as unsuitable.
- Arrangements for alternate activities for individual students may be necessary on the basis of student or parental concerns.

Adopted: June 2013





## AP 3-705 – USE OF TECHNOLOGY

### BACKGROUND

This procedure outlines the acceptable use of computer devices and technical equipment, *including personal electronic devices* at Western School Division. It applies to all end users. It applies to all equipment that is used within the Western School Division and to the use of the Network System of Western School Division itself. End users include employees, students, and guests. This procedure is informed in part by direction from Manitoba Education and Early Childhood Learning's, "Enhancing Guidelines for Cell Phone Use in Schools to Minimize Distractions and Support Student Learning and Safety" from August 2024.

### Use of Personal Electronic Devices by Staff, Visitors to the School and Students

#### Staff and Visitors at all Grade Levels

Western School Division staff will support students in achieving the minimization of distractions and the enhancement of student learning and safety by appropriately modelling the responsible and appropriate use of personal electronic devices when in the learning environment. As such, when on school property, a personal electronic communication device must be turned off at any time staff and visitors have contact-time with students. This includes when staff (and visitors where applicable) are in class, supervising students in school or participating in a school event. Staff must not send or receive personal communications while on the job and are responsible for the care, control, instruction or supervision of students. For staff in grades 9-12, cell phones may be used in class for educational purposes, when directed by teachers for student learning. Use of communication devices for urgent and/or emergency communications related to the safety and well-being of students, staff or visitors, is allowed at the administrator's discretion.

#### Kindergarten to Grade 8

Students may not access or use cell phones during school hours, inclusive of breaks and lunch. All communication devices must be turned off when the student enters school property. These devices may not be activated at any point during the regular school day. Students may not leave class to make or receive electronic communication (i.e.: cell phone calls, text messages or other internet communication).

#### Grades 9 to 12

Students may not use cell phones during class time. Students may be permitted to use cell phones during break times/lunch as per policies developed by the school. Students may also be permitted to use personal cell phones in class for educational purposes, *when specifically directed by classroom teachers*.

For students at all grade levels, during school outings, field trips or extra-curricular events, use of a cell phone or personal device is by permission of the supervising academic staff (principal or teacher).

#### For all Students

Any use of an electronic communication device during prohibited times or in an inappropriate manner will result in the student being required to present and relinquish their device to school staff immediately upon staff request. Devices will be returned to parents or guardians under conditions set by administration.

#### For all End Users

When determined to be necessary, the administrator can make appropriate exceptions to support medical and diverse needs. A documented plan regarding those identified needs and circumstances will be discussed and established. Cameras or phones equipped with cameras must be kept out of sight and not activated in washrooms, change rooms or any other private areas. Use of an electronic communications device or digital camera to record video, still shots or sound must be done with express permission of the supervising staff member and with full advance knowledge and permission of any individual or group being recorded. Sharing, distribution or broadcasting of any such material must be done with full permission of every individual being recorded.



Posting to the Internet may require written permission of parents. Recordings made secretly and/or used maliciously will result in disciplinary action up to and including expulsion and a police report.

### **General Use and Ownership of Divisional Technology and Networks**

Western School Division offers employees, students and other authorized users (as determined by the computer department, and school and department administrators) access to a variety of information technology resources, including computer workstations, local area networks, a wide area network and the Internet.

In response for the privilege of accessing the Internet, every Internet user has the responsibility to respect and protect the rights of every other user on the Internet, and to act in a responsible, ethical and legal manner.

**Acceptable use** of information technology includes, but is not limited to, the following:

- Use consistent with the mission of the Western School Division
- Use that encourages efficient, cooperative and creative methods to perform the user's job duties or educational tasks
- Use related to instructional, administrative and other support activities considered consistent with the mission of the Division

All educators have a responsibility to work together to help students develop the skills needed to discriminate among information sources, to identify information appropriate to student age and development levels, and to evaluate and use information to meet students' educational goals.

Electronic information research skills are fundamental to preparation of citizens and future employees who are good digital citizens. Staff will blend thoughtful use of such information throughout the curriculum and will provide guidance and instruction to students in the appropriate use of such resources.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others and students must act in a considerate and responsible manner when using technology in schools.

Use of the Internet, Division computer networks and computer workstations is a privilege, which may be revoked at any time for abusive conduct.

It should further be noted that:

- (a) All data created on the Western School Division systems remains the property of Western School Division. Because of the need to secure, and protect Western School Division's network, administration cannot guarantee the confidentiality of information stored on any network device belonging to Western School Division.
- (b) For security and network maintenance purposes, authorized individuals may monitor equipment systems and network traffic at any time.
- (c) Western School Division reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.
- (d) Should an end user wish to have a private means of accessing their personal email accounts/other communications, including any access to the internet for personal reasons, end users ought to do so utilizing their own electronic device and not through a connection to the employer's network; and must do so at a time that is appropriate according to the use of personal electronic devices guidelines.



### **Security and Proprietary Information**

(a) The information contained on Internet/Intranet/Extranet-related systems should be classified as either confidential or not confidential. End users should take all necessary steps to prevent unauthorized access to information of a confidential nature.

(b) Authorized users are responsible for the security of their passwords/accounts and must use extreme caution when opening e-mail attachments received from unknown senders, which may contain viruses, etc...

(c) End users must exercise caution when sending any e-mail from inside Western School Division to an outside network in order to prevent the unauthorized or inadvertent disclosure of sensitive or personal information.

(d) All end users are responsible for ensuring periodic review and clean-up of their individual e-mail files to avoid undue overload on the system.

### **Unacceptable Use**

Under no circumstances may Western School Division-owned resources be used to engage in any activity deemed illegal under provincial, federal, or international law.

### **Other prohibited activities include (but are not limited to)**

- Violations of the rights of any person, organization or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations.
- Unauthorized copying of copyrighted material including installation of any copyrighted software for which Western School Division or the end user does not have an active license.
- Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws, is illegal. The appropriate administrator/divisional authority should be consulted prior to export of any material that is in question.
- Introduction of malicious programs into the network or server (e.g. viruses, worms, Trojan horses, e-mail bombs, spy ware, etc.).
- Using abusive language, including hate mail, harassment or discriminatory remarks
- Deliberately accessing inappropriate websites that contain obscene material, including reviewing, downloading, storing or printing files or messages that are obscene, vulgar or sexually explicit, or that use language that degrades others
- Using networks for a commercial, political or profit-making enterprise, except as specifically agreed to with the Division
- Using or accessing a file or an account owned by another user without his/her permission, or deliberately distributing or downloading any material in such a manner that causes congestion of networks
- Installing software that is not legally licensed for use. (i.e. pirated software);  
or Installing software that is not supplied or approved for use by the Division without authorization by an administrator
- Installing any hardware not owned by Western School Division
- Revealing your account password to others or allowing use of your account by others. This includes family and other household members when work is being done at home.
- Using a Western School Division computing asset/device to actively engage in procuring or transmitting material that is in violation with any laws; or in violation of the Freedom from Violence or Freedom from Harassment administrative procedures of Western School Division.
- Making fraudulent offers of products, items, or services originating from any Western School Division account.
- Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's host computer, via any means, locally or via the Internet/Intranet/Extranet.
- Providing information about, or lists of, Western School Division end users to parties outside Western School Division when not authorized to do so.



**Prohibited e-mail and communications activities**

- (a) Sending non-work related, unsolicited e-mail messages or other types of electronic communications, including the sending of “junk mail” or other advertising material to individuals who did not specifically request such material (e- mail spam).
- (b) Any form of harassment via electronic communication, whether through language, frequency, or size of messages.
- (c) Creating or forwarding “chain letters” or “pyramid” schemes of any type.
- (d) Use of unsolicited e-mail originating from within Western School Division networks of other Internet/Intranet/Extranet service providers on behalf of, or to advertise, any service hosted by Western School Division or connected via Western School Division network.

**Guidelines on Anti-Virus Process**

- (a) Always run the Western School Division standard supported anti-virus software. Download and install anti- virus software updates as they become available (typically, this process is automated).
- (b) NEVER open any files or macros attached to an e-mail from an unknown, suspicious, or untrustworthy source. Delete these attachments immediately, then “double delete” them by emptying your Trash.
- (c) Delete spam, chain, and other junk e-mail without forwarding. (d) Never download files from unknown or suspicious sources.
- (e) Back-up critical data and system configurations on a regular basis and store the data in a safe place.

Reference                      Section 41 and 47, Public Schools Act

**Adopted:**                      **August 2009**  
**Revised:**                      **January 2013**  
**Revised:**                      **December 2, 2020**  
**Revised:**                      **August, 2024**



## AP 3-800 – FIELD TRIPS AND EXCURSIONS

### BACKGROUND

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Western School Division believes that field trips, excursions, and community-based activities provide opportunities to expand and/or enhance school curriculum and programs. It is the desire of the Division to encourage and lend support to such activities provided that these activities are properly planned; that they must be organized to maximize educational benefit; and ensure the safety and protection of all participants. The Youth Safe Manitoba School Field Trip Resource document forms the basis for the procedures and regulations. Exceptions will be brought to the Superintendent for consideration.



## AP 3-801 – FIELD TRIP REGULATIONS AND PROCEDURES

### 1.00 Classification

- 1.01 Day trips are those that occur on a given day.
- 1.02 Extended field trips are those consisting of at least one overnight stay. Extended field trips may occur provincially, nationally, or internationally.

**2.00 Authorization** – Prior to authorization being granted, each field trip must have educational goals established for the trip, which are **compatible with the provincial program of studies and the school's instruction program**, and have sufficient educational value to outweigh the loss of instructional time in the regular program.

- 2.01 The school administrators are in authority for day field trips.
- 2.02 Extended trips require authorization from the Superintendent.
- 2.03 Out of province trips require the approval of the School Board.
- 2.04 The Superintendent will monitor plans for high-risk activities.
- 2.05 Guidelines for the specific requirements for higher risk activities are consistent with the Youth Safe Manitoba School Field Trip Resource document. The Superintendent, at their discretion, may modify.

**3.00 Trip Planning and Preparation** – Thorough planning and preparation is expected for all trips. For trips to be authorized, plans must include sufficient, pertinent information so an informed decision about its appropriateness and safety can be made.

**Trip planning and preparation should include:**

- 3.01 **Insurance considerations** – the division provides basic accident insurance for every student. Consideration should be given as to the need for additional insurance for trip participants (students and staff). This is available for a nominal fee.
- 3.02 **Instructor Readiness Assessment** - the school administrator will ensure that the teacher is qualified in the subject (content/activity) and instructional pedagogy (methods and techniques). Instructors must have the capacity to provide for the safety of their students (health and fitness, maturity, knowledge and skills, leadership, judgment, routine health care, handling emergencies).
- 3.03 **Facilities and Equipment** – safe consideration must be given to facilities (pre-activity check, hazards, weather), equipment (inspected, appropriate) safety equipment/supplies (helmets, life jackets).
- 3.04 **Document Completion** – prior to trip departure and upon trip completion, all applicable documents must be completed. Completed document packages will be stored in the school office.
  - 1. Transportation Requisition Procedures (AP 7-600)
  - 2. Off-site Activity(ies) Consent of Parent/Guardian – Form A (AP 7-610)
  - 3. Off-site Activity(ies) Consent of Parent/Guardian – Form B (AP 7-611)
  - 4. Off-site Activity(ies) Consent of Volunteer (AP 7-612)
  - 5. Volunteer Driver Authorization Application (AP 7-613)
  - 6. Passenger Manifesto Form (AP 7-614)
  - 7. Field Trip Checklist (AP 7-615)
  - 8. Itinerary Card (AP 7-616)
  - 9. Extended Excursion Notice of Intent (AP 7-617)



10. Guidelines for Extended Excursions (AP 3-810)

- 3.05 **Behavioral Expectations and Consequences** – school division – school policy regarding behavioral expectations of staff, volunteers and students must be adhered to. As determined by the teacher in charge, in consultation with administration, any behavior, which is illegal, unsafe, or violates trip guidelines is grounds for terminating the trip for one or more of the participants.
- 3.06 **Health and Medical Screening and Medications** (Administering Medicine to Students) – teachers must be aware of student medical conditions and limitations, so modifications can be made if necessary.
- 3.07 **Parental Notification** – see section 3.04 above.
- 3.08 **Extended Walking / Hiking Students Off-site** – group control and safety management should include, as needed, necessary equipment (whistle, extra clothing, first aid kit, cell phone), route (pre-walk for safety), instruction (student briefing/information), supervision (appropriate supervisor/student ratio, buddy system).
- 3.09 **Emergency Procedures/Reporting** – written emergency action plans should be prepared to include: roles/responsibilities, first aid, means of securing emergency assistance, emergency contact numbers, evacuation alternatives.
- 3.10 **Clothing** – students should be instructed regarding appropriate clothing and footwear for off-site activities.
- 3.11 **Route/Itinerary** - trips should have pre-determined routes and itineraries that are communicated to the students, parents, school administration, and others as needed (i.e. transportation supervisor, bus driver). See section 3.04 above.
- 3.12 **Roles and Responsibilities** – all staff, students, and volunteers should be informed about the parameters of their involvement, their expected role and responsibilities, and relevant policies/procedures.
- 3.13 **Equity and Inclusion** – all students will have an opportunity to participate in field trips offerings.
- 3.14 **Risk Assessment/Management** – teachers should assess/manage: objective (environmental) and subjective (human) risks; potential frequency and severity of foreseeable serious injuries or illnesses; safety management plans, evaluations and updates of trips.

#### 4.00 Transportation

- 4.01 Transportation must be organized in such a manner that conforms to Policy and Administrative Procedure.
- 4.02 Use of Private Vehicles is permitted if organized to conform to divisional Administrative Procedure.

#### 5.00 Parental Consent

- 5.01 Information given to parents- parents should be provided sufficient, pertinent information about the trip to make an informed decision about its appropriateness and safety for their child.
- 5.02 Signed permission must be obtained from parents/legal guardians.
- 5.03 If circumstances dictate, parental permission may be obtained by fax or through telephone conversation with the school administration.
- 5.04 A Letter of Informed Consent must be signed for both day and extended field trips. The level of risk will determine the form that is used. The form used must reflect the guidelines contained in the Youth Safe Manitoba School Field Trip Resource document.
- 5.05 International Student Program (ISP): Please consult the Homestay Guide for International Students.

#### 6.00 Supervision & Safety – Schools must provide adequate supervision to ensure acceptable levels of student behavior and safety as outlined in Administrative Procedures.



- 6.01 A staff member from the division must be present on all field trips, excursions, and community based activities and provide for supervision of students at all times during the event.
- 6.02 The student/adult ratio is to be determined based on the age of the students and the nature of the activity. See recommendations in the **Safety Guidelines for Physical Activity in Manitoba Schools**. As a general guideline, a ratio of 15:1 is recommended.
- 6.03 Ratios for specialized trips are as per the attached “Activities of Higher Risk” guidelines, which are based on the **Safety Guidelines for Physical Activity in Manitoba Schools**.
- 6.04 School Administration and supervising teachers will provide additional supervision based on the composition of the group going on the trip.
- 6.05 A spouse of a supervising teacher may become a member of the supervisory team. See Section 6.15 below.
- 6.06 One staff member must be pre-determined as the “teacher-in-charge” of the group and is to be the one designated to be responsible for communicating with the drivers (bus drivers and volunteer drivers) and managing accident/incidents should they arise.
- 6.07 Children belonging to the members of the supervisory team may not attend unless they are bona fide members of the sponsoring school.
- 6.08 The supervising teacher is responsible for informing members of the supervisory team of their duties and reviewing standards of conduct with students.
- 6.09 Mixed groups going on extended field trips require both male and female chaperones. As a general guideline, a ratio of 15:1.
- 6.10 All field trips require a first aid kit.
- 6.11 Teachers must ensure that special equipment required by children with allergies (i.e. auto injectors, inhalers, etc.) is taken on the trip.
- 6.12 Students are not allowed to leave the field trip unless prior written arrangements have been made.
- 6.13 Activities associated with swimming and boating requires special safety precautions as outlined in the Manitoba Public Health Act, MB. Regulation 132/97. The supervision of such activities must provide adequate protection for all concerned.
- 6.14 **Use of Adult Volunteers on School Trips:**
1. The Division welcomes and appreciates volunteers that work with and/or supervise students on school-sponsored field trips.
  2. Volunteers must be under the direction of the teacher-in-charge and supervisors.
  3. Prior to departure on extended field trips.
  4. To ensure volunteer safety, school administration at its discretion, retains the option of collecting volunteer medical emergency information. See form – Off Site Activity (ies) Consent of Volunteer.
  5. The names of volunteers must be submitted to the principal in advance of the trip.
  6. The teacher-in-charge is responsible to inform volunteers re: the parameters of their involvement, their expected role and responsibilities, relevant policies/procedures.
  7. To ensure student safety, school administration at its discretion, retains the right to select/approve volunteers.
  8. Only designated volunteers may participate in school trips.
- 6.15 **Accommodations:**
- In the event an extended excursion requires an overnight stay(s), provisions to ensure the safety and well-being of all participants shall ensure:
- Only same gender students shall share a room.
  - No supervisor shall stay in a room with a student unless the supervisor is the student’s parent or legal guardian.
  - Supervisors will organize a system for communicating and performing student counts, and room checks.





## 7.00 Non-Participants

- 7.01 Students not participating are expected to attend school unless alternative schooling arrangements have been made between the school and home.

## 8.00 Accidents/Incidents

- 8.01 Accident/Incident Response – Staff should operate within their training and authorization and should contact parents as soon as possible should an accident occur.
- 8.02 Consent for Emergency Care – In the event of a serious injury or illness the students' parents/guardians will be contacted.
- 8.03 Accident/Incident Reporting – Refer to Administrative Procedure – Accident Reports
- 8.04 Serious accidents/incidents require appropriate follow up investigation involving supervisory staff and school administration to minimize the potential for recurrence.

## 9.00 Field Trip Continuum & Related Student Involvement

- 9.01 Kindergarten to Grade 4 will be restricted to day trips and middle years to provincial trips unless circumstances are exceptional and the School Board grants approval. Grades 9-12 trips are unrestricted – pending Superintendent and Board approval.

## 10.00 Notice of Intent for Extended Field Trips

- 10.01 Notice of Intent must be signed by both Principal and staff coordinator, and must be submitted to the Superintendent as follows: International trips (5 months notice and no later than October 15th of the year of travel); provincial or national travel (3 months notice). Timelines may be adjusted under exceptional circumstances.
- 10.02 **Content of Notice of Intent for Extended Field Trips must include:**
1. Nature of the trip
  2. Educational justification including plans for preparation and follow-up
  3. Location/Itinerary
  4. Attendees (number and grade level)
  5. Dates
  6. List of high-risk activities
  7. Transportation plans
  8. Financial plans
  9. Level of supervision (ratio)
  10. Parental involvement and consent
- 10.03 **Final Plans** – Final plans for the Extended Field Trip are to be submitted to the Superintendent SIX WEEKS prior to departure. The plans are to include:
1. Purpose/objectives
  2. Schedule of activities
  3. Departure and arrival dates and times
  4. Final number of students
  5. Number, qualifications and names of adult supervisors and staff members
  6. Parental involvement
  7. Risk management plan
  8. Medical information about students
  9. Medical insurance information
  10. Detailed financial information.



### 11.00 Extended Field Trip Cancellation Guidelines

- 11.01 All plans to travel must be with the full endorsement of parents/legal guardians of the students involved.
- 11.02 Cancellation by the Division would be a possibility in situations where travel is deemed unsafe. Such situations may include war, threat of terrorist attack, health hazard, dangerous weather conditions and/or natural disasters such as hurricanes, tornadoes, earthquakes and floods.
- 11.03 In an extended out of country excursion, the advice of the Department of Foreign Affairs would guide the decision making in this regard. Communication with the Department of Foreign Affairs would be through the Superintendent Office. It is expected that administration and staff involved with extended field trips will assist with monitoring Country Travel Reports and Emergencies Aboard.
- 11.04 All international extended field trips require the purchase of insurance to cover the possibility of an emergency return.
- 11.05 In the event of the need to cancel the trip, the Division would not be held liable. It is the responsibility of the administration and staff involved with the extended field trip to ensure that parents are fully informed of this.
- 11.06 These guidelines should be carefully considered by staff and thoroughly reviewed with parents.
- 11.07 Parents/guardians and students must sign an “Extended Excursion Notice of Intent” package of information “Letter of Informed Consent” prior to departure on an extended excursion.

### 12.00 Dismissal from Extended Field Trips for Disciplinary Reasons

- 12.01 A detailed listing of the rules and regulations of the trip, with clearly stated consequences, must be provided to the students and parents/guardians prior to departure.
- 12.02 Students and parents/guardians will be required to sign a conduct agreement that outlines specific procedures concerning the early return of students. Details of the procedures would include:
  - 1. Parent/guardian contact detailing the arrangements for the return, in the event that an early return is necessary, must be made prior to leaving on the field trip.
  - 2. Students will be returned by airplane whenever possible.
  - 3. A supervisor would attend the student(s) until departure for home if the return trip is direct and non-stop.
  - 4. If the return trip includes a stopover, a supervisor must attend with the returning student(s), with the costs of the added supervision being at the expense of the parent/guardian in the case of dismissal.
  - 5. Parents/guardians must make an arrangement to have the student picked up upon arrival. If this arrangement is not possible the student will not be allowed to attend the trip.
- 12.03 In the event of a student dismissal for disciplinary reasons, a written report must be filed with the Superintendent outlining the details of the event(s) and cause of dismissal.

## RISK MANAGEMENT

### 13.00 Extended Health Coverage

- 13.01 For travel out of the school division limits but within Canada, medical insurance is recommended.
- 13.02 Medical insurance is required for international travel. Contact the Secretary Treasurer for details related to Medical and Liability insurance coverage.
- 13.03 In the event of illness/injury while away, a supervising teacher will seek medical attention for the student and the student will remain in constant supervision by the teacher.



#### **14.00 Limited and Excluded Activities**

- 14.01 Special guidelines are outlined for activities of higher risk. Guidelines must be reflective of the Youth Safe Manitoba School Field Trip Resource document.
- 14.02 Parents/guardians and students must sign an Off-site Activity(ies) Consent of Parent/Guardian - Form B prior to participating in activities of higher risk.
- 14.03 Among the adult supervisors must be at least one who has First Aid and CPR training.

Adopted: August 25, 2008



## AP 3-810 – GUIDELINES FOR EXTENDED EXCURSIONS: SUMMARY OF TIMELINES

### THREE MONTHS PRIOR TO THE PLANNED DATE OF THE EVENT – PROVINCIAL/NATIONAL TRAVEL

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A School wishing to undertake planning for an extended field trip/excursion involving provincial or national travel must complete an Extended Excursion Notice of Intent form (AP 7-617). This form must be forwarded to the Superintendent's Department NOT LESS THAN THREE MONTHS PRIOR TO THE PLANNED DATE OF THE EVENT. Such "Notice of Intent" must be co-signed by the Principal and the supervising teacher. The Superintendent's Department prior to any further planning by the school will review the "Notice of Intent."

### FIVE MONTHS PRIOR TO PLANNED DATE OF THE EVENT – INTERNATIONAL TRAVEL

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A School wishing to undertake planning for an extended field trip/excursion involving international travel must complete an Extended Excursion - Notice of Intent form (AP 7-617). This form must be forwarded to the Superintendent's Department NOT LESS THAN FIVE MONTHS PRIOR TO THE PLANNED DATE OF THE EVENT, AND NOT LATER THAN OCTOBER 15 OF THE SCHOOL YEAR DURING WHICH THE EVENT WILL OCCUR. Such "Notice of Intent" must be co-signed by the Principal and the supervising teacher. The Superintendent's Department prior to any further planning by the school will review the "Notice of Intent."

### EXCEPTIONS TO ABOVE TIMELINES

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From time to time, an extended excursion may be permitted without conforming to the administrative procedures contained herein. Generally, such exceptions will be related to:

- a) An invitation which may be extended to a school group, organization, class, or team and which has not been extended within the time frame set forth.
- b) A sponsoring group announcing a program related activity at a date that is too late to allow for three months' notice to be given.

### NINETY DAYS FROM COMPLETION OF EXCURSION

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A complete statement of revenues and disbursements related to an excursion must be available upon request within ninety days of the completion of the excursion.

Reviewed: August 25, 2008



## AP 3-811– CHAPERONE SELECTION AND GUIDELINES

### BACKGROUND

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Field trips or extended travel can provide meaningful education experiences. They are extensions of the basic school programs and cannot be carried out without the cooperation of volunteer chaperones. Western School Division recognizes and appreciates the cooperation of these volunteers and feels it is important that everyone operates under the same guidelines to insure maximum value.

### PROCEDURES

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**The supervising teacher and chaperones are expected to set a good example and must refrain from the use of alcohol during the trip. Smoking is strongly discouraged, especially in the presence of students.**

### CRITERIA & PROCESS FOR SELECTING CHAPERONES

- Chaperones who wish to be considered, will submit application by specified due date, and complete background check as required by Western School Division.
- Chaperones (including staff chaperones) will be selected by the school administration. School administration are responsible to ensure all school and division policies and procedures are followed. Any breach of school or divisional policy or procedure will be dealt with immediately and documented in writing by school administration with a copy provided to the Superintendent.
- Chaperones selection will be based on experience, skills, character, length of service to the organization, and additional miscellaneous factors.
- At least one chaperone should have a medical background, training or experience.
- Chaperones cannot bring other family members other than chaperoning members.
- As required by Western School Division, applicants must submit the appropriate documents for criminal background check.

### CHAPERONE GUIDELINES

- The trip supervisor must be a teacher or school administrator of Western School Division.
- All chaperones must be at least 21 years of age and a member of the school faculty/staff or a division registered volunteer.
- Overnight chaperones must assume a 24-hour day responsibility for students from the time they leave until the time they return. The purpose of chaperoning is *not* to spend *quality time* with only your child(ren). All parent chaperones are “on duty” 24 hours a day with responsibility to the entire group and itinerary at all times.
- The level of student supervision of students while on the trip is no less than the level of supervision of students required when students are on campus, participating in class, or participating in other school or school board activities.



- Chaperones are expected to be familiar with the Student Code of Conduct and school and divisional discipline policies and shall report all suspected violations to the trip supervisor immediately.
- Chaperones may not discipline a student, staff member or another chaperone. Consequences for inappropriate behavior will be determined by the trip supervisor.
- Drinking of alcoholic beverages by a chaperone at any time during the trip is prohibited.
- Smoking by a chaperone at any time during the trip is prohibited.
- Chaperones must actively supervise and maintain an accurate check of members assigned to them.
- Overnight chaperones may not retire until all students are in their rooms, all visiting between rooms has ceased, and chaperones have verified the safety and security of the students.
- Chaperones will not have free time for independent sightseeing, tours, or shopping.
- Gender of the group members shall be considered when assigning chaperones and floor assignments.
- Chaperones will not be permitted to bring siblings of participating students or other persons on a field trip.
- Parents or student relatives who are not chaperones or student participants in the trip will not be permitted to interfere with the chaperones responsibilities, unless approved by the trip supervisor.
- Chaperones must wear appropriate clothing at all times.
- Medical release waivers for each student shall be carried on all field trips. In case of an accident, the medical release waivers shall be presented to the treating physician. A student's permission slip shall be attached to the student injury incident report which is required with an accident.
- Chaperones are required to report any illness of students to the trip supervisor immediately.
- For the welfare of the chaperone, he/she should be in good physical health. Chaperones should expect extensive walking daily, on uneven terrain; bus travel through winding mountainous roads, and exposure to culturally different environments

Adopted:                    October 2015



**CHAPERONE SELECTION FORM**

Name \_\_\_\_\_

Student's Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone (home) \_\_\_\_\_ (work) \_\_\_\_\_

Dear Parents,

Please fill out the chaperone application as completely as possible by typing and attaching your answers on a separate page. All chaperones must be parents of students participating in the trip. The chaperone fee is the same as the student fee, as the chaperones will be doing all of the same activities.

The following questions and regulations have been established by the extended field trip policies of the Western School Division.

1. Please describe your previous experience in working with high school students.
2. Have you ever been a chaperone of a youth group or school trip? Please list when, where and with whom you traveled.
3. Why do you want to chaperone this particular trip?
4. In what ways can the chaperone of a high school group make the trip a positive experience for everyone?
5. Please list any other skills or experiences that will help you in your role as chaperone on this trip, or would be valuable to our group (medical or first aide experience, etc.).

Please complete this form and submit it on or before \_\_\_\_\_ to:

Principal

\_\_\_\_\_ (School)

Chaperone selections will be made, and you will be notified by \_\_\_\_\_. (date)



## AP 3-820 – NATIONAL/INTERNATIONAL COMPETITIONS

### BACKGROUND

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To assist schools in motivating and supporting excellence in curricular learning and achievement for all students, the Division may consider financial support to help offset the expense of students who excel at the provincial level and qualify for national or international competition at a site outside of Manitoba in a discipline operating under, Skills Canada or other enterprise directly focused on secondary student activities only.

### PROCEDURES

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1. Students and/or parents of students who might qualify for assistance will seek a recommendation from the principal of the school, and apply to the Superintendent.
2. The student(s) and parents involved may be asked to attend a Board meeting and make a presentation.
3. Club and community based activities are specifically excluded from this administrative procedure and will not be considered for support under this administrative procedure.

Adopted: August 2009





## AP 3-830 – PUBLIC PERFORMANCES

### BACKGROUND

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Public performances are a means of celebrating student learning with the community. The Public Schools Act directs that all schools be non-sectarian.

For the purposes of this procedure the term non-sectarian is understood to mean *“Not limited to or associated with a particular religious denomination.”*

### PROCEDURES

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All public performances will comply with The Public Schools Act and The Manitoba Human Rights Code.

Reference:

The Public Schools Act, Section 84  
The Manitoba Human Rights Code

**Adopted:** August 2009



## AP 4-000 – STUDENTS



## AP 4-100 – AGE OF ADMISSION

### BACKGROUND

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A beginning student must attain the age of five years on or before December 31st of the school year in which the student applies for admission to a Division kindergarten program.

A beginning student must attain the age of six years on or before December 31st of the school year in which the student applies for admission to grade one.

### PROCEDURES

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1. Beginning grade one students must enter in September of the school year.
2. Students who have completed their kindergarten program in another school jurisdiction shall be admitted to grade one regardless of age.

Reference:

Section 259, Public Schools Act  
Topic R7, School Administration Handbook

**Adopted:** August 2009



## AP 4-101 – SCHOOL OF CHOICE AND CATCHMENT AREAS

The Superintendent will designate for the beginning of each school year the catchment areas that each school shall serve. Parents may send their children to a school outside their designated catchment area as per Schools of Choice Guidelines.

Western School Division supports Manitoba Education's policy on school of choice from outside the division.

School of Choice Administrative Procedures and Guidelines also applies to international education students.

Adopted: August 2015



## AP 4-102 – SCHOOL OF CHOICE ADMINISTRATIVE PROCEDURES

### 1. ASSIGNMENT OF STUDENTS

In keeping with AP 4-101 the assignment of pupils eligible to register in schools within Western School Division shall be at the discretion of the Superintendent who shall identify for each school the appropriate catchment area and shall designate pupils within those areas to their respective schools. Variations to these assignments shall be permitted only in accordance with the provisions of this statement of administrative procedures and Board policy.

### 2. DEFINITIONS

**Choice** - Is defined as the ability of a parent, guardian or adult student to select, for attendance purposes, a school other than the closest catchment area school with space and suitable program, as that pupil's home school.

**Home School Division** - Is the Division in which a pupil's parents or legal guardian(s) reside, or if the pupil is of the age of majority the Division in which the pupil occupies a permanent residence.

**Eligible Pupil** - an eligible pupil is a pupil who qualifies under the regulations of Manitoba Education and Training for provincial support while in attendance at a public school.  
(Pupils sponsored by any educational authority which receives primary funding from anybody other than the Government of Manitoba are not considered to be eligible to exercise the provisions of these school of choice procedures as the provisions for transfer of funds are not available to them.)

**Resident Pupil** - a pupil who qualifies under Section 1 of the Public Schools Act of Manitoba as a resident of Western School Division.

**Non-Resident Pupil** - a pupil who is eligible to attend a public school in the Province of Manitoba but who does not meet the requirements of Section 1 of the Public Schools Act of Manitoba as a resident of the Western School Division.

### 3. SCHOOL INFORMATION

The Division shall undertake to provide a Handbook of Schools outlining basic information concerning the grade assignments, the facilities and the programs available at each school within the Division.

### 4. MAKING APPLICATION TO A SCHOOL OF CHOICE

All applications for a change of school must be made on the form authorized by Manitoba Education and Training and must be submitted directly to the school of choice no later than May 15<sup>th</sup> of the spring term for school assignment effective with the commencement of the next following fall term. A school shall have no obligation to consider late applications.

When a pupil/parent/legal guardian is applying for consideration at more than one school all schools shall be named on an attachment affixed to all applications.



When a school agrees to accept a non-resident pupil who has made late application to a school of choice, it shall do so only when the home division has agreed to send the transfer fee for the pupil, or the parents or legal guardians have agreed to pay an equivalent fee to the Western School Division.

## 5. CONSIDERATION PROCESSES FOR PUPILS WISHING TO EXERCISE SCHOOL CHOICE

For the purposes of these procedures all applications from pupils exercising choice of schools will be considered on a first-received first-reviewed and considered basis, except that applications from resident pupils shall be reviewed and considered for placement before those received from non-resident pupils.

Any school receiving an application for school of choice must advise the parent(s) or legal guardian(s), receiving/home School Division/District Office and the sending school no later than June 30<sup>th</sup> whether or not the pupil has been accepted.

### 5.1. Pupils wishing to exercise school choice will:

- a) be required to submit a request for admission to the school of choice on or before May 15<sup>th</sup> for the next ensuing school year. This request must be submitted on the Department of Education approved form of application.
- b) be considered in the following order of priority:
  - i) **first priority:** resident, catchment area pupils;
  - ii) **second priority:** pupils previously approved to attend the school in accordance with these procedures;
  - iii) **third priority:** resident pupils residing outside the catchment area of the school wishing to attend the school as a school of choice; and
  - iv) **fourth priority:** non-resident pupils wishing to attend the school as a school of choice.
- c) be considered for admission only if:
  - i) space is available in the program of choice and/or the classroom(s) under consideration ( see section 5.3);
  - ii) the school has available all special equipment or physical accommodations required by the pupil;
  - iii) the program of choice is suited to the age, ability and aptitude of the pupil, and the pupil has all necessary prerequisites for the program and/or grade level of choice;
  - iv) the principal of the school is satisfied that enrolling the pupil will not be detrimental to the continuity of the pupil's education;
  - v) the principal of the school is satisfied that enrolling the pupil will not be detrimental to order, discipline and the well-being of other pupils in the school; and the school is not required to establish a new program or classroom to meet the educational needs of the pupil.

### 5.2. For the purpose of defining space availability the principal shall consider the following circumstances:

- a) the number of catchment area and previously approved pupils already enrolled in the program or grade level concerned as of May 15<sup>th</sup>, and the change of enrollment experienced in the identified program or grade level in the previous two school years between the dates May 15<sup>th</sup> and September 30<sup>th</sup>;
- b) the special circumstances of the pupils already approved to the classroom or program. These may include, but are not limited to, the number and circumstances of special needs pupils, identified behavioral difficulties and anticipated range in academic abilities; and



- c) safety considerations such as, but not limited to, those associated with laboratory and vocational programs.

5.3. Notwithstanding the above, and to protect potential needs for pupils moving into the catchment area prior to the commencement of classes, the Western School Division reserves the right to refuse admission of out-of-school-catchment-area pupils to a classroom or program under the provisions of schools of choice when:

- a) on May 15<sup>th</sup> the number of pupils projected to be enrolled in a regular classroom, program of studies or a core subject within that program is at the:
  - i) K-3 grade level, 20 pupils or more;
  - ii) 4-8 grade level, 25 pupils or more;
  - iii) Grade 9 – Grade 12 level, 27 pupils or more;
  - iv) RRTVA program, 16 pupils or more.
- b) a non-resident pupil seeking school of choice is deemed to have disciplinary or behavioural problems which were previously addressed through additional support in the home school division and the home division chooses not to pay for such additional support in Western School Division.
- c) the pupil was expelled from attendance in the home or previous school division/district.
- d) the pupil does not meet program prerequisites required of the other pupils enrolled in the program.
- e) the request for choice of school involves placement in a special education or specially designed student at risk program. The principal and Student Services Administrator shall consult for the purposes of determining the needs of the pupils already approved to the class and shall be satisfied that the inclusion of another pupil will not be detrimental to those pupils. If the inclusion of an additional pupil is believed to be detrimental, the application shall be refused. The provisions of Section 5.3(a) shall not be applicable to such classes.

## 6. APPEAL OF SCHOOL OF CHOICE DECISIONS

Western School Division recognizes that within the guidelines provided by these Administrative Procedures the principal of the school has the responsibility to make decisions with respect to school of choice requests. Notwithstanding the principal's responsibility, refusal by a principal to admit a pupil to a school of choice may be appealed by the parent/guardian in writing to the Superintendent of Schools.

## 7. WITHDRAWAL FROM A SCHOOL OF CHOICE

A pupil who has been approved to attend a school of choice in the Division may withdraw from that school. However, under such circumstances the Division is not obligated to accept return to the previous school and reserves the right to designate the school to which the pupil shall be assigned. Such assignment shall be subject to all provisions identified in this administrative procedural document.

## 8. CONTINUANCE IN A SCHOOL OF CHOICE

Once a pupil has been accepted in a school of choice he or she shall be entitled to continue at that school, year after year, as if an approved pupil of that school.



## 9. TRANSPORTATION OF PUPILS ELECTING TO EXERCISE SCHOOL OF CHOICE

### 9.1. Western School Division Pupils

Western School Division pupils who exercise school of choice **within the Division** may be eligible for transport by school division buses only if:

- a) the pupil is eligible for transportation support under Provincial Regulation and/or transportation service under Board policy and there is space available on the bus; and
- b) the pupil's school of choice is a designated school for school bus transportation service and no change is required in the existing bus route; or
- c) the pupil's school of choice is not a school designated for school bus transportation, and the pupil's parents sign an indemnity form accepting responsibility for the pupil while walking to/from a designated school bus drop off/pickup point and the school of choice.

Western School Division pupils who choose to attend school **in another Division** may request consideration for transportation services. When such approvals are given the existing route(s) will not be altered so as to transport the pupil outside the boundaries of the Western School Division, but, where existing bus routing and timing permits, may be transported to a transfer point where a bus from the receiving division can be met and the pupil can transfer safely without unreasonable delay for the other pupils. Such arrangements shall be subject to the agreement of both school divisions on all associated matters including space availability, timing, convenience to other pupils and financial support for the costs incurred.

Parents of eligible transportable pupils who choose to transport their own children to a school of choice may apply to the receiving Division for an allowance in lieu of transportation. Payment of such an allowance shall be at the discretion of the Division or as required by Regulation. Generally, such grants will be available only when the school of choice is the closer school and the receiving Division declines to provide transportation by school bus.

### 9.2. Pupils From Other School Divisions

Non-resident pupils who exercise school of choice to attend a school in the Western School Division may be eligible for transportation on Western School Division buses only if:

- a) the pupil is eligible for transportation support under Provincial Regulations and/or transportation service under divisional policy or procedure and there is space available on the bus; and
- b) the pupil's school of choice in the Western School Division is closer than the pupil's home school, is a designated school for school bus transportation service and no change is required in the existing bus route; or
- c) arrangements satisfactory to the Western School Division can be made for the pupil(s) to be picked up/dropped off at any agreed upon location or at a transfer point if there is space on the bus and where said arrangement can be made safely without unreasonable delay for the other pupils on the bus. Such arrangements shall be subject to the agreement of both school divisions on all associated matters including space availability, timing, convenience to other pupils, and financial support for costs incurred in the form of a fee charged to the parents as established from time to time. Said pick-up/drop-off point may be outside the boundaries of the Western School Division if the foregoing conditions are met.





Parents of pupils whose school of choice in the Western School Division is closer to their residence than a designated school in their home division by road route and who do not receive transportation on a Western School Division bus may apply to the Western School Division for an allowance in lieu of transportation. The Division may pay such an allowance provided the circumstances meet the requirement for a grant in lieu from the province under Regulation.



## AP 4-200 – STUDENT PRESENCE AND ENGAGEMENT

### BACKGROUND

Under Manitoba's *Public Schools Act*, children are required to attend school from the time they reach compulsory school age (7 years of age or will be reaching 7 years of age by December 31 in a given calendar year) until they attain the age of 18. Every parent of a child of compulsory school age is responsible for sending their child to school regularly. Every student is responsible for attending school and classes regularly and on time and completing assignments and other related work.

*The Public Schools Act* directs that where a child is absent from school the teacher or the employee recording school attendance shall, in writing, report the matter, including the name of the child, to the principal of the school. A principal who receives a report of an absence must, if satisfied that the child is in fact absent,

- (a) report the absence to the child's parent; and
- (b) inform them of their obligation to ensure that the child
  - (i) attends school, or
  - (ii) if the child is at least 15 years old, participates in an activity or program provided for in the regulations made under section 262.2.

A principal must report a child's absence to the Student Services Administrator if the principal is satisfied that

- (a) the child continues to be absent from school after the child's parent has been informed of the absence; and
- (b) the parent has had a reasonable opportunity to comply with their obligations under this Act.

### COMMON TERMINOLOGY

**Presence:** When a student attends and participates in the school or classroom on the days in which they are required. This is an entry point to being able to engage students in the process of learning. Students may be present even if they are not physically within a classroom, depending on their student-specific plan.

**Engagement:** Students' attitudes towards schooling, their attendance and participation in school activities, disposition towards learning, and working and socializing with others in school. Engagement is expressed in students' feelings that they belong at school, and in their participation in school activities (OECD, 2003).

**Regular Attendance:** Coming to school and/or participating in learning consistently and on a routine, habitual basis, missing no more than five days for the entire school year.

**Absence:** Any time that a student is not in class or not participating in a school activity while not being on suspension/expulsion.

**Excused Absence** refers to any time that a student is not present in class or not participating in a school sanctioned activity (while not being on suspension/expulsion) with the mutual consent of the school principal and the parent.



**Unexcused Absence** refers to any time a student is not present in class or not participating in a school sanctioned activity (while not being on suspension/expulsion) without the mutual consent of the school principal and the parent.

**Chronic Absenteeism:** Where unexcused absences account for 10 or more classes in a single high school course or 10 percent or more of instructional days in Kindergarten to Grade 8 in a reporting period.

**Severe Chronic Absenteeism:** Where unexcused absences account for 20 or more classes in a single high school course or 20 percent or more of instructional days in Kindergarten to Grade 8 in a reporting period.

**Student-Specific Plan (SSP):** A planning, record-keeping, and communication document, as outlined in *Standards for Appropriate Educational Programming in Manitoba* (MEECL, 2022). Student-specific planning is a process through which members of student support teams meet the unique needs of individual students; it may range from short-term strategies applied in the classroom to comprehensive, individualized programming.

## ROLES AND RESPONSIBILITIES

Supporting children with presence and engagement is a team effort. Students, parents/legal guardians, teachers, and principals/designates all play vital roles.

Schools must make immediate, personal outreach to students whose absences are unexcused.

Taking a proactive response to even a day of absence creates opportunities to provide supports and intervention before absenteeism becomes persistent. This includes and is not limited to the following:

### Students:

- are responsible to attend school and classes regularly and punctually
- must comply with the school's code of conduct, and complete assignments and other related work required by teachers
- participate in student-specific planning as developmentally appropriate
  - Note: It is recognized that elementary-age students are more dependent on their parents/guardians to help them attend school regularly.

### Parents/Legal Guardians:

- have the right to be informed regularly of the attendance, behaviour, and academic achievement of their child in school, and to participate in planning
- are responsible for cooperating fully with the child's teachers and other employees of the school division or school district to ensure the child complies with the school's code of conduct
- must take all reasonable measures to ensure the child attends school regularly

### Teachers:

- are responsible for monitoring and recording student attendance



- are responsible for timely communication to the principal and the parent/legal guardian
- identify potential issues related to chronic lateness and/or absenteeism
- promote and support regular attendance
- communicate (verbally and in writing, if needed) with students and parents/legal guardians when concerns related to attendance arise
- document steps taken to communicate with students, parents/legal guardians, and outside agencies when concerns related to attendance arise
- participate in the student-specific planning process

**Principals/Designates:**

- are responsible to work with teachers, students, parents/legal guardians, and others, as needed, to promote regular attendance, including identifying supports in response to student absences
- ensure teachers maintain accurate attendance records
- monitor and review student attendance data and oversee the student-specific planning process, including the assignment of a case manager for students experiencing chronic absenteeism
- report chronic/severe absenteeism to the school division
- invite community agencies, organizations and associations, other education authorities, and regional health and children's services authorities to plan collaboratively in support of appropriate educational programming and planning for students
- lead school-based attendance initiatives

**School Divisions:**

- ensure students who are eligible for enrolment with the division receive regular and appropriate educational programming
- work with schools, parents/legal guardians, and community and other partners to ensure that students are regularly present
- ensure that schools track student attendance accurately, document any students who are chronically absent, and take immediate, sustained action to address causes of chronic absenteeism until the student is regularly present
- work with schools and agencies to identify supports and interventions to help meet both the educational and non-educational needs of students and families to ensure regular school attendance, such as through coordinated services
- ensure culturally safe educational environments and cultural competence among all staff



### **ENHANCING PROACTIVE AND PREVENTATIVE ATTENDANCE PRACTICES**

Schools must provide immediate, personal outreach to students/families whose absence is unexcused or a cause for concern. They will do this in the following ways:

- School notifying parent(s)/legal guardian via voicemail/automated system; and
- If absence persists, a personal contact from the teacher to better understand the nature of the absence and proactively identify strategies in response to barriers. (phone, in person, email, SeeSaw); and
- Once the student reaches chronic absenteeism, a designate will make personal contact.

Preventative practices to enhance student engagement, well-being, and success can include the following:

- Creating a safe, welcoming, and culturally responsive school environment for students.
- Addressing gaps in nutrition and basic needs.
- Improving student and parent/legal guardian engagement with school.
- Enhancing visibility of staff at transition times.

### **DOCUMENTING, MONITORING, ANALYZING, AND REPORTING**

Every school must:

- Record daily student attendance including whether absences are excused or unexcused.
- Monitor enrolment data including comparing enrolment registers and reviewing unclaimed pupil files.
- Discuss attendance at In-School Support Team (ISST) meetings.
- Have an early warning system:
  - For Kindergarten to Grade 8:
    - The school Administrative Assistant will make contact daily for unexcused absences.
    - The classroom teacher will contact home at 5 absences. They will document contact home via a school presence and engagement contact form.
    - The classroom teacher will give the Principal a copy of their school presence and engagement contact form.
  - For Grade 9 - Grade 12:
    - The school Administrative Assistant will make contact daily for unexcused absences.
    - The classroom teacher will contact home at 5 absences in each class. They will document contact home via a school presence and engagement contact form.



- The classroom teacher will give the Principal a copy of their school presence and engagement contact form.
- The Principal will:
  - analyze school enrolment and attendance data.
  - contact home at 10 absences to inform the parent of next steps included in this document.
  - designate a case manager to investigate and identify the causes of student absences and determine the appropriate supports that are required to promote regular attendance.

### **RESPONSE TO CHRONIC AND SEVERE CHRONIC ABSENTEEISM**

Schools will not use suspensions, expulsions, and withdrawals as a response to student presence and engagement. Rather, the Student-Specific Plan (SSP) will be created to document barriers to attendance as well as support from the school, division, and/or outside agencies.

When a student experiences chronic absenteeism:

- The Principal will:
  - designate a case manager (Resource Teacher/Guidance Counsellor/other) to create/update the SSP for students who are experiencing chronic absenteeism.
  - contact home to inform the parent of next steps included in this document.
  - fill out their portion of the school presence and engagement contact form and provide a copy of this form to the case manager.
  - notify the ISST team of students who are chronically absent.
- The Case Manager will:
  - lead the SSP
  - document the action plan
  - monitor student presence and engagement
  - follow up with parties, as needed
  - fill out their portion of the school presence and engagement contact form

When a student experiences severe chronic absenteeism:

- The Case Manager will create/assess in-school interventions to determine next steps. This will involve other members of the ISST, member(s) of the Student Services Team, and/or other agencies, as needed.



- The Case Manager will invite the parent(s)/legal guardians to attend a meeting with the above mentioned team.

If severe chronic absenteeism persists:

- The case manager will contact CFS if there are concerns for the student's safety and well-being.
- The school Principal will provide the following to the Student Services Administrator:
  - the completed school presence and engagement contact form
  - the SSP
- The Student Services Administrator will:
  - compile data on severe chronic absenteeism as submitted by WSD schools.
  - contact MEECL School and Community Support Unit via formal written notification.

### **SYSTEMIC CHRONIC ABSENTEEISM**

In schools where there are high incidents of student absenteeism (more than 3% of students with severe chronic absenteeism), divisional presence and engagement committees may be considered as a mechanism to ensure that student absenteeism is monitored and that responsive planning is in place. Committees at the school level are also recommended where feasible.

- The school Principal will contact the Student Services Administrator when the school has severe chronic absenteeism in more than 3% of the population.
- The Student Services Administrator will form a divisional presence and engagement committee.

### **COORDINATED SERVICES**

Reminders for School Staff when working to support a student with presence and engagement concerns:

- The focus should always be on inviting students back and finding the necessary resources to support attendance.
- Conflict in the school environment may be a barrier to student presence. Restorative practices can reduce conflict, bullying, and absenteeism and strengthen relationships. Restorative practices provide opportunities to make amends and repair relationships, and they reduce the likelihood of future harms while holding individuals accountable. These approaches allow students to understand the impact of negative behaviour on others and to develop empathy.
- The Protecting and Supporting Children (Information Sharing) Act supports collaborative and timely intervention efforts by enabling information sharing about supported children and their parents/legal guardians by service providers for the purposes of providing services or benefits to children. When the school is aware of external agency involvement with a student who is chronically absent, this agency must be included as part of the student-specific planning process.



- School divisions must provide staff with direction on informed consent for information sharing from parents/legal guardians in compliance with the Manitoba Pupil File Guidelines, The Freedom of Information and Protection of Privacy Act, The Personal Health Information Act, and The Protecting and Supporting Children (Information Sharing) Act.

**EXCEPTIONS TO THE ABOVE PROCEDURE**

Students who have chronic / severe chronic absenteeism from school and who have been:

- present
- engaged, and
- doing well outside of these absences

do not need to be reported on with a student specific plan. The principal will have the discretion to make other exceptions to the above procedure.

The school will make every effort to follow up on, and determine reasons for, any student absenteeism.

A student who is excused must fulfill the school's requirements in order to be promoted. [PSA 260(1)(2)][PSA 58.7(b)]

**Adopted:** August 2015

**Revised:** August 2023

**Revised:** December 2023





## AP 4-202 – TRUANCY

Deliberate failure to attend school creates a serious impediment to learning.

The Superintendent of Schools is designated as the school attendance officer with the rights and responsibilities outlined in the PSA. [264 (1) (2); 267 (1, 2); 268 (1, 2, 3); 269, 270, 273]

Where a student is absent from school contrary to the provisions of the Public Schools Act, [PSA 260 (1) (2)],

1. The teacher, or the employee recording school attendance, shall in writing, report the matter including the name of the student, to the Principal of the school [PSA 266(1)].
2. The Principal, when satisfied that the student is in fact absent as reported, shall advise the Attendance Officer with the name and address of the student [PSA 266 (2)].
3. The Superintendent, when satisfied that the student has failed to respond to the efforts made at the school level, may take further action as authorized in the PSA including initiating legal proceedings with the student's parents.

The Superintendent supports and authorizes the school Principals to take action at the school level with respect to encouraging students to attend classes.

These efforts will be explained in the school attendance policy printed in the student handbook. Activities designed to provide appropriate education may include:

1. Alternate, off-campus programs
2. Meetings with parents/guardian
3. Student assistance programs
4. Social agency partners
5. Other alternatives listed in AP 4-200 Student Presence and Engagement

**Adopted:** August 2015

**Revised:** August 2023



## AP 4-203 – SUBSTANCE ABUSE

Western School Division provides the highest possible standard of learning environment for its students. Western School Division and its staff share a strong interest in the social and personal health and well-being of all.

Western School Division recognizes that substance abuse affects mental and physical health. The misuse of alcohol, tobacco, illegal drugs and pharmaceuticals are detrimental.

Western School Division's position is that alcohol, tobacco and other drugs, other than those medically prescribed, are not to be used by, nor in the possession of individuals during school activities or student-related activities, either on or off school property. Furthermore, no student is to be under the influence of alcohol or non-prescribed drugs during school programs, activities or events. No student is to be in attendance at any school program, activity, or event after misusing a substance.

Schools provide an environment, which is alcohol, tobacco and other drug free and provide support services to students and to the families of students involved detrimentally with alcohol, tobacco and other drugs.

Schools in Western School Division will have policies and procedures in place to guide staff, students and parents. The major components of the approach to alcohol, tobacco and other drug use and their attendant problems are:

- a) Prevention
- b) Intervention
- c) Counselling and Rehabilitation
- d) Staff Development
- e) Policy Communication
- f) Evaluation

Adopted: August 2015



## AP 4-204 – SMOKING BY STUDENTS

Western School Division recognizes the harmful and dangerous effects of smoking, both to the health of the people involved and to the safety of property and buildings. The Division, therefore, strongly discourages smoking by students of the Western School Division.

Staff are encouraged to conduct educational and informational programs to promote good health habits for students, staff, and members of the community.

Principals of all schools shall discourage smoking. There shall be no smoking by students in the buildings or on the grounds of all schools. Principals of high schools may designate an area outside the building and off school property, subject to the approval of the Superintendent, where high school students may smoke.

**Adopted:** August 2015

**Revised:** August 2023



## AP 4-400 – VIDEO SURVEILLANCE

The Western School Division recognizes it has an obligation to protect the safety and security of students, employees, visitors and its property and to maintain order in its schools, while at the same time balancing and respecting the personal privacy of its students, employees and visitors.

In carrying out its obligations, video surveillance is a tool, which the Division may use as a means of protecting its students, employees, visitors and property from activities, which are criminal in nature or contrary to the rules and policies of the Division, which govern safety and security.

The Division recognizes that its duty of care to its students is paramount to all other duties imposed on the Division, and that the psychological benefit to students from feeling safe and protected while in the Division's care generally outweighs the psychological effect of being under surveillance by plain view video surveillance.

### INSTALLATION AND IMPLEMENTATION PROCEDURES

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The actual installation and implementation of video surveillance shall be conducted in accordance with the following principles:

1. Cameras will only operate when necessary to achieve the Division's goals.
2. The placement of the cameras shall be such as to minimize intrusions into the privacy of individuals who may be viewed by the cameras.
3. That recorded information, which is necessary to identify the offender(s) and, provide information for discipline or prosecution, shall be retained until such time the matter is resolved. All other information shall be destroyed.
4. The recorded information shall only be made available to those individuals or organizations who have a legitimate right to access the evidence.
5. Where the use of plain view video surveillance has been approved to be used in any school, signs shall be placed in a visible area in all entrances to the school advising that the school is subject to video surveillance.
6. In the case of plain view surveillance, video images may be stored as digital images, which will be overwritten, based on the capacity of the equipment used. Notwithstanding the foregoing, the digital images shall not be overwritten until 72 hours have lapsed from the date when they were first recorded.

Adopted: August 2015



## AP 4-401 – STUDENT INVESTIGATIONS AND SEARCHES

### BACKGROUND

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The Division believes that it must cooperate with law enforcement officers and child welfare workers when their duties bring them to a school in the best interests of children.

### GUIDELINES

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1. Only school personnel, the legal guardian of the student, law enforcement officers (local police officers, RCMP, police resource officers), and in some circumstances, child welfare authorities may investigate a student on school premises.
2. Any breach of this administrative procedure must be immediately reported to the Superintendent.

### DEFINITIONS

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*Interview* – informal conversation with a student where the possibility of school sanctions or legal ramifications do not exist for that student. Based on the nature and duration of the interview and the age of the student, parents may be informed of the interview at the discretion of the Principal.

*Investigation* – formal interrogation of a student where the possibility of school sanctions or legal ramifications exist for this student as a result of this conversation.

*Arrest* – act of taking the suspect into custody.

### LAW ENFORCEMENT/POLICE INVESTIGATIONS

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The police shall not conduct investigations in the school except when it is absolutely necessary for them to do so in the proper discharge of their duty.

1. When a law enforcement officer finds it necessary to investigate a student during school hours, the officer will report to the Principal and make known the purpose of the visit.
2. After the law enforcement officer has made known the purpose of the visit, the Principal will contact the parents to advise them of the presence of the officer, and the request of the officer to investigate the student. The Principal will then tell the officer whether the parent and the Principal will permit the investigation with the child.
3. For students under twelve years of age, once parental consent has been obtained, the Principal will bring the student to the office. The investigation will take place in the presence of the Principal, and of the parent, if the parent chooses to attend.
4. For students twelve to seventeen years of age:
  - 4.1. Once parental consent has been obtained, the Principal will bring the student to the office. The investigation will take place in the presence of the parent, or if the parent chooses not to attend, an adult as selected by the student (see Section 5.3 below). The Principal does not automatically have the right to be present.



- 4.2. If the student requests that the Principal or another staff member be present during the investigation, it is desirable that the individual comply. However, the staff member is not obligated to accept. If the request is refused, the student may select another adult to be present.
  - 4.3. The Principal may request to be present as a silent observer. If the Principal makes such a request, the law enforcement officer is responsible for informing the student of the request. If the student does not consent, the Principal may:
    - 4.3.1. Let the investigation go ahead.
    - 4.3.2. Request that the investigation be moved from the school premises.
  - 4.4. Before removing a student from the school, the law enforcement officer should communicate by telephone with the parents and inform them of the course of action taken.
5. The law enforcement officer is responsible to state that:
    - 5.1. The student is under no obligation to give a statement.
    - 5.2. Any statement given by a student may be used as evidence in proceedings against the student (if the student is twelve years of age or older).
    - 5.3. The student has the right to consult with counsel or a parent; or in the absence of a parent – an adult relative; or in the absence of a parent and adult relative - another appropriate adult of the student's choice.
    - 5.4. Any statement made by the student must be made in the presence of the person identified in 5.3.
  6. In the event that an immediate arrest of a student on school property is necessary, the law enforcement officer should proceed as per The Criminal Code and advise the Principal and parents of the arrest as soon as possible.

#### CHILD WELFARE INVESTIGATIONS

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1. When child welfare workers or law enforcement officers wish to visit a school for the purpose of investigating alleged child abuse or neglect, they shall report to the office of the Principal, provide adequate identification of themselves, and make known the purpose of their visit. In all cases of child sexual abuse, or physical abuse causing bodily harm, child welfare workers are required to notify the police, who will investigate to determine whether charges should be laid. Joint investigations involving both child welfare workers and law enforcement officers may occur.
2. To enable the student to speak freely and openly to the investigators, it is usually appropriate for the student and the investigators to be alone. Occasionally a student may request or require the reassuring but non-participating presence of a familiar staff member; therefore, there may be instances when the Principal and the investigators agree that a school representative should be present during the investigation.
3. The Principal shall not notify the parents about an investigation. The responsibility for notifying parents about an investigation is that of the investigators. While it is important for parents to learn promptly that an investigation is underway, a greater concern is that the student be protected from possible abuse. Thus, in cases where intra-familial abuse may be suspected, parent notification by the investigators normally follows an initial contact with the student.
4. The Principal shall clarify with the investigators when contact with the parents will be made, particularly when an investigation begins near the end of a school day, as the student's return home may be delayed. If the investigators have not yet contacted the parents and the parents call the Principal indicating that the student has not yet returned home, the Principal will provide the investigators' names and telephone numbers.



5. The Principal shall keep a written record including the identity of the investigators and their reasons for being at the school. The record shall be kept in a secure place other than the student's file until such time as it is deemed appropriate to destroy the information.
6. Investigators may wish to interview school personnel having regular contact with the student or having other specific information pertinent to the investigation. The Principal will assist by identifying and facilitating these contacts.
7. Since the individuals identified in 6, above, may be required to give evidence under oath in any court proceedings which may eventually occur, it is recommended they summarize, in writing, the information provided to the investigators and retain it for future reference.
8. In the interests of the student and in recognition of the family's right to privacy, schools shall maintain confidentiality in matters involving investigations into alleged child abuse or neglect.

### STUDENT SEARCHES

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1. School lockers will be available on the condition that the school reserves the right to search and repossess the locker at any time without notice. The school will publish its locker policy in its student handbook, including the provision that lockers are subject to searches without notice under the direction of the Principal. If the school plans to implement school-wide locker searches, this should also be clearly stated in the policy. It must be clarified within the policy that all the student acquires is the right to use the locker and the lock, both of which remain the property of the Division, subject to the guidelines above. It is desirable that students and an adult be present in the event that their lockers are searched.
2. If suspected of wrongdoing, a student may be directed to empty pockets, knapsack, purse, etc.; however, physical searches of students are not to be undertaken by school personnel. If, in the opinion of the principal, a physical search should be conducted, a law enforcement officer shall be contacted.
3. Incidents involving firearms or drugs must be reported to the police.

Reference:

Section 495, The Criminal Code of Canada  
Section 56, The Young Offenders Act  
The Child and Family Services Act [section 21 (2)]

**Adopted: August 2009**



## AP 4-402 – STUDENT DISCIPLINE AND SUSPENSION

### BACKGROUND

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The Division recognizes that the goals of the student discipline administrative procedure are to support the school staff in maintaining a safe, caring and effective learning environment, and to assist students in developing self-discipline and behaviors that contribute to such an environment.

### DEFINITIONS

**Out-of-School Suspension (OSS):** “An instance in which a student is dismissed from school for disciplinary purposes for a finite period of time when their peers are expected to be in attendance” (MEECL, *Standards for AEP*, p. 24).

**In-School Suspension (ISS):** “An instance in which a student is temporarily removed from their regular classroom(s) for at least half a school day for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision” (MEECL, *Standards for AEP*, p. 25).

### **Exclusionary Practices**

Exclusionary discipline encompasses any type of school disciplinary action that removes or excludes a student from their usual educational setting (APA Services, Inc., 2019). Regardless of the name used or the intended purpose, exclusionary practices should be exercised with due diligence. Schools and school divisions must develop policy and procedures on the use of exclusionary practices.

Exclusionary discipline practices are referred to by various names and applied in varying degrees, dependent upon the purpose or intent (Valdebenito et al., 2018).

The degree of exclusion for any reason should be commensurate with the least restrictive environment and not be punitive. Although exclusionary discipline practices might typically be viewed on a continuum of severity, educators must take caution that students are not faced with undue hardship or feelings of alienation, as they may not hold the same perception.

Examples of exclusionary practices include the following:

- withdrawal from the classroom setting for less than half a school day for disciplinary purposes but under the direct supervision of school personnel
- detention
- removal of privileges
- removal from school bus ridership
- exclusion time-out





- being sent home early
- in-school suspension
- out-of-school suspension
- expulsion
- seclusion

(Manitoba Education and Training, Provincial Code of Conduct, 2017; Manitoba Education, Enhancing Proactive Supports to Minimize the Use of Seclusion, 2021).

Within this range of exclusionary practices, suspension, expulsion, and seclusion are considered to be most restrictive.

### **Expulsion**

Expulsion is an extreme exclusionary discipline practice. Expulsion differs from suspension (Manitoba Education and Training, Provincial Code of Conduct, 2017). Although The Public Schools Act and supporting regulation (M.R. 92/2013) allow school boards to expel, the guidelines in this policy directive focus on minimizing the use of suspension due to the negative outcomes and the aim to limit, reduce, and subsequently phase out exclusionary practices. Schools and school divisions must develop policy and procedures on the use of expulsion.

### **Seclusion**

Seclusion is a safety response. It is never used as a punishment, consequence, disciplinary action, or a way to force compliance. Schools and school divisions must develop policy and procedures on the use of seclusion (Manitoba Education, Enhancing Proactive Supports to Minimize the Use of Seclusion, 2021).

### **Informal Removals/Being Sent Home**

The Standards for Appropriate Educational Programming (2022) affirms that “School division policy must identify a mandatory process to inform parents and ensure safety any time a student is sent home for disciplinary reasons” (MEECL, Standards for AEP: Student Discipline, p. 19).

There may be instances when a student is sent home due to behavioural disruptions for the purpose of a “reset” or “fresh start.” Although this practice may be wellintended, if a student’s day is reduced outside of the student-specific planning process, such informal removals must be documented.

According to the Standards for Appropriate Educational Programming in Manitoba (MEECL, 2022), “School divisions must provide all students with the same minimum number of hours of instruction, and document in the student-specific plan (SSP) any reduction or alternations in the school day, including a plan to return to full-time instruction” (p. 9).



When removals from the classroom and/or school form a recurring pattern, the student-specific planning process should be initiated to identify a student’s learning needs and develop, implement, and evaluate appropriate educational interventions.

## **PROACTIVE AND PREVENTATIVE PRACTICES**

### **What Teachers Can Do**

Teachers are privileged to have the primary contact and relationship with students and their families and have a critical role in enhancing and improving student presence and engagement.

Proactive and Preventative Practices to Consider:

- Create a safe, welcoming, and culturally responsive classroom environment. Student engagement is strengthened through a strong sense of belonging and acceptance.
- Put students at the centre of all planning and responses.
- Use the classroom profile process to get to know each student's learning strengths and needs; ensure teaching and assessment practices are 'just right' for the student and are meeting the student's academic, social, emotional, and behavioural needs.
- Celebrate student diversity.
- Create a growth mindset classroom environment where mistakes are viewed as opportunities for learning.
- Document and respond to student unexcused absences immediately; notice when students are away and welcome them back warmly when they return.
- Utilize restorative practices in your classroom.
- Show students you care. Foster a classroom culture characterized by student voice and shared decision-making to help students feel connected and want to come to school.
- Seek to understand; work with students and families to identify barriers to school presence and engagement. Work collaboratively with the student, family, school, and divisional supports to respond to and support student presence and engagement.

### **What School Leaders Can Do**

School leadership is integral in leading, enhancing, and supporting school cultures that are safe, welcoming, and culturally responsive to students, staff, families, and community. School leaders have a critical role in supporting and enhancing student presence and engagement and leading responsive planning to identify and respond to barriers that impact student presence and engagement in school.

Proactive and Preventive Practices to Consider:

- Create a safe, welcoming, and culturally responsive school environment. Student, staff and family engagement is strengthened through a strong sense of belonging and acceptance.



- Seek to understand; work collaboratively with students, families, and staff to identify barriers to school presence and engagement. Create collaborative partnerships with the family, community, and external agencies to respond to and support student presence and engagement.
- Ensure teachers maintain accurate attendance records.
- Monitor and review student attendance data and oversee the student-specific planning process, including the assignment of a case manager for students experiencing chronic absenteeism.
- Establish a tiered intervention model to support and enhance student presence and engagement.
- Include student voice in school planning and include student engagement as a component of the plan.
- Improve student connection to the school through extracurricular activities that meet a broad spectrum of interests.
- Utilize restorative practices in your school.
- Report chronic/severe chronic absenteeism to your school division.
- Invite community agencies, organizations and associations, other education authorities, and regional health and children's services authorities to plan collaboratively in support of appropriate educational programming and planning for students.
- Lead school-based attendance initiatives.

### **CONSIDERATIONS PRIOR TO DISCIPLINE**

To maximize a student's opportunity to acquire the education necessary to function successfully in today's complex world, it is imperative that each student attend school on a regular basis. Any interruption in student attendance interferes with this ideal.

When a problem occurs with a student, every reasonable effort should be made by teachers and Principals to resolve the problem without requiring the student's absence from school. While the use of suspension is authorized in the Manitoba Public Schools Act, schools and school divisions must consider alternative approaches before suspension. Examples of alternative approaches include, but are not limited to:

- In-school community service
- Restorative practice such as a peace/community circle
- Behaviour contract
- Group brainstorming among student, school staff and parent(s) and/or extended family
- Referral to counsellor, social worker, occupational therapist, or other clinical supports
- Referral to school or community-based service
- Mentoring
- Flexible daily schedule as documented in a student specific plan
- In-school suspension



- Continued learning at a designated off-campus location

**The provision of the use of a sensory/regulation space to proactively meet a student’s sensory needs and promote self-regulation must follow school division policy, procedures.**

Disciplinary responses should be viewed as an opportunity to problem-solve. Before a course of action is taken, all circumstances that may lead to suspension as a disciplinary consequence require an assessment of the situation, context, and mitigating factors.

The Appropriate Disciplinary Consequences in Schools Regulation 92/2013 under The Education Administration Act confirms and restates the authority of principals, schools, and school divisions and requires principals of Manitoba schools to ensure that appropriate interventions and disciplinary consequences are included in their school codes of conduct” (p. 18).

- Schools must provide reasonable accommodation when disciplining a student and must take into consideration the student’s state of development, ability to comply, and the amount of support required.
- Student discipline must incorporate a continuum of supports, including positive and preventative approaches and strategies, as well as consequences corresponding to the nature, severity, and frequency of the behaviour or infraction).

This means that, for some students, the approach to student discipline will need to consider the student’s special learning needs and abilities including whether

- the student is able to access the information
- the student understands the policy or rules
- the disciplinary actions used for the majority of students are appropriate for the student

As affirmed in the Provincial Code of Conduct: Appropriate Interventions and Disciplinary Consequences (Manitoba Education and Training, 2017), interventions and consequences may be applied appropriate to the context and that, in every situation, when selecting appropriate consequences, staff should be sensitive to any student who has been the target of unacceptable conduct, as well as to the student who engaged in the misconduct. These factors encourage those with the authority to suspend to avoid disciplining students who did not act deliberately.

### **MONITORING AND REVIEW**

Schools shall record the nature and duration of all ISS (In-School-Suspensions) and OSS (Out-Of-School-Suspensions) on the month-end form provided to schools. Schools will ensure these records are recorded using the categories on the form.

Each school shall designate a group, such as the school’s safe school advisory committee to annually review suspension data.



The division shall review this data yearly with the Administrative Council.

System suspension data shall be shared with the Board of Trustees each year by the Superintendent.

Reference:

The Public Schools Act, Sections 47.1(1), 47.1(2), 48(4), 58.6, 58.10, 96(c)(f)  
Manitoba Regulation 468/88R, Sections 28, 32, 33, 39, 40.3-40.8, 40.10, 40.12  
Manitoba Regulation 465/88R, Section 13  
Manitoba Regulation 77/05, Section 6  
The Education Administration Act, Section 4(1)(d)  
School Administration Handbook Topics C2, C5, D1, E2 and S12

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August 2023

May 2024



## AP 4-403 – STUDENT DISCIPLINE AND SUSPENSION PROCEDURE

### BACKGROUND

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In accordance with AP 4-402 Student Discipline and Suspension the following procedures will be followed.

### GENERAL PROCEDURES

1. In all matters pertaining to the suspension/expulsion of students, the provisions of the Public Schools Act, Manitoba Regulations and division policy shall be rigorously followed. Principals and teachers are expected to be fully conversant with the provisions of AP 4-402 and this procedure before initiating action.
2. For the purposes of this administrative procedure:
  - 2.1. *Suspension* is the removal of a student from the classroom, school property, school activities, or bus.
  - 2.2. *Expulsion* is the Board-approved removal of a student from the classroom or bus. The length of an expulsion is normally limited to the school year in which an expulsion takes place.
  - 2.3. *Exceptions* – extra-curricular activities, such as team sports, club membership, and field trips outside of school hours, are considered a student privilege. A student's failure to conform to the rules related to the activity may result in the removal of the privilege. This loss of privilege is not considered a suspension under this administrative procedure. If the breach of rules is also a matter for which suspension or expulsion would otherwise be considered, these measures may also be applied.
3. The Principal has disciplinary authority over the conduct of each pupil of the school from the time the pupil arrives at school until the pupil departs for the day, except during any period that the student is absent from the school at the request of his or her parent or guardian.
4. The Principal has disciplinary authority over all pupils of the school on their way to and from school, in terms of their conduct towards one another; and while they are being conveyed to or from school, in a Western School Division bus.
5. Schools will incorporate a continuum of supports (see AP 4-402) including positive and preventative approaches and strategies, as well as consequences corresponding to the nature, severity, and frequency of the behaviour or infraction. The consequences are to be considered in conjunction with the age, grade level, exceptional learning needs, and other factors affecting the individuals to whom this process is applied.
6. The decision to suspend should consider the following:



- the information gathered from the student, reporting staff, and others who may have witnessed or been affected
- whether a process should be initiated for determining the risk of threat to self or others, and the risk of recurrence
- possible motivation or underlying reason(s) that led to the incident (e.g., setting events, antecedent)
- previous disciplinary incidents
- previously employed interventions and their effectiveness
- the student's background and support network
- alternative approaches not previously employed
- whether the suspension will be a breach of probation, if applicable

The decision to suspend may also include the following:

- a discussion with the parent(s)
- a discussion with the in-school team and/or divisional-level staff

7. A student may not be suspended as a response to absenteeism.
8. The duration of a suspension must not be incrementally based on the number of suspensions a student has previously received.
9. Parents of a pupil of compulsory school age or who is attending a school shall cooperate fully with the child's teachers and other employees of Western School Division to ensure the pupil complies with school and Western School Division student discipline and behaviour management policies.
10. A pupil is responsible for complying with the student discipline and behaviour management policies of the school.
11. Parents/guardians have a right to be informed of the discipline and behaviour management policies of the school their child attends, and Western School Division, and to be consulted before the policies are established or revised.
12. Policy on student discipline will be communicated to school division staff, parents, and students at the beginning of each school year or upon the registration or enrolment of new students during the year. This information will be available in school handbooks.



## **PROCEDURE TO SUSPEND**

When a suspension becomes necessary the procedures outlined below will be followed.

The Principal of any school may suspend a student who persists in conduct, which is deemed to be injurious to the welfare of the school. This suspension is not to exceed a period of five days, unless specifically approved by the Superintendent of Schools. Schools will offer and arrange alternative programming for students who are suspended for more than five days.

A teacher in a school may suspend from their class, for a period of not more than two days, a student who engages in conduct that the teacher considers detrimental to the classroom learning environment or the school's code of conduct.

The Board has authorized the Superintendent of Schools to suspend, for a period up to six weeks, a student who persists in conduct which is deemed injurious to the welfare of the school.

### **Notification to Parents**

When the suspension is a school suspension, the parents or guardian shall be notified by the Principal or designate by telephone or in person, as soon as possible, followed by written notification within 24 hours, setting out:

- a) the student's name, birthdate and student MET number;
- b) the nature of the suspension (in-school or out-of-school)
- c) the act or conduct for which the student is being suspended and the decision in relation to the code of conduct and divisional policy;
- d) The period of suspension (with beginning and end dates)
- e) information regarding the re-entry process and terms of re-entry
- f) the date, time and location of the re-entry meeting
- g) information regarding the opportunity for parents to be provided with accommodations such as an interpreter or having a supporting person accompany them to the re-entry meeting
- h) the name and contact information of the school/division staff who will serve as the parent's initial contact for the purpose of arranging appropriate educational programming and maintaining regular contact with the student
- i) information regarding the parent's right to make an appeal and the appeal procedures of the school board
- j) clarity of any other restrictions





## Reporting Requirements

Schools will keep records on the nature and duration of all suspensions, both in-school and out of school. Written plans will be developed for students who have been suspended out of school more than two times during a school year.

Principals will:

- 1) **Enter the report in Powerschool within 48 hours of the suspension.** The report shall contain:
  - a. The student's name
  - b. The period of suspension
  - c. A description of the behaviour for which the student was suspended
- 2) Record the appropriate category of the reasons for which a student may be suspended on the monthly report.
- 3) Ensure that each suspension is categorized accordingly.
- 4) Ensure that the total number of pupils suspended and the duration of suspensions are tabulated for each category.
- 5) Offer and arrange alternative programming for students who are suspended for more than five days. This may range from work at home to alternative programming at a different location or remote learning. The Principal will consider the student's needs, length of suspension and age.

The Superintendent of Schools shall be informed of the suspension by the school Principal by email, followed up with a signed copy of the letter of suspension sent to parents.

If the suspended student rides a bus, the Transportation Supervisor must also be notified so that the student in question does not continue using the bus as a personal transportation service. The Transportation Supervisor will inform the appropriate Bus Driver of the student being suspended and duration.

Suspension data shall be reported to the Board on an annual basis by the Superintendent of Schools.

Prior to a student's return to class after a suspension, the Principal shall meet with the student to discuss expectations and to establish a climate that will enhance the prospect of a successful re-entry to the program

## Required Documentation

Each event of suspension must be documented.

Documentation must include:

- information about the misconduct
- disciplinary measures issued
- the actions undertaken by the school in relation to a student



A copy of the documentation is to be placed in the pupil file (Province of Manitoba, 2000, rev. 2012) and entered in Powerschool.

Documentation for suspension shall include:

- consultation with the superintendent or designate
- maintenance of accurate information
- a record of communication between staff and the student and parents
- a record of the re-entry meeting

a process to identify students with multiple/recurring suspensions a consistent manner to document attendance in Powerschool for students who are suspended

### **OUT-OF-SCHOOL SUSPENSION (OSS)**

During an out-of-school suspension, students will not be permitted to be present at school and, at the discretion of the principal, may not be permitted to participate in school-sponsored activities, whether they occur inside or outside the school, on the school bus, or on school property.

Following a decision to suspend a student out of school, the principal will ensure that expectations are communicated with the student, parents, classroom teacher(s), in-school team, and relevant school/divisional staff with details such as the following:

- period of suspension (beginning and end dates)
- name of the school/division staff who will serve as initial contact for any questions/concerns
- arrangement of appropriate educational programming and regular contact with professional staff (e.g., virtual, telephone, in person)
- clarification of expectations noting any restrictions information regarding the time, date, and location of the re-entry meeting
- additional people or agencies and their contact information and any expectations set forth (if relevant)

School staff must develop a student-specific plan for a student who has been suspended out of school more than two times during a school year (MEECL, *Standards for AEP*, 2022).

### **IN-SCHOOL SUSPENSION (ISS)**

An in-school suspension is to be carried out in a supervised educational environment with restricted contact to peers during the instructional day. During an in-school suspension, a student may be restricted from attending one or more classes and/or school-sponsored activities, whether they occur inside or outside the school or on the school bus.

Provided there is no safety risk to students or staff, a student observing an in-school suspension can continue to participate in school-sponsored activities with direct supervision, whether they occur inside or outside the school, in order to maintain connection, relationships, and a sense of belonging.



### **Sharing Expectations and Timelines**

Following the Principal's decision to suspend the student, the Principal will ensure arrangements are made and communicated to the student, parents, classroom teacher(s), in-school team, and relevant school/divisional staff with details such as the following:

- date(s), including the expected date of return to classroom learning with peers
- location of alternative supervised learning environment
- expectations for contact with professional staff (who, when, purpose)
- expectations for non-structured times (e.g., lunch/breaks, extracurricular, transportation, arrival/dismissal), noting any restrictions to peers/activities
- a structured plan outlining the appropriate educational programming the student is to be engaged in during the suspension
- details of the re-entry process
- a meeting with the student prior to the date of re-entry to communicate expectations and to develop strategies to repair relationships

If a student receives two or more in-school suspensions during a school year, school teams should consider ways to support that student in an effort to decrease future suspensions.

**A suspension from class by a teacher is to be considered an in-school suspension.** A teacher who suspends a student from class must promptly document and report the suspension to the principal (M.R. 92/2013).

Following the teacher's decision to suspend the student from class, the teacher will:

- notify the principal, who will inform the parents of the reason and duration of the suspension, which may not exceed two days
- provide the principal with a written report outlining the antecedent event(s) and reason for suspension from class, and action(s) taken by the teacher
- arrange for a supervised learning environment and ensure appropriate educational programming continues
- discuss with the principal the re-entry process, as well as who will communicate this to parents
- meet with the student, principal, and parents prior to re-entry to communicate expectations and to develop strategies to repair the relationship

### **RE-ENTRY PROCESS**

The process should involve the student, parents, and appropriate school team members, include timelines, and ensure re-entry occurs on the day following completion of the suspension (MEECL, *Standards for AEP: Student Discipline*, 2022).

The purpose of a re-entry process is to:



- provide an opportunity to debrief
- review the reason for the suspension
- reflect upon the incident and circumstances
- clarify expectations
- work towards addressing relational problems, if applicable
- plan for the student to rejoin the classroom/school community
- restore a sense of safety and belonging for all

Schools are expected to use a restorative approach, which places focus on accountability, empathy, and healing.

### **Re-Entry Meeting**

Re-entry meetings are an opportunity to bridge and repair relationships. A meeting prior to the student's return to school is especially important to the re-entry process. The student, parents, and appropriate school/division team members should be in attendance.

If a parent is unable or refuses to attend the re-entry meeting, schools must document the reasons for refusal and/or actions undertaken by the school to obtain consent and/or resolve concerns.

The discussion at the re-entry meeting should:

- review the school's code of conduct
- restore a sense of safety and belonging (i.e., establish a connection with an adult in the building who provides daily check-ins for positive feedback and problem-solving)
- structure transitions, resources, and environmental considerations to be in place for a safe return
- determine programming needs (e.g., academic support, increased opportunities to attend to social-emotional learning and regulation)
- review planning needs if a student-specific plan is already in place
- develop a student-specific plan for a student who has been suspended out of school more than two times during a school year (MEECL, *Standards for AEP*, 2022)
- determine whether individual counselling and/or divisional supports are needed (i.e., determine and support student's protective factors)
- refer to community-based/agency supports, as appropriate
- reaffirm goals for personal and/or school success, respecting the student's right to be heard, and participate in decisions that affect them



- designate staff to case manage (i.e., ensure planning needs are met and follow-up is embedded for ongoing support)
- review recommendations and update plans as necessary
- encourage the repair of relationships with those who may have been harmed or affected and who also should be treated with courtesy, compassion, and respect for their dignity and privacy (YCJA)

**The completion of schoolwork must not be used as a condition of re-entry.**

**Suspension must not be prolonged due to the parent's inability to be present at the re-entry meeting.**

### **EXPULSION OF STUDENTS**

Expulsion is defined as an exclusion from school by Board motion for a period of longer than six weeks.

In accordance with section 48 (4) of the PSA, the Board has the authority to expel any student from schools in Western School Division on the grounds that his or her conduct is deemed injurious to the welfare of the school. When expulsion is being considered, the following process must occur:

- a) the expulsion has been recommended by the Principal and supported by the Superintendent of Schools;
- b) the student and parent or guardian (or student if aged 18 or over) have been notified in writing of:
  - i) the recommendation of the Principal and Superintendent of Schools; and
  - ii) the right of the student and parent or guardian (or student if aged 18 or over) to make a presentation at a hearing to be conducted by the Board;
- c) the Principal of the student has been notified and requested to appear at the hearing to be conducted by the Board;
- d) such a hearing has been conducted.

Schools will offer and arrange alternative programming for students under the age of 18 who are expelled.

An expelled student may, on written appeal from the parent or guardian (or student if aged 18 or over) be considered for re-entry to a Western School Division school at a future date.

If the expelled student rides a bus, the Transportation Supervisor must also be notified so that the student in question does not continue using the bus as a personal transportation service. The Transportation Supervisor will inform the appropriate Bus Driver of the student being expelled.



## **APPEAL PROCESS**

Appeals shall be handled in accordance with AP 1-201 and recorded on the form provided in AP 1-202.

Students and parents must follow the established appeal process.

In the case of a student who has been suspended more than five days, the school board must permit the student and their parent(s) to make representations to the school board about the suspension. The school board may confirm the suspension, modify it, or reinstate the student (M.R. 92/2013; Manitoba Education and Training, *Provincial Code of Conduct*, 2017).

Reference:

The Public Schools Act, Sections 47.1(1), 47.1(2), 48(4), 58.6, 58.10, 96(c)(f)  
Manitoba Regulation 468/88R, Sections 28, 32, 33, 39, 40.3-40.8, 40.10, 40.12  
Manitoba Regulation 465/88R, Section 13  
Manitoba Regulation 77/05, Section 6  
The Education Administration Act, Section 4(1)(d)  
School Administration Handbook Topics C2, C5, D1, E2 and S12

**Adopted: August 2009**

**Revised: August 2016**

**September 2019**

**August 2023**

**May 2024**



## AP 4-404 – USE OF SECLUSION

Students in Manitoba have a right to appropriate educational programming in a safe, caring, and inclusive learning environment in accordance with Manitoba Education (2021) [Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion](https://www.gov.mb.ca/education/policy-directive/safe-and-caring-schools) ([gov.mb.ca](https://www.gov.mb.ca))

Western School Division schools have a responsibility to provide a safe, caring, and inclusive learning environment by implementing a positive whole-school approach for student safety and student belonging in the school environment.

Western School Division schools have a responsibility to engage in preventative and positive practices as opposed to those that are punitive and reactive. Preventative and positive measures help ensure a positive school climate and support the facilitation of a culture of trust and respect.

Western School Division recognizes that schools may need to use seclusion when a student is engaging in intense violent behavior that presents a significant and immediate risk to the student or others.

The use of seclusion is a last resort. Strategies that support prevention, de-escalation and less restrictive measures, must be utilized and exhausted prior to any form of seclusion implementation.

### DEFINITIONS AND TERMINOLOGY

#### Behaviour

The way in which a student acts in response to a particular situation or stimulus and may be a way to communicate need or a way to cope with stress/stressors.

#### Sensory/Regulation Space

Sensory/Regulation Space is an umbrella term that encompasses a broad variety of therapeutic spaces (e.g., an identified calming space, sensory modulation/integration room, regulation room, workout room, multi-sensory room, etc...) that is used proactively to meet a student's sensory needs and promote self-regulation. It is a therapeutic intervention that is part of the student-specific plan if being used on a regular basis. Its use would be set up and monitored in consultation based on the recommendations of a clinician who monitors its use. It should not be confused with the use of seclusion, as seclusion is not a therapeutic intervention.

#### Seclusion

The involuntary confinement of a student alone in a room or area where the student cannot freely exit.

Seclusion should only be used in exceptional circumstances when a student is engaging in intense violent behavior that presents a clear, significant and immediate risk to the student or others and should only be considered as a last resort. Seclusion is a response not a room. Seclusion is not used to help students attain skills and knowledge and therefore would not be included in a student-specific plan.

Seclusion is one of the most intrusive interventions used in response to behaviour. Its use can have a harmful impact on students, including physical or psychological injury, damaged relationships, and increased challenging behaviour. It also has a negative impact on school staff, students, parents/guardians, and the school climate.



Seclusion is never used when there is no immediate risk of serious physical harm to self or others and is never used as a substitute for appropriate educational programming or effective behaviour planning.

### **Physical Restraint**

Physical Restraint Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head freely in order to secure and maintain the safety of the person or the safety of others. Physical restraint is a safety response used only in situations when a student poses an immediate risk of serious physical harm to self or others.

Physical restraint differs from other physical interventions, such as physical guidance and physical escort. Physical guidance is the prompting of a student when teaching a skill, redirecting attention, or providing comfort. Physical escort is the temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location.

Western School Division staff are expected to use the least restrictive approach to supporting students to support inclusion, maintain safety, and demonstrate respect for their autonomy, agency, rights, individual worth and dignity.

### **Time Out**

A strategy to reduce student behavior by removing the student for a specified and limited period. Time-out does not necessarily require removal of a student to an isolated or secluded setting.

Time-out and seclusion, although often used interchangeably, are not synonymous. Time-out is used to reduce behaviour by removing access to reinforcement for a specified and limited period. Time-out does not necessarily require removal of a student from a learning environment to an isolated or secluded setting.

## **SECLUSION PROCEDURES**

The following procedures shall address the use, or potential use, of seclusion in Western School Division schools. Schools using seclusion must have fully addressed the following requirements:

- Seclusion is only used:
  - when a student is engaging in intense violent behaviour that presents a significant and immediate risk to the student or others and when all other less restrictive interventions have been tried and were unsuccessful, and
  - until the danger of serious harm to self or others has dissipated
- Seclusion is not used:
  - as discipline, as a consequence, or to force compliance
  - in the student-specific plan (e.g., a strategy in a behaviour intervention plan)
  - as a substitute for appropriate educational programming





- Before the use of seclusion, schools must:
  - be engaged in whole school planning for safety and belonging
  - develop processes and supports that utilize a team approach for helping students with challenging behaviour
  - ensure all school staff receive ongoing training and professional learning in strengths-based positive interventions and supports (ie: divisional WEVAS training)
  - ensure specific school staff receive ongoing training and professional learning in conflict/crisis de-escalation strategies (ie: divisional WEVAS training and Crucial Conversations training, etc...)
  - educate staff and parent(s)/legal guardian(s) about the use of seclusion
  - include copies of procedures on the use of seclusion in teacher handbooks and the school crisis plan/emergency response plans.
  
- During the use of seclusion, it is critical that:
  - risk of further harm to the student is minimized and the student is observed continuously throughout the entire period of seclusion – occasional checks are not acceptable.
  - a staff member is assigned the role of observer and note taker to record a factual account of the event
  - the student be treated with respect and dignity
  - school staff are able to communicate effectively with the student
  - seclusion is discontinued as soon as the immediate risk of serious physical harm ends
  
- After the use of seclusion:
  - the incident must be reported to the principal, the parent(s)/legal guardian(s), the Student Services Administrator, and the Superintendent/CEO (or designate) on the day of the incident
  - the incident must be documented (it is recommended this be done within 48 hours)
    - Principals and/or designates are to complete the “Student Seclusion Event Report”
    - A copy of “Student Seclusion Event Report” is to be filed in the pupil file
  - debriefing(s) led by the principal (or designate) must occur to reflect upon the circumstances and impact of the seclusion and:
    - take place as soon as possible after the incident
    - include school staff, parent(s)/legal guardian(s), and student
    - be available to others in the school who may have been impacted



- be noted in the pupil file
- the student support team must meet as soon as reasonably possible:
  - to examine what happened/what caused the incident and what could be changed
  - to review the need for the development or revision of a student-specific plan to prevent future incidences

Western School Division will annually review the use of seclusion, in conjunction with a review of its procedure, to determine any further actions that need to be considered for safe, caring and inclusive learning environments.

**Adopted:** August 2023



## AP 4-405 STUDENT SECLUSION EVENT FORM

To be completed by the school principal (or designate) and a copy provided to the Superintendent/CEO.

Student Name: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

Location of seclusion: \_\_\_\_\_

Witnesses \_\_\_\_\_

Staff member requesting use of seclusion: \_\_\_\_\_

Antecedent/Precipitating Incident/Event:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of interventions used prior to the implementation of seclusion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Clear description of the student's behaviour:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who was at risk of immediate serious physical harm that resulted in the use of seclusion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Names of other staff members involved and their role in the seclusion/restraint event:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Observations of student's behaviours, in order of occurrence, during seclusion/restraint:

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Length of time of the seclusion: \_\_\_\_\_

Any other uses of other restrictive measures:

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Description of any harm to students, staff, or others:

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Criteria for ending seclusion and how this was communicated to the student:

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Immediate post-seclusion actions:

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Details of contact with parent(s)/legal guardian(s), Principal (or designate), and Superintendent/CEO:

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Date of planned debriefing: \_\_\_\_\_

Date of planned student support team meeting (SSP review/update): \_\_\_\_\_



Student Specific Plan(s) in place:

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\*Attach log that reports how the student was monitored during seclusion/restraint and by whom.

\*To be filed in the school pupil support file within 48 hours.



## AP 4-406 – DETENTION TO EXTEND LEARNING

Western School Division supports the concept that from time to time teachers may need to detain students after school to extend the period of learning. On occasion student behaviour may demonstrate to teachers that extra time is needed for the student to learn about the school's expectations as stated in the Code of Conduct or student management policies. Detentions (or Extensions) provide opportunity for reflection and redirection.

Detentions will be in accordance with the following guidelines:

1. Groups of students shall not be detained because of the misbehaviour of a few within the group.
2. Students shall not be detained as a disciplinary measure at morning or afternoon recess unless the reason for the discipline relates to playground activities. Noon hour detentions should allow students reasonable time to eat their lunch.
3. The period of detention shall not exceed 30 minutes for early years students and 60 minutes for middle and high school students.
4. The attending staff member is responsible for the conduct of students serving detentions.
5. Transported students must not be detained at the end of the school day unless arrangements have been made for their transportation home.

After-school detentions shall be enforced as weather conditions permit.

**Adopted:** August 2015

**Reviewed:** August 2023

May 2024



## AP 4-410 – STUDENT CONDUCT IN SCHOOL BUSES

Appropriate student behaviour in a school bus is vital to the safety of students being transported. The conduct of students in school buses shall be administered according to procedures that have been adopted by Western School Division to provide for the safety of transported students.

As provided by the regulations of the *Public Schools Act*, the Principal of a school whose students are being transported in a school bus has disciplinary authority over the conduct of the students during the period in which they are in, entering, or leaving a school bus. All regulations of Western School Division shall be applicable to buses and students while being transported for programs sponsored by Western School Division. Where a student in a school bus persists in conduct detrimental or hazardous to the welfare of the passengers, such conduct shall be reported to the Principal of the school and the Supervisor of Operations. [M.R. 468/88 – 33 (1)(2)] [M.R. 465/88 (13)]

Parents or guardians are responsible for the conduct of their children prior to the children entering and after their leaving the school bus at the designated site of pickup or drop off.

The Principal shall take appropriate disciplinary actions consistent with the requirements of the *Public Schools Act*, Western School Division policy and the practices of the school.

Student Conduct in School Bus Guidelines (AP 4-411) shall be distributed to all students, parents, and staff at the beginning of each school year.

Adopted: August 2015



## AP 4-411 – STUDENT CONDUCT IN SCHOOL BUSES (GUIDELINES)

1. The driver, in consultation with the principal and parents, may appoint one or more of the responsible students as bus monitor(s) or patrol(s).
2. The driver is in full charge. Students must obey the driver promptly and cheerfully. Students must obey the orders of the bus monitors or patrols.
3. There is to be no eating in the bus.
4. Bus transportation is provided to eligible students. The driver may assign seats for which students will be held responsible.
5. Students shall be on time. Please refer to Bus Routes on the division website for city pick-up times. Parents of rural students will be contacted directly by the division regarding pick-up times.
6. Unnecessary conversation with the driver is prohibited.
7. Outside of ordinary conversation, classroom conduct is to be observed. The driver may separate students or groups of students who do not follow his rule.
8. The use of tobacco, liquor, or non-medicinal drugs is prohibited.
9. Students must not extend arms or heads out of bus windows.
10. Student must not throw waste paper or other rubbish on the floor of the bus or out of the bus window.
11. Students must not try to get off or on the bus or move about within the bus while it is in motion.
12. When entering or leaving the bus, students must observe the directions of the driver.
13. Students are not permitted to bring animals, firearms, explosives, flammable liquids, or anything of a dangerous or objectionable nature on the bus. Students are required to have skate guards on ice skates when in the bus or have ice skates inside a durable bag.
14. Students shall not get on or off buses except at designated points, unless given written permission by the parent or guardian.
15. Students shall pass in front of the bus at stopping points if they have to cross the road or highway.
16. Students are prohibited from using any loud device at any time on school buses.
17. Students shall be dressed appropriately for existing weather conditions so that they will be adequately protected in the event the bus breaks down or gets stuck.

**PENALTY:** When a bus driver hands in a completed Bus Conduct Report concerning a student to the principal, the principal will take the following action:





- a) The first time the principal receives a Bus Conduct Report from a bus driver regarding a student, the principal will discuss the matter with the student on the same day as the Bus Conduct Report is received. The principal will inform the student of the action which will be taken if the misbehavior occurs again. Depending on the severity of the matter the Principal may proceed immediately to point b), listed below.
  
- b) The second time the principal receives a Bus Conduct Report regarding the same student, the student will be spoken to by the principal on the same day that the Bus Conduct Report is received. The parent will be contacted by phone, followed by a letter informing the parent about the misbehavior, and that if it reoccurs (the third time) a two-week suspension from riding on the bus will be issued, and if misbehavior occurs again (the fourth time), a suspension to the end of the school year will be issued.

NOTE: Any student suspended from riding in a school bus must still attend school during the period of suspension.

**Adopted:** August 2015

**Revised:** August 2023



## AP 4-420 – CARE OF PROPERTY BY STUDENTS

Each student is required to take care in the use of property.

Students are responsible for any willful or careless damage to property. The Principal has the authority to seek compensation for the damages.

Serious breaches of student responsibility may be referred to police authorities by the Principal.

**Adopted:** August 2015



## AP 5-000 – HUMAN RESOURCES



## AP 5-100 – DIVISION ORGANIZATION

The Division's administrative organization is represented by a chart, (AP 5-101) that outlines the direction of authority and responsibility of all staff. Board policies direct all departments. The Superintendent of Schools is the Chief Executive Officer of the Board. It is the responsibility of the administration, under the leadership of the Superintendent of Schools, to administer the policies of the Board at all levels.

Staff refer matters requiring administrative action to their administrator and keep them informed of their activity by whatever means the person in charge deems appropriate. Staff at all levels are encouraged to positively use the channels for two way communication to develop the best possible educational and support services for our Division.

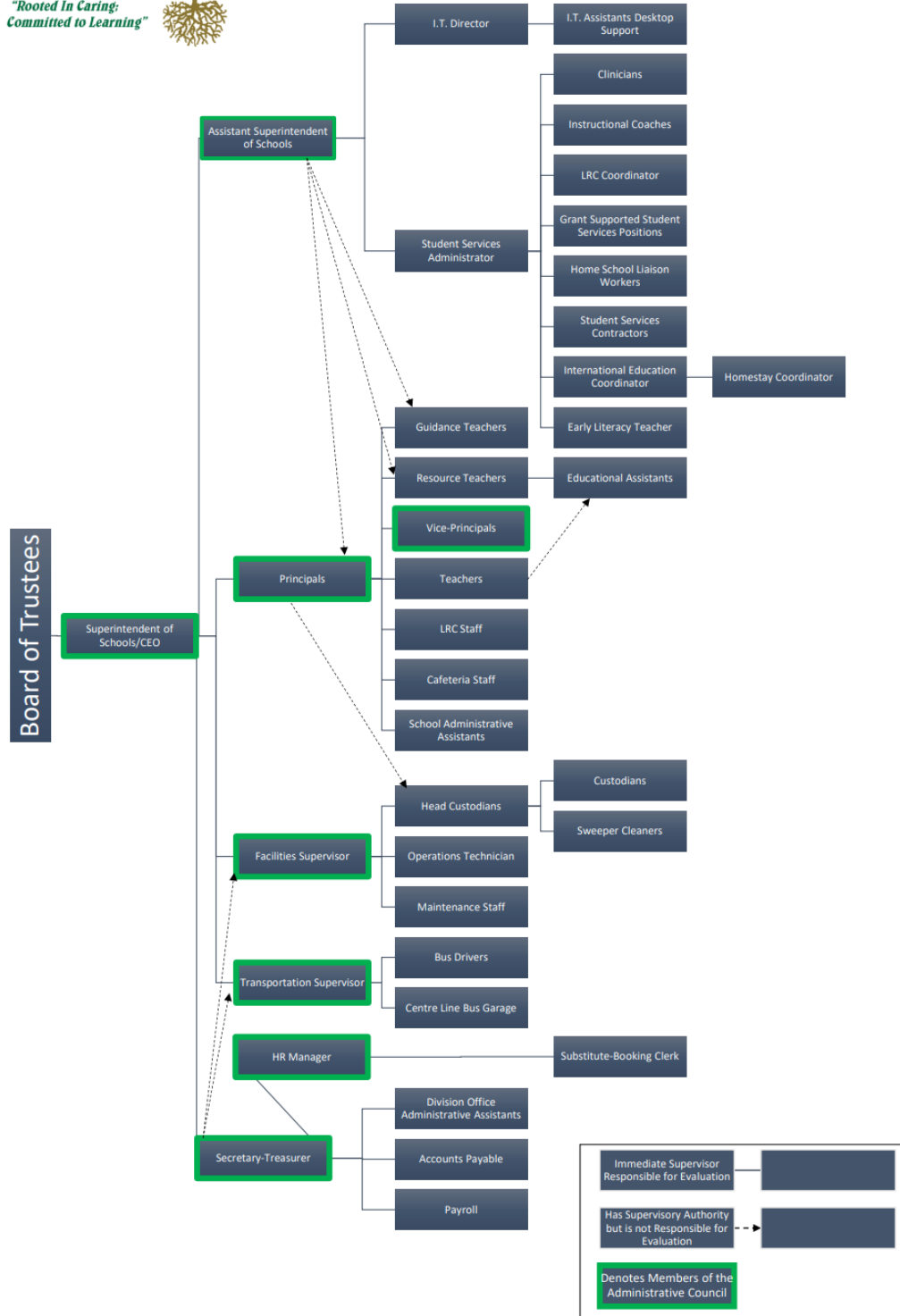
Revised: January 13, 2003



# AP 5-101 – WESTERN SCHOOL DIVISION ORGANIZATION CHART



*"Rooted In Caring;  
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Reviewed: April 2022



## AP 5-200 – ASSISTANT SUPERINTENDENT

**Position:** Assistant Superintendent of Schools

**Reports to:** Superintendent of Schools - CEO

The Assistant Superintendent is part of the Division's senior administrative team, comprised of the Superintendent of Schools - CEO, the Secretary-Treasurer, and the Supervisor of Operations.

In the event that the Superintendent is unable to attend to prescribed duties – due to illness or absence – the Assistant Superintendent shall act on behalf of the Superintendent and during the absence of the Superintendent shall have authority to carry out all duties of the Superintendent.

The Assistant Superintendent will assist the Superintendent in providing leadership in developing, achieving, and maintaining the best possible educational programs in the schools of the Division. The primary focus is to provide leadership and assistance to personnel in the areas of student services, curriculum implementation, staff development, and instruction.

The Assistant Superintendent shall exemplify strong moral values, high standards of ethical conduct, a commitment to the Division's philosophy of education, and excellent interpersonal, communication, and administrative skills.

The Assistant Superintendent of Schools shall also assist the Superintendent of Schools in the general administration of the Division.

When a vacancy occurs, this position is advertised internally and externally.

### RESPONSIBILITIES AND DUTIES

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#### **Divisional Leadership**

- Promotes and supports the implementation of policies, procedures, and directives with divisional staff members and with the public.
- Attends all meetings of the Board of Trustees as assigned and/or requested by the Superintendent.
- Creates and delivers professional learning presentations to the Board of Trustees as requested.
- Provides upon request background material, statistics, student achievement, and program data for reports to the Superintendent for the Board of Trustees.
- Develops and drafts policies, administrative procedures, and exhibits as requested by the Superintendent.

#### **Educational and School Leadership**

- Coordinates and leads Continuous Improvement Plan meetings in schools.
- Meets regularly with principals to coordinate required educational initiatives that would advance programming across the school division.
- Attends Administrative Council meetings when available.



### **Divisional and School Planning**

- Leads assigned provincial initiatives as requested.
- Completes required work in the planning, organization, execution, and reporting processes of the Division's Continuous Improvement Plan.
- Participates with the annual school planning meetings.
- Provides leadership to school principals with the implementation of divisional priorities in their school plans.
- Provides leadership to designated Division committees with the implementation of divisional priorities.

### **Student Services**

- Oversees the continuum of appropriate educational programming for all students.
- Provides consultation and support to the school division's student services team and classroom teachers to maximize opportunities for the inclusion of students with exceptional needs within regular classroom and school settings.
- Provides consultation and support for student services personnel: resource teachers, counsellors, social workers, speech and language pathologists, and psychologists.
- Provides leadership during the development and revision of job descriptions for all student services personnel.
- Manages the supervision, professional growth plans, and evaluations of clinical services personnel.
- Assists school principals in the recruitment and placement of professional and support staff who work with students with exceptional learning needs.
- Allocates educational assistant time to schools in accordance to school allocations.
- Assists the Superintendent and Human Resources Manager in overseeing the implementation and administration of the collective agreements that are connected to the student services operation of the school division.
- Resolves disputes informally and/or formally as required.
- Chairs divisional student services team meetings – agenda preparation and meeting distribution.
- Provides leadership for student services staff: resource teachers, counsellors, social workers, speech and language pathologists, and psychologists.
- Assists the Superintendent in the development and/or review of student services policies, procedures, and exhibits as required by the direction of the Province of Manitoba and the Board of Trustees.
- Leads the Violent Risk Threat Assessment Committee and all related professional development and training requirements.
- Manages the completion and submission of school crisis planning, training, and reporting documentation – School Crisis Response Plan, VRTA, and URIS training reports, etc.
- Leads the Personal Support Team of the Division Crisis Response Team.
- Manages CTI referrals, OT/PT Liaison, Rehab Services, EDI, EYE.

### **Curriculum Leadership**

- Provides direction as required to principals with the implementation of new curriculums.
- Keeps abreast of general developments in the field of curriculum and brings to the attention of the Superintendent, principals, and teachers those of significance for the school division.
- Coordinates the implementation and evaluation of locally and provincially developed curricula.



- Liaises with Regional Curriculum Coordinators.

### **Student Assessment and Evaluation**

- Coordinates student assessment policies, procedures, and practices that support divisional priorities.
- Oversees and completes divisional student achievement reports on the Grade 3 Assessment in Reading and Numeracy, and the Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement.
- Reviews student assessment results and provides recommendations to Superintendent and principals.

### **Personnel**

- Assists the Superintendent with the recruitment of professional staff.
- Administers the CUPE Collective Agreement.
- Supervises the Student Services Administrator and determine the delegation of duties between the Assistant Superintendent and the Student Services Administrator.
- Supervises the IT Director.
- Supervises and evaluates division employed personnel that provide divisionally based support and programming.
- Provides leadership to school principals to ensure that performance evaluations of professional staff such as Resource Teachers and Guidance Counselors are completed.
- Supervises coaches.
- Assists the selection committee for principal/vice principals as requested by the Superintendent.
- Offers employment to teachers new to the Division when requested by the Superintendent.

### **Finance and Budget**

- Provides feedback to the Superintendent and Secretary-Treasurer during the development of the student services budget and is responsible for the effective administration of the approved student services operational budget and assigned categorical grants.
- Leads the development of programming and funding proposals and coordinates the implementation, evaluation, and reporting requirements of the approved programs.
- Prepares – in collaboration with the Superintendent, Secretary Treasurer, and Human Resources Manager – the Staffing Guidelines for Budget Development (AP 5-300).
- Advises the Superintendent in the preparation of the annual operating budget and capital budget for educational and programming activities and requirements that support programming.
- Manages, authorizes expenditures, and completes reporting requirements of assigned operational budgets, categorical grants, and special projects.

### **Professional Development**

- Coordinates divisional in-services and workshops.
- Assists with the coordination of the WSD New Teacher Orientation program.
- Supports public education through membership and participates in professional organizations such as the Manitoba Association of School Superintendents as well as the Student Services Administrators Association of Manitoba.





### **Parent and Community**

- Develops respectful working relationships with parents and the community.
- Develops respectful working relationships and partnerships as appropriate with community agencies and organizations.
- Responds to parent and community inquiries about schools, program, and support services.
- Represents the Superintendent at school and/or community functions and events as requested.
- Liaise with Parent Child Resource, Daycare, and Nursery Schools.

Performs other duties as assigned by the Superintendent.

### **EDUCATION AND EXPERIENCE**

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- Holds or is eligible to hold a Manitoba Professional Teaching Certificate.
- Has completed a Masters degree in Education or is in the process of completing a Masters degree.
- Holds a Certificate of School Leadership, or a combination of a Level I School Administrator's Certificate and a Level II Principal's Certificate.
- A minimum of 5 years of educational administration experience; preferable at both the elementary and secondary levels.
- A Manitoba Special Education Coordinator's Certificate is desirable.
- Exhibits strong interpersonal, communication, problem-solving, and community relations skills.
- Has a broad knowledge of current curriculum and instructional methodology,

**Adopted:** November 2019

**Revised:** December 6, 2019



## AP 5-201 – SECRETARY TREASURER

The Secretary–Treasurer is the Chief Financial Officer and secretary to the Board of Western School Division, reporting to the Superintendent of Schools. The Secretary–Treasurer is responsible for the general supervision of all school division financial and business matters.

The Secretary–Treasurer may delegate to other division personnel the exercise of any powers and the discharge of any duties imposed upon the Secretary–Treasurer by their employment contract or Superintendent of Schools. The delegation of power or duty shall not, however, relieve the Secretary–Treasurer of responsibility for the action taken under such delegation.

Reference:

Public Schools Act, Section 53



## AP 5-203 – STUDENT SERVICES ADMINISTRATOR

**Position:** Student Services Administrator

**Reports to:** Assistant Superintendent

The Division believes that effective school division level administration is crucial to the delivery of the educational program.

The Student Services Administrator works directly with the senior administrative team at the school division office, reporting to the Assistant Superintendent of Schools.

The Student Services Administrator works closely with principals, clinicians, and resource teachers to support and promote the policies, initiatives, and direction of Western School Division.

The Student Services Administrator shall focus in the area of educational support services and will be responsible for the long term planning, coordination, development, and evaluation of programs in the areas of student services not necessarily limited to but including: exceptional student education, clinical services, resource teacher services, counselling services, education assistant support, Aboriginal student support, programming for students at risk, medical interventions, and English as an Additional Language.

The Student Services Administrator provides leadership in the area of support services.

The Student Services Administrator shall be compassionate, an advocate for students, and shall demonstrate a commitment to continuous improvement and high student achievement for all. S/he shall facilitate a diversity of programming and student services and support collaborative decision-making and school-based planning.

The Student Services Administrator shall exemplify strong moral values, high standards of ethical conduct, a commitment to the Division's philosophy of education, and excellent interpersonal, communication, and administrative skills.

When a vacancy occurs, this position is advertised internally and externally.

### RESPONSIBILITIES AND DUTIES

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#### **Student Services:**

- Assists the Assistant Superintendent with overseeing the continuum of appropriate educational programming for all students.
- Assists the Assistant Superintendent with consultation and support to the school division's student services team and to classroom teachers to maximize opportunities for the inclusion of students with exceptional needs within regular classroom and school settings.
- Assists the Assistant Superintendent with consultation and support for student services personnel: resource teachers, counsellors, social workers, speech and language pathologists, and psychologists.
- Assists the schools to plan, deliver, and evaluate appropriate programs for special needs and at risk students.
- Provides support to families to facilitate student success.
- Arranges transportation for students with special requirements.



- Provides leadership and support to schools during the transition planning processes for students with special educational students.
- Ensures the provision and coordination of clinical and consultative services to schools in psychology and speech therapy.
- Coordinates and supervises special programs and projects in special education and curriculum areas.
- Coordinates the vision and hearing screening programs across the school division.
- Monitors and supports the implementation of Individual Educational Plans with school teams.

**Human Resources:**

- Assists the Human Resources Manager in the recruitment process of casual/substitute educational assistants.
- Assists the Assistant Superintendent with allocating educational assistant time to schools in accordance to school allocations.

**Management Accountability:**

- Assists the Assistant Superintendent in leading divisional student services team meetings – agenda preparation and meeting distribution.
- Provides leadership and coordinates professional development opportunities for student services staff: resource teachers, counsellors, social workers, speech and language pathologists, and psychologists.
- Directs the development and implementation of divisional processes for the implementation of student health care plans (URIS – United Referral Intake Service).
- Coordinates the Violent Risk Threat Assessment Committee and all related professional development and training requirements.
- Assists the Assistant Superintendent in managing the completion and submission of school crisis planning, training, and reporting documentation – School Crisis Response Plan, VRTA and URIS training reports, etc.
- Acts as the divisional coordinator for “Our School” student survey, shares divisional results with student services team, and provides leadership to divisional initiatives using survey results.
- Coordinates WEVAS, First Aid/CPRS, and SAFE TALK training for school division personnel.
- Coordinates – in collaboration with school principals – the administration of the Provincial Youth Health Survey.
- Assists the Assistant Superintendent in leading the Personal Support Team of the Division Crisis Response Team.
- Creates and presents professional learning presentations to the Board of Trustees on matters that relate to appropriate educational programming, inclusion, and student services programs.
- Demonstrates a commitment to personal professional growth and development through attendance at educational conferences and workshops related to student services programming.
- Serves on divisional committee as requested.
- Liaises with community agencies as directed by the Superintendent.
- Liaises with Student Services Administrators/Directors in the region.
- Attends all Board and assigned committee meetings as requested by the Assistant Superintendent.
- Assists the Assistant Superintendent with CTI referrals, OT/PT Liaison, Rehab Services, EDI, and EYE.
- Performs other duties as assigned by the Assistant Superintendent



**Financial Accountability:**

- Manages, documents, and completes required reporting documentation of assigned categorical grants.
- Oversees Special Needs Categorical Grant Level II and III Funding including the editing of applications, submissions, attendance tracking, and evaluation processes.
- Oversees Student Services Planning Report and Special Needs Funding Reviews and completes all required provincial and divisional documentation.

**EDUCATION AND EXPERIENCE**

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- A Manitoba Special Education Coordinator's Certificate.
- A Manitoba Teacher's Certificate.
- Minimum of 5 years teaching in the field of Special Education along with previous progressive experience in educational program planning and administrative planning at a school or divisional level.

**Adopted:** November 2019

**Revised:** September 2023



## AP 5-210 – INTERNATIONAL EDUCATION COORDINATOR

The Division believes that effective school division level administration is crucial to the delivery of the international educational program.

The International Education Coordinator reports to the Assistant Superintendent.

The International Education Coordinator works closely with members of the Administration Council to support and promote the policies, initiatives and direction of Western School Division.

Revised: May 26, 2003



## AP 5-211 – INTERNATIONAL EDUCATION HOMESTAY FACILITATOR

An effective home stay program is a key component of the delivery of the International Educational program. The International Education Home Stay Facilitator plays a critical role in representing Western School Division to the hosts of our International Education students.

The International Education Home Stay Facilitator is supervised by the International Education Coordinator providing services to the division.

Revised: November 28, 2011



## AP 5-220 SUPERVISION FOR GROWTH

### BACKGROUND

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The supervision policy of Western School Division is designed to promote a constructive process and, as such, confers upon the individuals involved, a responsibility to maintain a positive and formative climate. An important aspect of such a formative climate is the responsibility of professionals to evaluate their performance through a variety of means, and to utilize the results in improving their skills as teachers. Thus, the supervision policy emphasizes development through professional growth and system accountability through evaluation.

Western School Division and Western Teachers' Association have jointly developed this supervision policy. The policy is to be discussed on an annual basis, in the spring term, to ensure agreement on interpretation, and to consider modifications. The responsibility to call a review meeting rests with Western School Division. Any changes in AP 5-220 and related procedures are to be agreed upon by both Western School Division and Western Teachers' Association.

#### **B. GOALS**

The basic goal and responsibility of the Board of Trustees of Western School Division is to provide the best possible learning environment for each student within the resources available to the Division. The Board recognizes that student learning and achievement are highly dependent upon the quality of instruction and the learning environment. Thus, a teacher supervision policy has two main objectives that support our major goal. Firstly, the policy should stimulate and support the professional growth of teachers. Secondly, the policy should serve the objective of accountability within the school system.

#### **C. PROCESS**

In order to meet these two objectives, the supervision policy consists of two tracks. The developmental track provides a process that ensures a focus on teacher professional growth activities. The evaluative track provides a process to produce a summative report that meets the needs of accountability within the system, and a formal statement of teacher competence.

##### **1. THE DEVELOPMENTAL TRACK**

Teachers, with one or more years of experience in Western School Division, are required to develop a Professional Growth Plan each year. Teachers in their first year in the Division may choose to develop a Professional Growth Plan as well. The monitoring of the development of growth plans is the responsibility of the school administrator. A minimum requirement is an initial conference by October 31 to present and discuss the plan, and another conference by April 30, to review and reflect upon the plan.

The onus is on the teacher to develop the Professional Growth Plan. The results of any activity undertaken belong to the teacher and need not be shared with anyone other than the administrator, unless the teacher chooses to do so. Further details on how Professional Growth Plans are developed and shared are outlined in the attached procedures, AP 5-221.

Teachers in the developmental track are required to engage in Partners in Practice AP 5-224.

In developmental years, teachers shall receive regular walkthroughs from school administration supported by developmental feedback.





**2. THE EVALUATIVE TRACK**

Teachers new to the Division are placed on Superintendent/Principal evaluation. They shall receive a written interim evaluation prior to December 15<sup>th</sup> and a final evaluation prior to May 30<sup>th</sup>. Thereafter, teachers will receive a formal written evaluation every fifth year, unless a request by the teacher or notification by the administrator(s) occur(s) to delay or advance placement on the evaluative track. In the year following the Superintendent/Principal evaluation, teachers are placed on Principal Follow-up where the teacher and administrator jointly determine the focus for the evaluation.

The details involved in the evaluative track are identified in the attached procedures, AP 5-221 – AP 5-231.

**3. TEACHERS EXPERIENCING DIFFICULTY**

Where the administrator(s) perceive(s) a teacher to be experiencing some difficulty, which requires direct supervision, the teacher will be placed on the evaluative track. When, as a result of an evaluation report, a teacher’s performance is judged to be unsatisfactory, the Superintendent of Schools may place the teacher on formal probation. Should this occur, the procedures in policy AP 5-250 shall apply.

**4. SCHEDULE OF DEVELOPMENTAL AND EVALUATIVE YEARS**

(continued on next page)

**Year 1** – Superintendent and Principal directed formal evaluation.

(Class visits to classrooms in each of EY, MY and SY)

**Year 2** – Principal directed formal evaluation follow-up

**Years 3 - 5** (Partners in Practice)

**Year 3** - No Evaluation

**Year 4** - No Evaluation

**Year 5** - No Evaluation

**Year 6** - Written Evaluation – Either formal evaluation or Reflective Dialogue

**Years 7 - 10** (Partners in Practice)

**Year 7** - No Evaluation

**Year 8** - No Evaluation

**Year 9** - No Evaluation

**Year 10** - No Evaluation

**Year 11** - Written Evaluation – Either formal evaluation or Reflective Dialogue

**Years 12 - 15** (Partners in Practice)

**Year 12** - No Evaluation

**Year 13** - No Evaluation

**Year 14** - No Evaluation

**Year 15** - No Evaluation

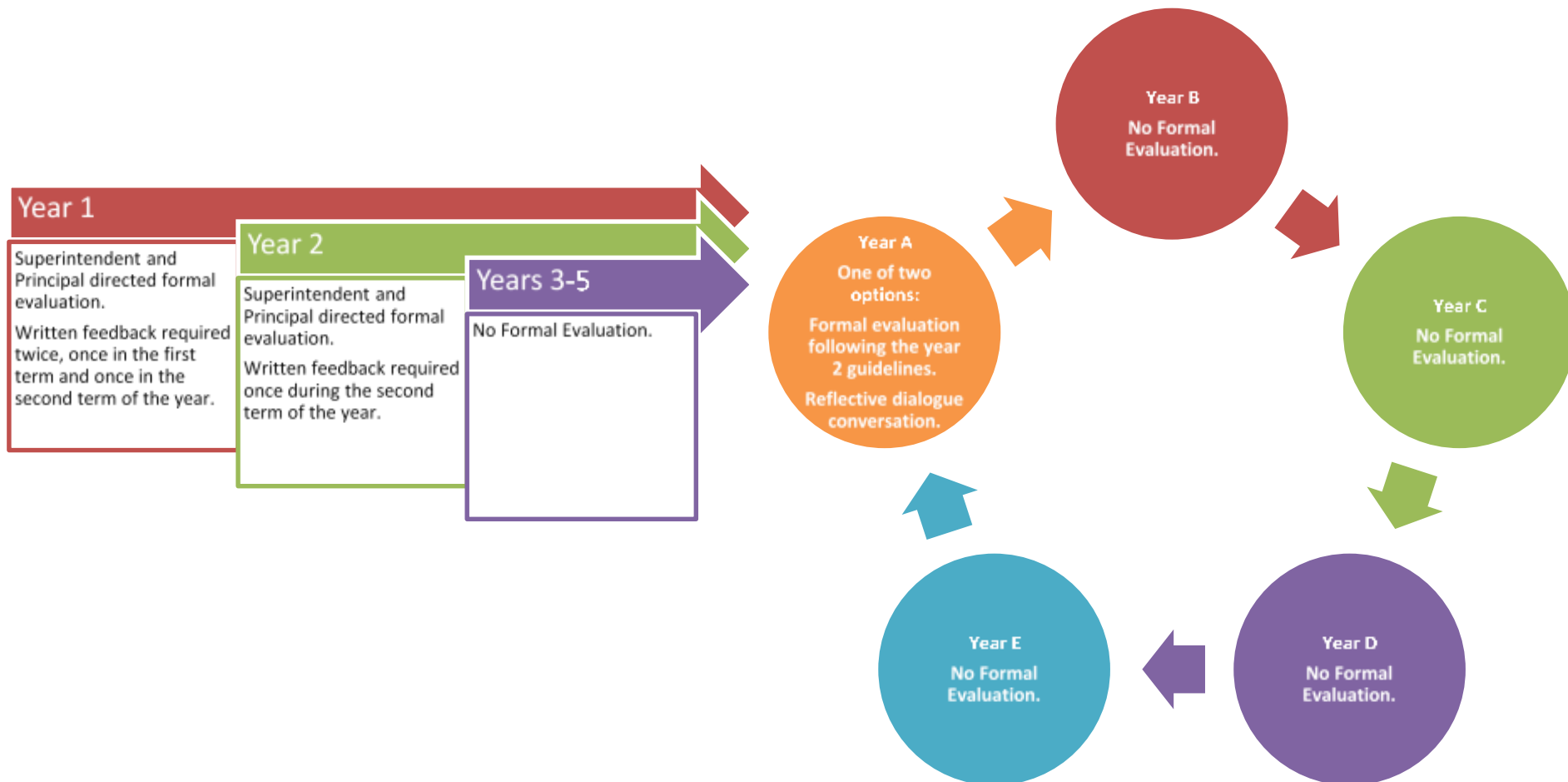
**Year 16** - Written Evaluation – Either formal evaluation or Reflective Dialogue .....

**Old Policy Reference:**

**GCN**

**Adopted:**

**June 2016**





## AP 5-221 Descriptors of Effective Teaching Practice

### BACKGROUND

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Western School Division is committed to enhancing student learning and, as such, views professional growth as essential to furthering continuous development and success within our community of learners. In order to support teachers in achieving their full potential, the process within the Supervision for Growth framework is designed to assist teacher development through dialogue, collaboration, and evaluation. This framework facilitates the opportunity for direct and meaningful communication; enabling constructive feedback that supports professional staff.

This framework utilizes a five year rotational track system that compliments a teacher's professional growth planning, participation within a professional learning community, and other initiatives such as partners in practice programming. The following descriptors provide insight for teaching staff and administrators to develop a common understanding about the expectations, while providing a common language for discussing performance during the evaluative process.

#### Learning Environment

##### **An effective teacher will show evidence of:**

- providing an environment that is consistent with Administrative Procedure (AP)-1-300: Respect for Human Diversity and Equity Education  
<https://www.westernsd.mb.ca/Division/AdminProcedures/Pages/default.aspx#/=>
- organizing a safe and effective learning environment to facilitate individual, small group, and large group learning
- creating an environment where all individuals feel heard, valued, and accepted as part of the classroom community
- reinforcing with students a shared responsibility for maintaining an environment conducive to learning
- teaching, modelling, and promoting a culture of courtesy and integrity
- encouraging and assisting students in developing positive relationships with others within and beyond the classroom
- creating a culture and environment where all individuals learn to be responsible for their actions
- modelling behaviours which develop and reinforce positive student conduct
- establishing appropriate routines for classroom operation
- developing and clarifying classroom expectations with students



- providing opportunities for students to share in decision making
- planning for, and responding fairly, consistently, and sensitively to student needs and behaviours
- ensuring that classroom displays are relevant, representative of students' learning, appropriately arranged, and current
- supporting the implementation of policies, procedures, and expectations of the province, division, and school with respect to student behaviour

### **Curriculum, Planning & Instruction, Assessment**

#### **Curriculum**

##### **An effective teacher will show evidence of:**

- implementing the philosophy, curriculum, policies, and procedures in accordance with Manitoba Education <https://www.edu.gov.mb.ca/k12/index.html> and Western School Division [https://www.westernsd.mb.ca/Governance/BoardPolicyManual/Pages/default.aspx#/="](https://www.westernsd.mb.ca/Governance/BoardPolicyManual/Pages/default.aspx#/=)
- knowing, understanding, and applying a deep knowledge of the content, as well as the big ideas and processes within it
- use of appropriate support documents and resources
- integrating subject/content areas and implementing the progression of curricula
- demonstrating an understanding of the developmental stages at each level (early, middle, and senior years)

#### **Planning**

##### **An effective teacher will show evidence of:**

- effective planning
- planning and organizing based on curriculum
- planning connected to the priorities of school, division, and province
- linking curriculum, instruction, and assessment
- intentionally selecting a variety of guided and independent learning experiences
- knowing, and planning for, the needs of individual students



- exhibiting adaptability and flexibility of appropriate educational programming based on the diverse needs of students
- participating in dynamic instructional planning with colleagues

### **Instruction**

#### **An effective teacher will show evidence of:**

- understanding current educational issues and practices
- applying the learning process and best practices in the area of learning
- providing learning materials appropriate for a wide range of individual needs and abilities
- planning for and ensuring the effective use of classroom time
- using effective questioning techniques and checking for understanding
- integrating technology in a purposeful way to enhance instruction and learning
- extending the learning environment beyond the classroom
- encouraging student reflection, analysis, and self-evaluation of learning throughout the instructional sequence

### **Assessment**

#### **An effective teacher will show evidence of:**

- using assessment practices that are in line with the policies, procedures, and expectations of the province, division, and school
- providing clear expectations regarding goals, learning activities, and evaluation
- involving students in the assessment, evaluation, and reporting process
- co-developing assessment criteria with students and/or colleagues, when appropriate
- developing and sharing with students an appropriate variety of assessment tools to measure outcomes from the curriculum
- using appropriate assessment to meet the learning and programming needs of individual students
- documenting student progress through record keeping and reporting



- providing ongoing, relevant, and timely feedback to students
- reporting student progress accurately to parents/guardians on an ongoing basis
- providing summative assessment which reflects the most recent, relevant, and consistent student performance

### **Professionalism**

#### **An effective teacher will show evidence of:**

- participating in ongoing professional development and growth
- establishing, and working toward, the attainment of professional growth goals
- participating, supporting, and contributing to creating a collaborative school culture
- engaging in reflective practice
- supporting school wide activities, initiatives, and school culture
- participating in program and instructional planning with colleagues
- welcoming and helping colleagues that are new to the school
- sharing “in school” decision-making
- sharing the responsibility for leadership within the school/division
- managing confidential information in an appropriate and effective manner
- communicating effectively and appropriately with students, parents, colleagues, other professionals and community organizations
- modelling professional practices as outlined in the Manitoba Teachers’ Society Code of Professional Practice <http://www.mbteach.org/mtscms/2016/05/06/code-of-professional-practice-english/>
- understanding and following the policies, procedures, and expectations of the school, division, and province

Old Policy Reference: GCN-R1  
Adopted: September 2020



## AP 5-222

### BACKGROUND

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#### **DEVELOPMENTAL SUPERVISION PROCEDURES**

The Developmental Component poses these key questions to every teacher:

- What professional growth do you want to achieve?
- What professional activities are you going to engage in to achieve this goal?

The vehicle for attaining the objectives of the developmental component is the use of a Professional Growth Plan. All teachers, with the exception of those in their first year in Western School Division, are required to utilize a Professional Growth Plan in identifying specific personal professional goals for the current year. The focus of this track is self-determined professional growth aimed at improving teaching and learning.

#### **PROFESSIONAL GROWTH PLAN CYCLE**

##### **A. DEVELOPMENT OF THE GROWTH PLAN**

Upon completion of the writing of the Growth Plan, each teacher will share it with his/her respective administrator by October 31. A copy is left with the administrator for the duration of the plan and returned to the teacher at the conclusion. The Growth Plan is signed by both the writer and the administrator to indicate that it has been shared.

##### **B. IMPLEMENTATION OF THE GROWTH PLAN**

The Growth Plan is implemented as outlined. Teachers are asked to share any major modifications that they make as they progress through the year.

##### **C. REVIEW**

The teacher and administrator will meet to review and reflect upon the Growth Plan. At this time, the administrative copy is returned to the teacher. The teacher may choose to place a copy of part or all of his/her Growth Plan in the divisional evaluation file but is not required to do so.



**WESTERN SCHOOL DIVISION  
PROFESSIONAL GROWTH PLAN**

This form is to be completed by the teacher. The teacher will keep the original and a copy is to be given to the principal.

At the end of the year, the copy is to be returned to the teacher, or, at the teacher's request, placed in the divisional evaluation file.

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TEACHER: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_ PRINCIPAL: \_\_\_\_\_

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Teacher's Signature

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Date

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Principal's Signature





***CREATING A GROWTH PLAN*** -- questions for reflection

**GOAL** -- Where am I? Where do I want to be? Does the goal benefit the students?

A goal is an expression of specific direction and purpose that is measurable and/or observable.

**STRATEGIES** -- How will I get there?

Strategies are statements of action, which outline what must be done to achieve the goal.

**INDICATORS** -- How will I know I have achieved my goals?

Indicators are behaviours, events or activities, which demonstrate that the goals have been or are being accomplished.

Old Policy Reference: GCN-E1  
Adopted: September 2015



## AP 5-223

### BACKGROUND

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#### PROFESSIONAL OR REFLECTIVE DIALOGUE

With new or inexperienced teachers, it is important that administrators confirm that minimum expectations are being met. With experienced and successful teachers, we want to celebrate your successes, encourage you to continue to reflect on your teaching, and support you in your continued professional growth.

In a March 1996 article in PHI DELTA KAPPAN called *Learning for All*, the authors suggested that continued teacher learning:

- Occurs most often when concrete classroom examples and experiences are used to ground an inquisitive, respectful, and discerning conversation about practice.
- Depends on experimentation and ongoing reflection.
- Will occur if people come to the table from different parts of the education system, because their experience, commitments, worries, and energies will vary.
- Does much better when those who meet to advance such learning view themselves as learners.

Therefore, we hope to enter into a more reflective dialogue with each of you that will provide opportunities for you to illustrate your learnings and convictions through dialogue, materials, and classroom demonstrations.

To begin the dialogue, consider these “prompting” questions:

1. What convictions about teaching and learning do you hold most strongly and are most visible in your approaches?
2. Over the past five years, what approaches and materials have you incorporated that have strengthened programs, teaching and/or student learning?
3. Over the similar period, are there approaches and materials that you have put aside and what caused you to take that step?

Through the initial conversation, we hope that classroom visits would result in demonstrating areas of interest to either teachers or administrators, where feedback to you would be helpful. A concluding conversation would provide further reflection and perhaps an exploration of future areas of interest.

The report would mirror our conversations but would also affirm in a concise way that basic expectations are being met. If you want a specific reference to an aspect of your work, that could be incorporated.

Old Policy Reference: GCN-E2  
Adopted: September 2001



## AP 5-224 PARTNERS IN PRACTICE

### BACKGROUND

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#### 1. The purpose:

Visit to improve instructional practice in your role

#### 2. What a teacher actually does in this model.

The teacher will participate in a class/school visit within the Province of Manitoba or Division, or neighboring Division. The visit(s) should be 1 day or less in duration however, multiple visits may occur. The intent is that this is an individualized experience for your professional growth.

The teacher will fill out a Partner in Practice Visitation form stating the place/teacher they will visit, purpose of visit, what they expect to get out of the visit, and give the form to their administrator.

Partners in Practice does not replace teacher PD or the expectation that people take part in professional development. This is a unique opportunity to support PD, not replace it.

#### 3. Responsibilities

Upon returning from the visit, the teacher will request a time/day to sit down with their administrator to discuss their visit. The teacher will fill out a Partner in Practice form. The form will be given to their administrator who will copy the form and give the original back to the teacher and put the copy in the teachers file. A discussion will be had between the teacher and their administrator.

#### 4. Timelines

Teachers will engage in at least one Partners in Practice visitation in years 3-5 and at least visitation in years B-E (reference Supervision for Growth policy for additional information). The teacher is to ensure the Partners in Practice form is filled out and a time is scheduled to discuss with their administrator within two weeks of returning from their visit. The meeting must occur within one month of the visit.

(Form on Reverse)



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Morden, Manitoba

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### Partners in Practice Visitation Form

Name: \_\_\_\_\_ School: \_\_\_\_\_

Date of proposed visit: \_\_\_\_\_ Location of visit: \_\_\_\_\_

Teacher(s) visited: \_\_\_\_\_

How this visitation will improve instructional practice in my role:

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Post visitation follow-up questions (attach notes):

- 3 things I learned
- 3 things that I now think more deeply about or question
- How this visitation will impact my practice in the next 5 days/5 weeks/5 months
- My next step

Date of follow-up meeting: \_\_\_\_\_

Old Policy Reference: GCN-E5  
Adopted: September 2015



## AP 5-225

### BACKGROUND

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#### **PROCESS FOR SCHOOL ADMINISTRATORS GATHERING INFORMATION FOR RESOURCE TEACHER EVALUATION**

##### **School Administrators:**

1. Attend Individual Educational Plan (IEP), team, parent, referral, and class review meetings.
2. Observe: assessments, small group work, paraeducator training, collaboration with English as an Additional Language (EAL) paraeducators, etc., in class modelling, and collaboration.
3. Have resource teachers inform them when the above are scheduled.
4. Discuss with Resource Teacher their activity over a period of time (eg. two-week block).
5. Have Resource Teacher note their activity for a period of time, share with admin.
6. Meet with both Resource Teacher and Classroom Teacher together to discuss any concerns.
7. Use the descriptors to guide ongoing observation.
8. Read copies of reports, IEPs, emails, memos, funding applications, schedules, etc.

Old Policy Reference: GCN-R3  
Adopted: May 2004



## AP 5-226

### BACKGROUND

#### DESCRIPTORS OF RESOURCE TEACHER PRACTICE CONSULTATIVE-COLLABORATIVE MODEL

##### 1. Consultation and Collaboration

- a) Respond to classroom teacher's requests for involvement as part of a formal or informal referral process.
- b) Initiate consultation with classroom teachers to clarify concerns.
- c) Observe student(s) in classroom setting.
- d) Discuss, with the classroom teacher, students' strengths, effectiveness of what has already been tried, and target areas of need.
- e) Assess formally or informally to gather additional information regarding student learning.
- f) Explore alternative strategies through short term intervention sessions with individual or small groups, co-teaching, or modeling, in the classroom.
- g) Collaborate to develop and organize programs, and assist with implementation.
- h) Meet as part of school team, with parents, to share information about program.
- i) Make formal referrals to appropriate support services within the school division (e.g. psychologist, speech language clinician), or outside of the division (e.g. Child and Family Services) as needed.
- j) Monitor the implementation of program and student progress.
- k) Collaborate to develop and organize programs, assist with implementation of the program with funded students, and identified level one students.

##### 2. Communication

- a) Work collaboratively with the school team.
- b) Consult with and refer to other support services.
- c) Assist teachers with parent consultations as appropriate and as requested.
- d) Network with resource teachers in the division.
- e) Follow proper channels of communication.
- f) Acquire and distribute student information (e.g. Adaptation Profiles, clinician reports etc.).

##### 3. Resource Program Management

- a) Organize and schedule resource teacher time.
- b) Coordinate Individual Education Plan (IEP) and Individual Behaviour Plan (IBP) meetings.
- c) Develop and distribute IEPs/IBPs.
- d) Participate in selection, training, and assignment of Educational Assistants.
- e) Coordinate Educational Assistant's timetables, supervision, and evaluation.
- f) Acquire teacher resources and equipment.
- g) Assist in the administration of special school programs.
- h) Conduct hearing screening.
- i) Coordinate English as an Additional Language (EAL) programs.
- j) Complete Unified Referral Intake System (URIS) proposals and liaise with the nurse.
- k) Apply for funding for Level 2 and 3 students.
- l) Maintain Resource files.



**4. Professional Development**

- a) Develop and strengthen, on an ongoing basis, the competencies necessary to carry out the role and functions of a resource teacher through conferences, courses, professional reading, and peer collaboration.
- b) Facilitate professional development activities.
- c) Participate in Divisional Team meetings, committees, and provincial organizations.

**5. Other**

- a) Advocate on behalf of students with learning difficulties within the school.

Old Policy Reference: GCN-R2  
Adopted: May 2004



## AP 5-227

### BACKGROUND

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#### DESCRIPTORS OF GUIDANCE COUNSELLOR PRACTICE

1. **Implement and Coordinate the Counselling Services**
  - a) Collaborate with the school support personnel to identify and prioritize the needs of the school community.
  - b) Along with the school support personnel, develop an annual counselling services plan that takes into account unexpected crises.
  - c) Throughout the year, obtain feedback to determine the degree that the goals of the school counselling services program are being met.
  - d) Follow the school counselling service plan as agreed upon.
  - e) Establish liaisons with different agencies such as Child and Family Services, Eden Health Centre, Child and Adolescent Mental Health, etc.
  
2. **Provide Counselling and Information Services in Personal, Social, and Educational areas.**
  - a) Provide a safe place for students to explore and deal with personal and social issues.
  - b) Provide counselling within the recognized limits of the school counselling profession.
  - c) Respond to crisis on a priority basis.
  - d) Where relevant, help students explore their vocational interests, aptitudes and values.
  - e) Assist referred students to develop the life skills of problem solving, decision-making, time management, priority setting and behaviour management.
  - f) Assist new students in their adjustment to the school.
  - g) Support students in pursuing academic progress in realizing their individual potential.
  
3. **Professional Development**
  - a) Develop and strengthen, on an ongoing basis, the competencies necessary to carry out the role and function of the guidance counsellor through conferences, courses, professional reading, and peer collaboration.
  - b) Participate in Divisional Team meetings, committees, and provincial organizations, where relevant.
  
4. **Administer and Coordinate Activities that Relate to Counselling while Supporting the Total School Program.**
  - a) Acquaint students, parents, and staff, with the role of the counsellor.
  - b) Coordinate and implement themed instructional units as identified by the school counselling services plan.





**Process for School Administrators Gathering Information**  
**FOR GUIDANCE COUNSELLOR EVALUATION**

**School Administrators:**

1. Observe and review the guidance counsellor's work in accordance with the annual counselling services plan, excluding confidential issues, by October 31<sup>st</sup>.
2. Observe guidance counsellor instructing classes on a theme identified by the counselling services plan.
3. Review with the guidance counsellor, feedback obtained to determine the degree to which the goals of the school counselling service plan are being met.
4. Discuss with the guidance counsellor his/ her activity over a period of time.
5. Use the descriptors to guide ongoing observations.  
Read copies of reports, emails, schedules etc.

**Old Policy Reference:** GCN-R4  
**Adopted:** June 2005



## AP 5-228

### BACKGROUND

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#### WESTERN SCHOOL DIVISION CLINICIAN EVALUATION GUIDELINES

The Student Services Administrator is responsible to complete an evaluation summary on divisional clinicians. The evaluation will, in part, be based on feedback from school administrators, resource teachers, and the clinicians themselves. The following criteria will be used for observation, discussion, and evaluation:

1. Accessibility
2. Communication
3. Teaming and Collaboration
4. Programming
5. Organization and Management

Clinicians will meet with the Student Services Administrator prior to the evaluation process to mutually determine from whom feedback will be requested.

Periodically, Manitoba Education clinicians will be asked to carry out an evaluation of the clinician's clinical performance.

Old Policy Reference: GCN-R5  
Adopted: June 2005



**AP 5-229**

**BACKGROUND**

**WESTERN SCHOOL DIVISION  
CLINICIAN EVALUATION FEEDBACK FORM**

**CONFIDENTIAL**

Date: \_\_\_\_\_

Clinician's Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name of Person Providing Feedback: \_\_\_\_\_

School: \_\_\_\_\_

Please comment on the following areas:

**Accessibility**

- The clinician is accessible to school personnel.
- The clinician is perceived as being a helpful resource

Strengths:

Effectiveness could be improved by:

**Communication**

- The clinician effectively communicates client's needs
- The clinician appropriately facilitates home-school communication
- The clinician provides satisfactory reports
- The clinician relates appropriately with students

Strengths:

Effectiveness could be improved by:

**Teaming and Collaboration**

- The clinician collaborates with school personnel
- The clinician attends team meetings and contributes to effective decision making
- The clinician participates and follows through on team action plans/IEPs/IBPs.



Strengths:

Effectiveness could be improved by:

**Programming**

- The clinician is aware of and uses school and community resources
- The clinician offers relevant recommendations which are practical

Strengths:

Effectiveness could be improved by:

**Organization and Management**

- The clinician is punctual and sticks to schedule
- The clinician organizes workload effectively
- The clinician is able to work under pressure

Strengths:

Effectiveness could be improved by:

**Other Comments:**

**Ways that the school could better facilitate clinician's functioning:**

Has this information been discussed with the clinician? \_\_\_\_\_

Thank you for your assistance.

**Old Policy Reference:** GCN-E3  
**Adopted:** May 2005



**WESTERN SCHOOL DIVISION  
CLINICIAN EVALUATION**

Memo Re: **Clinician Evaluation**

This is an evaluation year for \_\_\_\_\_ (Clinician Name). As part of the evaluation process, I would invite you to provide feedback on the Clinician Evaluation Feedback form (GCN-E3) based on the following criteria:

1. Accessibility
2. Communication
3. Teaming and Collaboration
4. Programming
5. Organization and Management

You will also be asked to comment on the major strengths of the clinician, where effectiveness could be improved, and ways in which the school could better facilitate the clinician's functioning.

Clinicians are aware of this letter and would appreciate discussing with you, at a mutually agreed upon time, the information contained in the feedback form.

Your assistance in completing this form is appreciate. Please return it to the Student Services Administrator after you have discussed it with the clinician and before \_\_\_\_\_.

Thank you.

**Old Policy Reference:** GCN-E4  
**Adopted:** February 2009



## AP 5-230

### BACKGROUND

#### **WESTERN SCHOOL DIVISION SCHOOL ADMINISTRATOR EVALUATION**

**A. Purposes:**

- To develop and maintain the best possible learning environment in the school in relation to the educational goals and philosophies of Western School Division
- To ensure a high level of administrator performance by promoting professional growth
- To evaluate the performance of the administrator

**B. Sources:**

The sources of information gathered in the evaluation process may include:

- General observations of the administrator by the evaluator
- References to AP 2-100, AP 2-101, AP 2-102, AP 5-231
- Conferences and discussions with the administrator
- Review of information obtained from other senior administrators
- Self-evaluation
- Documentation/Conversations regarding major initiatives undertaken by the school
- Review of annual school plans
- Professional Portfolio

**C. Procedures:**

1. Supervision and evaluation of Principals will be carried out by the Superintendent or designate. Supervision and evaluation of Vice-principals will be carried out by the Principal.
2. By October 15<sup>th</sup> of the evaluation year, a pre-conference shall be held between the administrator and the Superintendent at the commencement of any formal evaluation process. The purposes of the pre-conference are:
  - i. To discuss purpose, components, criteria and process used for administrator evaluation in Western School Division
  - ii. To discuss the observation times and duration of such times
  - iii. To discuss the specific procedures and forms to be used
3. In a year that reflective dialogue is chosen, the reflective conversation between the administrator and the Superintendent will occur prior to November 15<sup>th</sup>.
4. Data for the purpose of administrator evaluation shall be gathered from some or all the sources previously outlined.
5. The administrator shall receive specific feedback from the evaluators as an on-going process. First year administrators will receive a written interim evaluation in their first term and a final evaluation in the second term.
6. A post-conference shall be held with the administrator at the conclusion of any formal evaluation cycle. This conference will be held by April 1<sup>st</sup>.



7. The written summative report shall be prepared by the Superintendent, or the Principal in the case of a Vice-Principal evaluation, and presented to the Administrator by April 15<sup>th</sup> of the evaluation year.
8. The administrator’s signature implies that the administrator has read the report. The administrator shall have the opportunity to attach to the written summative report any relevant written comments.
9. The administrator shall have five working days to attach written comments to the report.
10. The report is to be retained in the administrator’s personnel file with a copy given to the administrator.

**D. Evaluation Cycle:**

In all tracks, the lead evaluator for Principals will be the Superintendent. In all tracks, the lead evaluator for Vice-Principals will be the Principal, with direct input from the Superintendent.

<u>Year</u>	<u>Evaluative Track</u>	<u>Developmental Track</u>
1.	Formal evaluation by lead evaluator.	Optional
2.	Follow-up evaluation by lead evaluator.	Professional Growth Plan
3.	No Evaluative Process	Professional Growth Plan
4.	The lead evaluator may offer either: <ul style="list-style-type: none"> <li>• Formal Evaluation</li> <li>or</li> <li>• Reflective Dialogue with Portfolio</li> </ul>	Professional Growth Plan
5.	No Evaluative Process	Professional Growth Plan
6.	No Evaluative Process	Professional Growth Plan

**\*\*Beginning in Year 7 return to the 3 year cycle from Years 4-6\*\***

**E. Administrators Experiencing Difficulty:**

Where the superintendent perceives an administrator to be experiencing some difficulty, which requires direct supervision, the administrator will be placed on the evaluative year. When, as a result of an evaluation report, an administrator’s performance is judged to be unsatisfactory, the superintendent may place the administrator on formal probation. Should this occur, the procedures in policy AP 5-250 shall apply.

Old Policy Reference: GCNA  
Adopted: September 2015

Reference (AP 2-100, AP 2-101, AP 2-102, AP 5-231)



## AP 5-231

### BACKGROUND

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#### **DESCRIPTORS OF EFFECTIVE SCHOOL ADMINISTRATOR PRACTICE**

The descriptors of effective administrator practice were developed to clarify and update the broad range of roles that administrators play in schools. The descriptors are intended to represent what we strive to do as administrators.

The list enables us to look at our own practice as administrators and examine where we may want to grow as professionals. School administrators and Superintendents can collaboratively use the descriptors to select areas for further observation, assessment, and professional growth.

In year one and two of the evaluative cycle, anecdotal comments will be written with reference to the descriptors that apply to the given individual. Evaluators are expected to make professional decisions about which descriptors may apply to people at varying stages of their careers, and with varying positions in the system.

#### **Descriptors of Effective Administrator Practice:**

##### **School Leadership**

- Develops learning communities
- Connects exemplary theory to practice
- Facilitates professional growth with personnel
- Develops leadership in others
- Models inquiry learning
- Develops caring connections with students, staff, parents, community
- Develops, communicates, and brings life to the vision
- Practices exemplary oral and written communication skills
- Makes informed independent and collaborative decisions
- Makes the right decision even when it's unpopular
- Understands and leads the change process
- Builds morale of staff and students by recognizing efforts and accomplishments
- Is visible and accessible
- Models social justice/social responsibility/and advocacy
- Monitors progress of the school plan

##### **Instruction**

- Facilitates curriculum implementation
- Develops and maintains effective and innovative instructional practices
- Implements provincial, divisional, and school-based initiatives
- Uses appropriate teaching practices to manage student behavior
- Shares expertise during professional learning opportunities with staff





### **Management**

- Makes connections with home and community
- Facilitates public relations
- Develops and implements School Plans
- Uses data to track school progress
- Develops schedules and timetables for the best operation of the school
- Establishes and maintains a safe environment for the school
- Is aware of policies – divisional and provincial
- Develops school based procedures based on policies
- Manages school budgets

### **Personnel**

- Makes and maintains caring connections
- Responds appropriately to conflicts
- Knows collective agreements and benefit summaries
- Mentors and develops staff
- Supervises teacher candidates, substitutes, and volunteers
- Evaluates the work of staff members
- Determines overall staffing needs and placements
- Is involved in hiring staff
- Promotes positive relationships

**Old Policy Reference:** GCNA-E1  
**Adopted:** September 2015



## AP 5-300 – STAFFING GUIDELINES FOR BUDGET DEVELOPMENT

After consultation with divisional stakeholders the Superintendent shall submit division staffing guidelines for the following school year during the budget development process. The staffing guidelines shall form the foundation for determining staffing allocations in the budget development process. Final staffing allocations will be determined when the budget is formally approved.

These guidelines provide a framework from which school staffing levels will be determined. These guidelines provide the basis for Senior Administration, in discussions with School Administrators, to make recommendations to the School Board for budget development. Final decisions on staffing allocations are reflected in the budget approved by the School Board.

### Procedures for the Allocation of Teaching Units

1. All students are valued and equally entitled to resources. Therefore, all full time equivalent students will receive a baseline weighting of 1.0. All schools will receive baseline teacher unit allocations on a pupil/teacher ratio of 22:1 based on the program in which they are enrolled (Regular or French Immersion).
2. To provide comprehensive programming at EY, MY and SY all students will receive an additional 10% weighting.
3. Resource/Special Education teaching units will be allocated to schools according to a ratio of 1 F.T.E. to 200 students.
4. Guidance teaching units will be allocated to schools according to a ratio of 1 FTE to each 300 students.
5. We recognize the extra demands associated with students for whom English is an additional language. Teaching units will be allocated to schools at a ratio of 1 FTE to each 175 EAL students.
6. Alternative/Additional Programming Units: The allocation of additional teaching units for alternative/additional programming will be considered within the context of the total human resources available within a school and upon receipt of a written proposal.
7. RRTVA staffing will be allocated by program. Staffing is funded through the RRTVA residual cost formula.
8. The final calculated allocation of teaching units to a school under these guidelines shall be rounded to the nearest tenth of a unit.
9. Flexibility will be given to the local school to adjust class size groupings and deploy human resources to address academic priorities and the particular needs of students.
10. The final decision on the allocation of teaching units rests with the School Board through its budget and adjustments may be made for budgeting or other reasons.

### Procedures for the Allocation of Administrative Units

1. The provision of administrative units will recognize the demands on administration resulting from increased enrolment. Therefore, for the provision of administrative units, weighting will be given to students as follows:

Grades K-12 -- a weighting of 1.00



- Administrative units will be provided to schools based on total student enrolment of the previous September and in accordance with the categories given below:

School Size	Administration Time
Minimum Threshold	1.0 FTE
325-400	1.25 FTE
401-475	1.5 FTE
476-550	1.75 FTE
551-625	2.0 FTE
625-700	2.25 FTE
701-750	2.5 FTE
751-825	2.75 FTE
826+	3.0 FTE

- The final decision on the allocation of administrative units rests with the School Board through its budget and adjustments may be made for budgeting or other reasons.

#### **Procedures for the Allocation of Administrative Assistant Units**

The Allocation of Administrative Assistant Units shall be based on total weighted student enrolment of the previous September and in accordance with the categories given below:

School Size	Administrative Time
Minimum Threshold	1.0 FTE
300-375	1.25 FTE
376-450	1.5 FTE
451-525	1.75 FTE
526-600	2.0 FTE
601-650	2.25 FTE
651-700	2.5 FTE
701-750	2.75 FTE
751+	3.0 FTE



### **Procedures for the Allocation of Funding to Support Special Needs**

Western School Division is committed to providing relevant, progressive educational programming and supportive services in a safe, stimulating environment. Our aim is to provide students with the education, guidance and services they need to learn and progress. Student Services funding is provided to the division as “block funding”, not student specific funding. Provincial Student Services Funding has been frozen by Manitoba Education for a number of years. Funding for resources to schools will be allocated based on but not limited to the following factors:

- Overall student enrollment
- Resource caseload
- Guidance caseload
- Speech Language referrals and caseloads
- Psychology referrals and caseloads
- Behavioral referrals
- OT/PT referrals and caseload
- EAL enrollment
- Individual Education Plans in place at school (i.e. SSP, AP, BIP, etc.)
- Alternative Program enrollment (i.e. Teen Centre, alt Track, Career and Community transitions, etc.)
- Home School Liaison caseloads

Each School will develop a detailed profile identifying the needs and the supports required.

Students with Identified Speech/Language Deficits or Disorders: Funding will be allocated on the basis of the number of students who are identified by a division speech/language clinician as having a speech/language deficit or disorder, requiring support to remediate.

The division will provide 2.0 F.T.E. Home School Liaisons for use throughout the division. Distribution of this time will be coordinated by the Student Services Administrator.

Schools will be provided flexibility to substitute a portion of their Special Needs Funding allocation for additional teacher time upon approval by the Superintendent.

### **Procedures for the Allocation of School Library Units**

Each school is allotted a full-time Library Technician.

Clerk time will be considered when required based on the following factors:

- Operational requirements
- Circulation statistics
- Student enrollment
- Divisional LRC plan

### **Procedures for the Exchange of Support Units for Teacher Units or Vice Versa**



For exchange purposes, the comparative support units to teacher unit equivalence shall be decided annually on the basis of salary comparisons.

Principals must make a written recommendation to the Superintendent each year on the exchange of units for the following school year.

Decisions on exchange of units shall be made on a year-by-year basis.

#### **General Procedures for the Allocation of Human Resources to Schools**

- By January 30 each year the Superintendent shall calculate as accurately as possible for each school a projected enrolment for September of the following school year.
- Average enrolment growth for the past five years shall be factored into the enrolment projection for each school.
- The procedures for allocation of various human resources, excluding school administrative units, shall be applied to the enrolment projection for each school.
- Administrative units shall be provided based upon the September 30 enrolment of the previous year.
- The Superintendent shall provide each school a preliminary staffing allocation by January 31 for the following school year.
- After Kindergarten registration for the following school year and by March 31 the Superintendent shall provide a finalized staffing allocation to each school.
- In extenuating circumstances, the staffing allocation may be adjusted up to May 31.
- Each year a staffing hold back may be determined in order to protect the Division against an enrolment short fall due to a difference between the projected enrolment at the time staffing is calculated and the actual enrolment as of September 30 of the following school year.
- Allocation of all human resources, both professional and support personnel, is subject to the annual school board budget review and adjustments may be made based on budgeting restraints or for other reasons. The final decision rests with the school board.

Revised: November 28 2011; November 25, 2016; January 13, 2020; March 2024



## AP 5-400 – STAFF ETHICS

The Superintendent expects all staff members, during the performance of their duties or when representing the Division, to act in such a manner as will be a credit to the Division.

It is expected that staff members will cooperate with each other in the performance of their duties.

**Adopted:** August 2015



## AP 5-401 – CONFLICTS OF INTEREST

### BACKGROUND

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Western School Division does not condone the action of an employee whose activities are in a conflict of interest.

A conflict of interest exists when an act to further the economic well-being of an employee or their personal interest has a negative effect on Western School Division or raises a reasonable question of conflict with their duties and responsibilities in the Division.

If an employee is found to be in conflict of interest, the employee may be subject to disciplinary action which may include termination of employment.

In order to minimize any potential conflict of interest situation, the employee should discuss the matter with the Superintendent.

A written opinion from the Superintendent will provide protection against disciplinary action. The following situations may place an employee in a conflict of interest situation:

- a) an activity for personal financial gain or employment outside Western School Division which involves any of the following:
  - using time paid for by the Western School Division;
  - an adverse effect on performance of your duties with Western School Division;
  - using School Division resources for the activity.
- b) soliciting or accepting gifts, considerations, prizes (excluding door prizes and random drawings) or hospitality other than those of a token nature from any person, firm or corporation with whom Western School Division does business;
- c) using association with Western School Division or the advantage of privileged School Division information for the financial gain of a relative, friend or self;
- d) seeking to obtain preferential treatment from Western School Division for a relative, friend or commercial enterprise in which you, a relative or friend, has a financial interest;
- e) recruiting, selecting or retaining a relative if you are in the position of authority;
- f) influencing another employee to recruit, select or retain a relative;
- g) in those situations where Western School Division has entered a competitive bid or tender to provide services, an employee may not submit a tender in competition without first resigning their employment.



## EXAMPLES

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The following are examples of what Western School Division considered to be violations of our Conflict of Interest Procedure and subject to disciplinary action:

- Through your direct involvement, you receive personal financial gain from outside activities or employment conducted during hours for which you are being paid by Western School Division.
- You use a Western School Division vehicle, office materials, facility or supplies or any other resources for any purpose other than conducting School Division business unless you are specifically authorized to do so.
- Your job performance with Western School Division is adversely affected because of working in a second job (including self-employment) outside of normal working hours.

Adopted: September 2015





## AP 5-410 – CRIMINAL RECORD AND CHILD ABUSE REGISTRY CHECKS

### BACKGROUND

Western School Division is committed to providing a safe learning and working environment for students and staff. To this end, the Division requires, as a condition of employment, all new employees of Western School Division submit to a background investigation conducted by the appropriate law enforcement agency and thus complete and maintain a satisfactory Criminal Record Check, Vulnerable Sector Search and Child Abuse Registry Check.

The Division shall apply the provisions of this procedure to employees of the Division, including individuals providing a contracted service to students and/or staff, as well as to volunteers working under limited supervision with students.

The existence of such records does not automatically exclude an individual from consideration for employment, or a volunteer position, or terminate employment. However, in the event that the criminal record and/or child abuse registry indicates that the individual may pose a threat to the safety of the children/adults/organization, the Division reserves the right to limit, deny, and/or terminate the employment and/or association of the individual with the Division.

The Division may require agencies, organizations and businesses to confirm acceptable screening procedures for criminal and child abuse records as a condition of the placement of students where no direct and continuous supervision by a division representative is in place.

Checks must not be more than six months old, and must be presented to the Division, before an individual's first day of work. A receipt illustrating payment and thus demonstrating an attempt to have the check(s) completed may be accepted prior to the individual's first day of work.

Discretionary authority as identified within procedure lies with the Superintendent.

### ADMINISTRATIVE PROCEDURES

All applicants for employment shall complete the general application form authorizing the Division to conduct criminal record and abuse registry checks and acknowledging this as a condition of employment.

The requirement for such checks for an individual who:

- a) is re-employed by the Division,
- b) is on a fee for service arrangement, or
- c) is volunteering,

will be at the discretion of the Superintendent.

As a general practice:

1. If the checks were not previously done, the individual will be required to agree to the checks as a condition of employment.



2. An individual re-employed on a term, substitute, or casual basis from one year to another, when there is deemed to be no break in employment, may not be required to agree to the checks on an annual basis. However, the employment letter of offer will continue to require disclosure of this information at the discretion of the Division and at any time while the individual is in the employ of the Division is a condition of that employment.
3. Where an individual who is employed within six (6) months of any previous employment wherein checks had been done, further checks will not be done.
4. Individuals working on a fee for service or volunteer basis with students and not under the continual direct supervision of a professional employee of the Division may be required to agree to the checks prior to beginning their work.
5. Parents and other volunteers who work under the continual direct supervision of professional employees of the Division will not undergo the checks unless the situation demands a higher degree of assurance.

**Statements to include on all advertisements and vacant position descriptions:**

“A condition of employment with Western School Division is agreement by the applicant to disclose criminal record and Manitoba Provincial Abuse Registry record information to the Division.”

**PROCEDURES**

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- To obtain a certified Criminal Record check and Vulnerable Sector check, an individual must go to their local police or RCMP service. Once the checks are completed, the results must be presented to the Division for determination.
- To obtain a Manitoba Child Abuse Registry check, an individual may submit a self-check application with Family Services OR submit an Employer Initiated check by completing the necessary form at the Division office – two pieces of valid identification are required. Once the checks are completed, the results must be presented to the Division for determination.
- Individuals will be responsible for any service charges incurred.

Adopted: September 2015



## AP 5-411 – EMPLOYEE CRIMINAL AND CHILD ABUSE CHARGES

Employees being investigated or charged with a criminal offence must report this to their immediate supervisor in writing within ten (10) working days of becoming aware of the investigation or charge. The supervisor reports the details to the Superintendent.

Should the offence being investigated be of a nature that would make the employee unable to perform their duties, they may be suspended without pay.

In the event that the criminal or child abuse charges indicate that the individual may pose a threat to the safety of children and adults, the Division reserves the right to terminate the employment of the individual with the Division.

Reference:

AP 5-410 - CRIMINAL RECORD AND CHILD ABUSE REGISTRY CHECKS

**Adopted:** September 2015



## AP 5-500 – STAFF COMPLAINTS AND GRIEVANCES

Any staff member will be allowed to bring a complaint or grievance to the Board, having first:

1. brought the complaint or grievance to the attention of his or her immediate supervisor;
2. brought the complaint or grievance to the senior administrative staff after failure of the immediate supervisor to resolve the complaint or grievance in a reasonable period of time;
3. brought the complaint or grievance to the Superintendent after failure of the senior administrative staff to resolve the complaint or grievance in a reasonable period of time;
4. taken the appropriate steps to place the item on the agenda should the Superintendent be unable to resolve the complaint or grievance to the complainant's satisfaction.

If the complaint involves another staff member, it is expected that that respondent will be contacted in an effort to resolve the problem leading to the complaint.

Provisions for settling complaints by unionized staff regarding items under contract are to be found in the respective Collective Agreements.

Revised: September 2008



## AP 5-550 – LIAISON COMMITTEES

The Division may establish committees to liaise with divisional staff where Staff, Senior Administrators, and Trustees build positive relationships and share items which enable each party to better understand the common purpose of our mission statement.

Revised: February 2010



## AP 5-551 – GUIDELINES FOR LIAISON COMMITTEE WITH WESTERN TEACHERS' ASSOCIATION

The committee will deal with issues which reside outside of the collective agreement.

The general objectives of the liaison committee are as follows:

- . To build relations with the Board
- . To contribute to a high level of morale in the school system.
- . To advance the general efficiency of the school system.
- . To provide effective and immediate two-way communication for the exchange of ideas and information pertaining to the operation of the educational system within Western School Division.
- . To discuss education needs, trends and innovations and their instructional and administrative implications.

The committee shall consist of ten members as follows:

- . two members of the Board (1 being the Chair of the Board),
- . the Superintendent,
- . the Secretary-Treasurer,
- . 6 Teacher Representatives.

The chairperson of the board of trustees will chair the committee. All items for discussion will be forwarded to the Secretary Treasurer by email. The Secretary Treasurer will record notes from the meeting and will distribute to all parties in attendance.

The committee will endeavor to meet at a schedule determined at the first meeting during the school year.

Revised: September 2012



## AP 5-552 – GUIDELINES FOR LIAISON COMMITTEE WITH CUPE

The committee will deal with issues which reside outside of the collective agreement.

The general objectives of the liaison committee are as follows:

- To build relations with the Board.
- To contribute to a high level of morale in the school system.
- To advance the general efficiency of the school system.
- To provide effective and immediate two-way communication for the exchange of ideas and information pertaining to the operation of the educational system within Western School Division.
- To discuss education needs, trends and innovations and their instructional and administrative implications.

The committee shall consist of ten members as follows:

- two members of the Board (1 being the Chair of the Board),
- the Superintendent,
- Assistant Superintendent,
- the Secretary-Treasurer,
- 5 CUPE Representatives (1 from each school).

The chairperson of the board of trustees will chair the committee. All items for discussion will be forwarded to the Secretary Treasurer by email. The Secretary Treasurer will record notes from the meeting and will distribute to all parties in attendance.

The committee will endeavor to meet at a schedule determined at the first meeting during the school year.

Revised: September 2012



## AP 5-600 – REMUNERATION OF STAFF DURING CLASS CANCELLATION OR SCHOOL CLOSURE DAYS

Western School Division is concerned about the safety of students, staff, and visitors in our schools. Occasionally weather and road conditions deteriorate to the point where the school division may need to cancel classes or close schools.

The responsibility for determining the need to cancel classes and/or close schools (AP 7-510) rests with the Superintendent in consultation with the Supervisor of Operations. The Superintendent will inform Trustees of the rationale.

**Classes Cancelled** (K – 12) – No students shall report to school.


**Classes Cancelled** (Morden Adult Education Centre) – Since bus transportation is not a means of transportation for students at the Morden Adult Education Centre, the cancelling of buses does not affect the operating hours or the staffing of the Morden Adult Education Centre.

**Schools Closed** (K – 12) – No students shall report to school.

**Schools Closed** (Morden Adult Education Centre) – Morden Adult Education Centre will be closed to students.

### STAFF NOTIFICATION

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When the decision has been made to cancel classes and/or close schools, it will be broadcast on the following radio stations: CFAM 950 AM, CBC 990 AM, CJOB 680 AM, CKMW 88.9 FM, and CJEL 93.5 FM. Notification will also be posted on the Western School Division website, [www.westernsd.mb.ca](http://www.westernsd.mb.ca), and tweeted on the Division's Twitter account  @WesternSD\_MB

Staff shall receive direct communication via their school communication system.

### CLASSES CANCELLED

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Educational Assistants, Technical Vocational Assistants, Educational Support Worker, and Youth Support Guidance Worker are not required to report to work; employees not reporting will not be paid.

Teachers and Clinicians are expected to work at school. If weather and road conditions are too dangerous and life threatening, Teachers and Clinicians may work from home. In either case they will be paid their regular pay for this day.

The Food Services Supervisor shall report to work only if deliveries are being received. All other Food Services Staff are not required to report to work. Breakfast Program will be cancelled that day. Employees not reporting will not be paid.

School buses will not operate on these days. School Bus Drivers will continue to be paid. Bus Drivers are expected to start their buses and, when conditions permit, drive a short distance to detect any weather related problems and be ready for the next school day.





All other staff are expected to report to work. If he or she is not able to report to work, he or she must contact their supervisor directly to discuss the situation, and may request to use an earned vacation day, banked time, or request an approved leave of absence without pay.

#### SCHOOL CLOSURE

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Principals and Head Custodians, or designates, will attend to matters of safety at the schools.

Division Office Senior Administration, Division Office Support Staff, and Maintenance Staff shall report to work. Those employees unable to report to work must contact their supervisor directly to discuss the situation, and may request to use an earned vacation day, banked time, or request an approved leave of absence without pay.

All other staff are not expected to report on these days and will be paid.

#### WESTERN SCHOOL DIVISION OPEN, STAFF UNABLE TO REPORT

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If the employee determines that local weather and road conditions, where they reside, are too dangerous and life-threatening for the employee to come to work on a day that Western School Division is in session, the employee must call and speak directly to **both** their **Supervisor** and either the **Superintendent or Assistant Superintendent**. On these days the employee will not be paid but may request to use an earned vacation day, banked time, or request an approved leave of absence without pay.

Reference: AP 7-510 Class Cancellations Due to Weather Conditions & Safety

Revised: AP 5-600 October 2017  
EBCDA June 25, 2007



## AP 5-700 – PROFESSIONAL STAFF DEVELOPMENT

The Division encourages and promotes the professional development of its professional staff members which supports divisional and school priorities and goals in order that the educational program in the Division be of the highest quality.

The Division encourages the Western Teachers' Association to also provide for its members' professional development.

In conformance with Manitoba Regulation 101/95-(8) and with the approval of the Superintendent, school time may be set aside for professional staff in-service.



## AP 5-701 – OUT OF PROVINCE PROFESSIONAL DEVELOPMENT APPROVAL

### BACKGROUND

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Western School District recognizes the importance that Professional Development and teacher learning has on improving student learning.

### PROCEDURES

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#### Teachers:

1. At least six weeks prior to the date of the Professional Development Day, complete and submit the Out of Province Professional Development Approval Form.
2. Attach supporting documentation to the form.
3. Submit the form along with the supporting documentation to your Principal.
4. Do not complete a Leave of Absence Form until your Principal informs you that your Professional Development activity was approved by Central Office Administration.
5. When you receive notice of the Central Office approval from the Principal, complete your anticipated Leave of Absence Form.

#### Principals:

1. Review the Professional Development Approval Form submitted by your teacher.
2. Complete the Principal section of the application form. Approve forms that are relevant to the teaching assignment, timely, complete, have supporting documentation attached and that you can support with existing school-based funds.
3. Send the form and documentation as soon as possible to the Central Office Administrator after you checked off in the Principal section.
4. The form will be returned to you, not the teacher.
5. When the form is returned to you from the Central Office Administrator, inform the teacher of the approval status—approved or denied. (An e-mail sent to the staff member documents that you carried out this step.)
6. Instruct the teacher to complete the Leave of Absence Form for all approved days.

Adopted: February 2012



## AP 5-800 – WESTERN SCHOOL DIVISION RECOGNITION OF SERVICE

The Western School Division recognizes the cumulative years of service in the division of both staff and trustees by presenting a service award at an annual celebration in the spring of each year.

Recognition is based on eligible staff members completing 5, 10, 15, 20, 25, 30, 35 or 40 years of service in the division, and trustees completing full terms of office.

### ELIGIBILITY

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1. Full time and part time employees are eligible for recognition awards.
2. Staff service will be based on calendar years of service, regardless of the FTE percentage, as of December 31st of the school year of presentation. For clarity, an employee that completes a service award level between January 1 and December 31 will be eligible for a service award to be presented the following spring.
3. Leaves of absence of less than one school year will be included in the years of service calculation. Leaves of absence lasting one school year or more will not be included in the years of service calculation.
4. Employees that resign from the Division, or do not return after being recalled from a lay off period will lose the accumulated years of service. If rehired, these employees would start at zero years of service.
5. Employees that are not recalled after a layoff period but are rehired within one year of the end of the layoff period will not lose their accumulated years of service.
6. Employees eligible to receive an award will be notified by November 30th.
  - a) Each year, well in advance of the awards presentation, a list of those employees who are eligible for an award will be circulated to all schools to ensure that no one has been overlooked.
  - b) Employees that are eligible for an award of 10 years or greater will be contacted by Division Office with instructions on how to select their award.
    - i. If the eligible employee does not select an award choice, the Division may present an award of its choice.
    - ii. For the 30, 35 and 40 year Recognition Awards, an employee may also choose to donate the value of the gift to a charity of their choice. The Division will donate this in recognition of the employee.



Staff Years of Service	Trustee Terms	Recognition Award
5		Pen set with WSD logo
10	1	Level 1 choice ( <i>approx.. \$100-\$125</i> )
15	2	Level 2 choice ( <i>approx.. \$125-\$150</i> )
20	3	Level 3 choice ( <i>approx.. \$150-\$175</i> )
25	4	Level 4 choice ( <i>approx.. \$175-\$200</i> )
30	5	Level 4 choice ( <i>approx.. \$175-\$200</i> ) Or \$200 Gift to Charity of Choice
35	6	Level 5 choice ( <i>approx.. \$200-\$250</i> ) Or \$250 Gift to Charity of Choice
40	7	Level 6 choice ( <i>approx.. \$250-\$300</i> ) Or \$300 Gift to Charity of Choice

Reviewed: June 25, 2013

January 22, 2024



## AP 5-801 – RECOGNITION OF DEPARTING STAFF

Persons leaving the employment of the division who have more than five years' service in the division shall be recognized with a gift with a value of \$15.00 per year of service up to a maximum expenditure of \$300.00.

### ELIGIBILITY

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1. Staff service will be based on school years of service, regardless of the FTE Percentage.
2. Leaves of absence of less than one school year will be included in the years of service calculation. Leaves of absence lasting one school year or more will not be included in the years of service calculation.

Adopted: August 2015



## AP 6-000 – BUSINESS AND COMMUNICATION



## AP 6-100 – OPERATING FUND RESERVE

The Operating Fund Reserve represents the accumulation of all Operating Fund surpluses and deficits for the current fiscal year and all preceding years, and may include amounts designated for items approved by the Board.

The Board has established a guideline for the reserve fund level that allows for sound financial planning. This guideline is a minimum of 2% and a maximum of 4% of annual Operating Fund expenditures. If the reserve is outside this level, the Board develops a plan to replenish or draw down the reserve.

**Adopted:** August 2015





## AP 6-101 – BUDGET DEVELOPMENT TIMETABLE

### Ongoing Budget Preparation

Review with Superintendent:

- Realities from current year which may impact on future year budget, (i.e. salaries, teacher experience, staff levels, student enrollment)
- school budget cost drivers

Align and prioritize required adjustments for future budget year (staffing formula, cost driver formula etc.)

General discussion with the Board re: implications from current year which will impact future budget year.

### January

- Superintendent and Secretary Treasurer to review general budget trends, school budget cost drivers and staffing formula for future budget year with School Administrators.
- Meetings with School PAC Presidents to review school issues.
- First budget draft reviewed at regular Board meeting.
- Schools Finance Branch announcement of funding

### February

- Revision of revenues with SFB information completed.
- Review of Second draft by the Board prior to the Regular Board mtg.
- Update School Admin on budget progress to date
- Public Consultation Meeting (Budget Exhibition)
- Board makes final decisions and recommendations on the budget.

### March

- Regular Board meeting to approve special requirement
- Submit special requirement to municipalities by March 15th
- Approve final budget
- Submit budget to Schools' Finance Branch by March 31st

Adopted: August 2015



## AP 6-200 – SCHOOL FUNDS

The principal of each school, subject to the rules of the school board, may raise, hold, administer and expend moneys to be known as “school funds” for the purposes of the school. PSA 56(4)

School Funds are comprised of two types of funds, which are described below.

### I. SCHOOL OWNED FUNDS – TYPE A

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School owned funds include moneys from all fund raising activities of the school, including admission fees to school sponsored events. These activities may also include activities such as walk-a-thons, bike-a-thons, selling goods door to door, dances, hot dog days, school pictures, bottle drives, car washes, raffles, auctions, etc. These monies are raised by the school or under the auspices of the school, through extra-curricular activities for the sole use of that school. They are to be reported in the school division’s financial statements in compliance to the School Generated Funds Accounting Policy as stated in the FRAME manual. Funds from cafeterias and vending machines that are operated by or contracted out by the school are school owned funds.

Each school will be limited to one Type A fund. Signing authority for this account is delegated to the Principal or the Principal’s designate.

### II. DIVISION OWNED FUNDS – TYPE B

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Division owned funds include vocational revenues (industrial arts, home economics, office automation, business education) and revenues from cafeterias and vending machines that are operated by or contracted out by the school division.

These funds are included in the school division’s financial statements. A separate bank account shall be maintained where reasonable.

**School Funds** are reviewed annually by the Secretary-Treasurer (or designate), who ensures that the proper controls and procedures (see page 2) were in place throughout the year. The procedures undertaken to conduct this review are documented and signed off at the time of the review.

The division’s external auditor reviews and reports on the adequacy of the systems and controls established for school funds in the Auditor’s Supplementary Report, as directed by Schools Finance Branch.

### STUDENT COUNCIL FUNDS

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Student council funds are not school funds (PSA 56(5)) and should, therefore, be accounted for and held separately from school funds. Funds from cafeterias and vending machines that are operated by or contracted out by the student council are considered to be student council funds.

Student councils in the Middle Years are required to have a staff adviser as a co-signing officer for student council funds.



## SCHOOL FUNDS PROCEDURES

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### I. Procedures for handling school owned funds (Type A):

1. Accounts should be segregated by purpose.
2. All disbursements should be supported by supplier invoices or receipts.
3. Allowable personal expenses that are not supported by receipts are not to be paid from school funds.
4. Accounts should be reconciled monthly.
5. Accounting records are to be maintained using a double entry system
6. All bank accounts and/or term deposits require a minimum of two authorized signatures being the principal or the principal's designate.
7. Financial statements are to be prepared at the end of each school year and are to include:
  - a) year to date revenue and expenditure statement properly categorized by purpose
  - b) bank reconciliation
  - c) copy of current bank statements and investment certificates.

### II. Procedures for handling division owned funds (Type B):

1. Accounts should be segregated by purpose.
2. All disbursements and requests for reimbursement must be supported by supplier invoices or receipts.
3. Allowable personal expenses that are not supported by receipts are not to be paid from school funds.
4. Accounts should be reconciled monthly.
5. All bank accounts and/or term deposits require a minimum of two authorized signatures being the principal or the principal's designate.

Adopted: August 2015



## AP 6-201 – SCHOOL FUNDRAISING

### BACKGROUND

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The Division recognizes that generating additional revenue can enhance the ability of schools to provide educational opportunities for students. Funds raised must be used to benefit students by enhancing the quality and relevance of education for learners. Fundraising activities that will develop responsible citizens is encouraged.

### PROCEDURES

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1. All fundraising in the name of the Division or a school is subject to this administrative procedure unless a specific exemption, as to all or part of this procedure, is granted in writing by the Superintendent.
2. Fundraising activities by external agencies in the name of the Division must have the prior approval of the Superintendent or designate. Fundraising activities by external agencies in the name of a school (including any program or activity offered at or through the school) must have the prior approval of the Principal.
3. All fundraising activities must be voluntary on the part of those involved. No student, parent or employee (beyond regular hours of employment) is to be coerced by any means to participate, or to suffer any negative repercussion or stigma for not participating.
4. Funds raised should complement – not replace – public funding for education.
  - 4.1. Fundraised dollars must not be used for providing the basic learning resources necessary to complete a program of study or course.
5. Fundraising goals must be developed in advance of the fundraising activity and be approved by the Principal. Decisions on fundraising activities and the expenditure of fundraised dollars must be made in consultation with Principals, staff, students, school councils and parents.
6. The Principal shall be held accountable for ensuring that proper controls are established for the activity and the revenue generated. Financial reports must be made available to the Superintendent or designate as requested from time to time.
7. All monies that come into the possession of the school/school council are the property of the Division, and subject to its ultimate control, and therefore full accountability to the Division is required by the school and school council for any monies received and disbursed. An accounting of all income from fundraising activities received by the school, including funds donated by external agencies, as well as a full accounting of the expenditure of such funds shall be forwarded to the Superintendent annually in accordance with any other administrative procedures regarding accounting for school funds, or as may otherwise be required by the Secretary-Treasurer or designate.
8. The Superintendent reserves the right to disallow or discontinue any fundraising activity that he believes to be contrary to the spirit and intent of this administrative procedure, or that he considers to be otherwise undesirable, in his sole discretion.

Adopted: August 2009



## AP 6-202 – DEPOSIT OF FUNDS

### PROCEDURES

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1. All money received in the division office is immediately receipted and recorded in the deposit spreadsheet by the Executive Assistant. Relevant documentation accompanying the money is kept with the money. All money received must be assigned a general ledger code in the deposit spreadsheet.
2. The Payroll/Accounting Administrator receives the money from the Executive Assistant and accumulates it in a locked desk.
3. The Payroll/Accounting Administrator prepares an electronic deposit slip, prints one copy for the financial institution and attaches one to backup documentation accompanying the money being deposited. The money being deposited and the deposit slip are brought to the financial institution at least on a weekly basis unless an extension is authorized by the Secretary-Treasurer.
4. The Secretary-Treasurer verifies deposits as part of the monthly bank reconciliation process, including reconciliation between the deposit spreadsheet, the electronic deposit slips, and the deposits recorded on the bank statement.
5. The Secretary-Treasurer prepares and posts a monthly journal entry to record deposit activity for the month. This includes direct deposits as well as money received in the division office.

**Adopted:** August 2015



## AP 6-203 – MONEY IN SCHOOL DIVISION BUILDINGS

School or school division money shall be deposited in a bank or other safekeeping institution at the earliest possible occasion by the person responsible for it.

Money (cash, cheque, other legal tender) left in the school division building is stored in a place designed to secure valuables.



## AP 6-204 – PETTY CASH ACCOUNTS

### BACKGROUND

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The Division authorizes a petty cash fund be provided for each school to meet their immediate cost requirements and to eliminate paper work created by processing numerous small item purchases by purchase order.

### PROCEDURES

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*Procedure in development.*

Adopted: August 2009



## AP 6-300 – SCHOOL FEES

### BACKGROUND

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The Division may establish fees with respect to instructional supplies and materials.

### PROCEDURES

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- All fees must be levied in accordance with the Manitoba Public Schools Fee Policy.
- The Superintendent will annually review instructional supplies and materials fees to be charged at the school level, as part of the budget process.
- Schools will collect and be credited the fees as part of their revenue.
- Students who registered after the commencement of the school year or semester or who leave prior to the end of the school year or semester will be charged or refunded the fee on a pro-rated basis.
- Schools are authorized to establish additional fees for a course, activity, project or item, on a cost recovery basis only.

See Costs to Parents/Guardians AP 6-301

Reference:

The Public Schools Act, Sections 41(1)(n), 48(1)(f)(h)(j)&(w), 73, 75  
School Administrators Handbook Topic U1

**Adopted:** August 2009





## AP 6-301 – COSTS TO PARENTS/GUARDIANS FOR SCHOOL ACTIVITIES

Costs to parents/guardians for their child's education and for participation in school related activities will be kept to a minimum.

1. There will be no charge for participation in required courses and activities. This will apply to costs such as agenda books, locker fees, field trips related to curricular objectives, course fees for lab or project materials, elementary, middle years and intramural athletics, high school convocations and the like.
2. There will be a modest charge for:
  - . Schools supplies, when purchased by the school. Where the school issues supply lists those lists should be costed and reviewed with a view to keeping costs modest.
  - . Residential camp experiences, band trips, athletic trips. Schools will provide parents/guardians with adequate notice. Activities will be planned with economy in mind.
  - . Band uniforms, sports t-shirts.
  - . Rental of musical instruments.
  - . Middle Years and Senior Years clubs and teams. A budget and accounting will be made available to parents/guardians detailing club and program expenses.
3. Financial assistance can be provided from Western School Division school budgets to ensure that no student's educational participation in the above activities is limited by financial circumstances. Information about financial assistance will be provided through all avenues of home/school communication.
4. Each year the Board of Trustees will establish a per student grant to cover or defray activities costs to parents. The grant will be allocated on a per capita basis by classroom and program for K – 8 students and on a program basis in Grade 9 – 12 schools.
5. School budgets will be reviewed annually by the Board of Trustees to ensure that they are adequate and to ensure that this procedure is honoured.

Adopted: August 2015



## AP 6-302 – TUITION FEES – NON-RESIDENT STUDENTS

### BACKGROUND

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The Division shall charge a tuition fee in respect of an individual who attends a school operated by the Division and is not a resident student of a Division in the province or part of a reciprocal student exchange program

### DEFINITIONS

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In this administrative procedure,

*International student* refers to a student whose parents are citizens of and reside in another country. An international student is not eligible for provincial funding.

*Exchange student* refers to a student on a reciprocal exchange program—i.e. a Manitoba student exchanges places with a student from another country. A student on a reciprocal exchange program may be eligible for provincial funding.

### PROCEDURES

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- The Division shall set a tuition fee annually for visiting and international students, during the budget process.
- The tuition fee for individuals who are not resident of a school board in the province of Manitoba but who are entitled to have access to an education program as defined in the Public Schools Act shall be set at a rate equal to the cost of providing an education for a resident student.
- The Division has agreed to waive fees for students attending Morden Collegiate who are affiliated with the Winkler Flyers Hockey Club as a gesture of support to the community.

Reference:

Public Schools Act 41, 48, 75  
Funding for Temporary Residents Policy – MECY  
School Administrators Handbook Topic U1

**Adopted: August 2009**



## AP 6-400 – PURCHASING PROCEDURES

The Secretary-Treasurer’s department is responsible for purchasing the necessary supplies, equipment and services for all departments in accordance with provisions made in the budget as approved by the Board.

1. Purchasing shall be carried out under the direction of the Secretary- Treasurer or as delegated herein within the annual budget as approved by the Board.
2. Principals, Supervisors and Administrators to whom budget allocations have been made, have the authority to commit funds that have been allocated to their school or department for goods and services within the following limits:

Purchase Authority Limits	Approved Level of Authority
\$10,000 or more	Secretary-Treasurer
Up to \$10,000	Principals, Supervisors, Administrators

3. Separate purchase order forms are required for each supplier.
4. All purchases of supplies, equipment and services shall be made in accordance with the following:

Purchase Limit	Process
limit established in The Public Schools Act	Public Tender
Over \$10,000	Minimum of three written quotations

Except in one or more of the following circumstances:

- . The goods and services are available from only one or two sources
  - . The goods and/or services must be compatible with existing equipment
  - . There is an urgent need for immediate availability of the good and/or services.
5. Requests for supplies or equipment exceeding budget allocations must be approved by senior administration. The Board will be informed of these approved expenditures if if they exceed budget reallocations.

### TENDERING PROCEDURES

1. All Public Tenders are to be submitted for bids through the MERX online system. The Secretary Treasurer will enter and submit the tender in the form of a Request for Quote (RFQ).
2. The Supervisor for the RFQ shall be listed as a contact in the posting and will respond to enquiries. The Supervisor may also notify local vendors of the RFQ and invite them to quote.



3. Bids on the RFQ may be submitted in writing or via email in the format specified in the RFQ.
4. All quotes received will be recorded. The Division will advise all applicants of the disposition of the RFQ within a reasonable period of closing of the RFQ.

**Adopted:** August 2015

**Amended:** April 2024



## AP 6-401 – PROVINCE OF MANITOBA SUSTAINABILITY GUIDELINE

### 1. **Efficient use of Resources** – which means

- a) encouraging and facilitating development and application of systems for proper resource pricing, demand management and resource allocation together with incentives to encourage efficient use of resources; and
- b) employing full-cost accounting to provide better information for decision makers.

### 2. **Public Participation** – which means

- a) establishing forums which encourage and provide opportunity for consultation and meaningful participation in decision making processes by Manitobans;
- b) endeavouring to provide due process, prior notification and appropriate and timely redress for those adversely affected by decisions and actions; and
- c) striving to achieve consensus amongst citizens with regard to decisions affecting them.

### 3. **Access to Information** – which means

- a) encouraging and facilitating the improvement and refinement of economic, environmental, human health and social information; and
- b) promoting the opportunity for equal and timely access to information by all Manitobans.

### 4. **Integrated Decision Making and Planning** - which means

encouraging and facilitating decision making and planning processes that are efficient, timely, accountable and cross-sectoral and which incorporate an inter-generational perspective of future needs and consequences.

### 5. **Waste Minimization and Substitution** – which means

- a) encouraging and promoting the development and use of substitutes for scarce resources where such substitutes are both environmentally sound and economically viable; and
- b) reducing, reusing, recycling and recovering the products of society.

### 6. **Research and Innovation** – which means

Encouraging and assisting the researching, development, and application and sharing of knowledge and technologies which further our economic, environmental, human health and social well-being.

Reviewed: May 9, 2011



## AP 6-402 – PURCHASING METHODS

Western School Division ensures that systemic controls are in place to ensure that purchases are made in a secure and efficient manner.

A number of purchasing methods are acceptable, as directed by the Secretary- Treasurer:

1. Local vendor charge account with goods picked up from vendor
2. Online Vendor Account (Amazon Business Account)
3. Vendor charge on approved quotation
4. Division credit cards, issued to employees
5. Pre-authorized bank withdrawals
6. Employee purchase and reimbursement
7. Petty cash accounts

Administration Council members are responsible for acquiring supplies and services within their approved budget and they or their designate must authorize all such purchases. The following chart summarizes the basic steps required in each of the approved methods of purchasing:

Method	Procedure
<p>1. Local vendor charge account with goods picked up from vendor</p>	<ul style="list-style-type: none"> <li>• The administrator or supervisor responsible for budget pre-authorizes purchase.</li> <li>• The staff member that makes the purchase must forward the invoice to the administrator or supervisor that authorized the purchase.</li> <li>• The administrator or supervisor must code and authorize by signature the invoice issued and forward to accounts payable.</li> <li>• A cheque is issued to the vendor.</li> </ul>
<p>2. Online Vendor Account (Amazon Business Account)</p>	<ul style="list-style-type: none"> <li>• Authorized requisitioners place order and must include the GL code to charge to.</li> <li>• The order is approved by the appropriate Administrator or Supervisor. A secondary approval from the Secretary Treasurer may be required if the order exceeds pre-set thresholds.</li> <li>• Upon shipment, the invoice is emailed to accounts payable and entered for payment.</li> <li>• When schools are not in session during the summer break, teachers may use their personal Amazon accounts to order supplies. Reimbursement of these expenses will follow the procedures for Employee Purchase and Reimbursement. Administrators approving the expense reimbursement must ensure that:               <ul style="list-style-type: none"> <li>○ the goods are brought to the school,</li> <li>○ the quality and quantity of goods match requirements</li> <li>○ a receipt or copy of the order that matches the goods received clearly indicating taxes paid.</li> </ul> </li> </ul>



3. Vendor charge on approved quotation	<ul style="list-style-type: none"><li>Administrators authorize a purchase based on a requested quotation for a product or service.</li><li>The administrator or designate approves the price and quantity invoiced by the vendor, indicates the general ledger code, and sends the approved invoice and quotation to the division office for payment.</li><li>A cheque is issued to the vendor</li></ul>
4. Division credit card	<ul style="list-style-type: none"><li>Monthly statements are distributed to credit card holders.</li><li>Monthly statements with receipts attached are to be returned to accounts payable with GL codes for each expense item and signed off by the cardholder or cardholder's supervisor.</li><li>Payment is made through a pre-authorized bank withdrawal.</li></ul>
5. Pre-authorized bank withdrawal	<ul style="list-style-type: none"><li>The Secretary-Treasurer approves all pre-authorized payments.</li><li>The Secretary Treasurer or designate enters the payment and payment date into the online banking system. All bank payments entered must be authorized by a designated Trustee.</li><li>Invoices approved for pre-authorized payment are assigned general ledger codes by the appropriate administrator and entered into the accounting system</li></ul>
6. Employee purchase and reimbursement	<ul style="list-style-type: none"><li>Administrators authorize employees to make purchases on behalf of the school division.</li><li>Employees attach receipts to expense claims. The receipts must clearly identify the amount of PST and GST paid.</li><li>Administrators approve and assign general ledger codes to expense claims and forward them to the division office for payment.</li><li>A cheque is issued to the employee.</li></ul>
7. Petty cash accounts	<ul style="list-style-type: none"><li>the Secretary-Treasurer approves all petty cash accounts</li><li>With the approval of the administrator, employees access petty cash for approved purchases.</li><li>Receipts for petty cash used and unused cash are brought back to the holder of the petty cash.</li><li>Receipts are given general ledger codes and entered on a petty cash worksheet.</li><li>When petty cash requires replenishing, the petty cash worksheet is forwarded to the division office for payment. The petty cash worksheet must be authorized by the appropriate administrator.</li><li>A cheque is issued payable to the petty cash fund</li></ul>

**Adopted:** August 2015

**Amended:** April 2024



## AP 6-500 – SCHOOL PROPERTY DISPOSAL

### BACKGROUND

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The Superintendent is authorized to dispose of books, computers and computer equipment, furniture, and other equipment classified as obsolete, unserviceable, or surplus.

### PROCEDURES

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1. Books classified as obsolete or unserviceable shall be disposed of only after all possible uses for them within the system have been exhausted. Such books may be donated to charitable organizations for educational purposes. Any remaining books shall be disposed of at minimal costs to the Division.
2. Computers and computer equipment, furnishings and other equipment deemed to be obsolete will be subject to the following:
  - 2.1. Firstly, advertised internally and sold to other schools within the system;
  - 2.2. Secondly, either:
    - 2.2.1. Advertised externally and sold to the person submitting the highest tender;
    - 2.2.2. Donated to charitable organizations for educational purposes; or
    - 2.2.3. Sold to or otherwise disposed of through recycling firms or organizations;
3. Disposed of at minimal costs to the Division.

\* Note that software can only be included with computer equipment leaving the system if the specific software license agreement so allows.
4. All books, computers and computer equipment, furnishings and used equipment shall be sold on an "as is" and "where is" basis.

Adopted: August 2009





## AP 6-600 – PAYROLL

Western School Division ensures that systemic controls are in place to ensure that employees receive salary payment and deduction in accordance with agreements and contracts authorized by the Board of Trustees.

All salaried employees are paid on the 25th day of the month or the banking day immediately prior. Salaried support staff can request an advance of up to 40% of their estimated monthly pay, to be paid on the 10th day of the month.

Employees paid on an hourly basis will be paid on the 10th day of the month or the banking day immediately prior, for the pay period of the 16th day through to the last day of the preceding month.

Employees paid on an hourly basis will be paid on the 25th day of the month or the banking day immediately prior, for the pay period of the 1st day to the 15th day of the current month.

1. All employment positions must be approved in the annual budget.
2. All employee pay rates and deductions are determined by collective agreement (teaching staff), approved salary scale (support staff) or personal services contract. Movement on pay scales is determined by the appropriate collective agreement or salary & benefits summary.
3. The Secretary-Treasurer reviews and approves all employee pay and deduction rates and assigns general ledger codes for all employees. This information is forwarded to the Payroll Administrator for input into the payroll system.
4. The Secretary-Treasurer approves the monthly payroll and related journal entry.
5. Superintendent reviews the monthly payroll.



## AP 6-601 – HONORARIA

Honoraria – means payment of money or anything of value to individuals for an appearance, presentation, performance, workshop, scholarship, award or other service provided to the school division. Typically, these individuals are not staff members' however; on occasion we pay honoraria to staff members.

Scholarships/Bursaries/Awards – Are to be processed through the Accounting Branch. Information should be provided directly to Accounting.

All honoraria payments will continue to be processed through Central Office, Payroll Branch and information for tax purposes collected accordingly. Canada Revenue Agency requires T4As – Statement of Retirement, Annuity and Other Income be issued when the cumulative amount of honoraria paid to an individual in a calendar year reaches \$500.

The lone exception to this is honoraria payments to K-12 students. Students provide a variety of services in the school division for which they receive nominal compensation. Students may be compensated for such things as babysitting services or refereeing sports events. Recognizing that it is highly unlikely that any one student will be compensated cumulatively more than \$500 per annum for such services; these payments made to students are not required to be processed at Central Office. These payments can be made from school-based funds (petty cash) and capturing SIN numbers is not required.

Reimbursement of Expenses versus Honoraria – Schools may, as a gesture of appreciation, make a token payment to a volunteer to help offset actual costs they have incurred in acting in their volunteer capacity. For example, a gas fill to cover transportation for a ski trip. In these instances, the school must obtain receipts to support the payment. These payments will be considered to be reimbursement of expenses as opposed to an honorarium and the "Reimbursement of Expenses: form should be completed.

Individuals with a GST Number and a Business Number will be treated as a business and should submit a Reimbursement for Expenses form to Accounting.

### PROCEDURES

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1. All Honoraria requests are to be submitted to Payroll in a timely manner on the "Honoraria Form"
  - 1.1. Honoraria for those considered not to be in an employer/employee relationship will be paid through Accounts Payable. Cheque runs are processed semi-monthly.
  - 1.2. Honoraria for **employees on the Regular or Casual Payroll** will be **processed on the first available pay run**.

Revised: February, 2009



# HONORARIUM

**PLEASE COMPLETE AND SUBMIT TO PAYROLL FOR PAYMENT**

CHEQUE PAYABLE TO: \_\_\_\_\_  
(Claimant)

ADDRESS: \_\_\_\_\_

SIN #: \_\_\_\_\_ BIRTH DATE: \_\_\_\_\_

EVENT: \_\_\_\_\_

DATES: \_\_\_\_\_ HOURS WORKED: \_\_\_\_\_

**TOTAL AMOUNT PAYABLE:** ..... \$

Budget Account Number: \_\_\_\_\_

Signature of Claimant: \_\_\_\_\_

Approved By: \_\_\_\_\_

**Approving Signature must be from the individual who has signing authority for the above budget**

Date: \_\_\_\_\_

**Please Note: All sections must be completed in order for payment to be processed.**



## AP 6-602 – EXPENSE REIMBURSEMENTS

Employees will be reimbursed by Western School Division for authorized expenses upon receipt of the properly submitted claim form including receipts and supervisor authorization. If a truck is required a divisional truck should be used whenever possible.

Trustees and employees are entitled to reimbursement of vehicle expenses when they are required to use their own vehicle for school division duties.

The reimbursement rate for travel outside the City of Morden will be set at the same rate established by the Manitoba School Boards Association (MSBA).

In effect July 1, 2024

Outside the City of Morden	\$0.64/kilometre
Within the City of Morden	\$3.00/trip

The Secretary-Treasurer reviews vehicle reimbursement rates as a part of the annual budget process.



## AP 6-701 – EXPECTATIONS FOR COMMERCIAL FOOD SERVICE PROVIDERS

### BACKGROUND

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To ensure the health and safety of students and staff the following expectations and procedures are in place for commercial food service providers.

### PROCEDURES

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Commercial food service providers:

1. Will possess a food handling permit and any other requirements as determined by the Province of Manitoba.

Please refer here for additional information:

<http://www.gov.mb.ca/health/publichealth/environmentalhealth/protection/food.html>

2. Will possess a current catering or equivalent license.
3. Will meet the Provincial Guidelines (#HPU10-03) for the Transportation of Potentially Hazardous Foods.
4. May be charged a fee in accordance with AP 7-104 Community Use of Schools – Facilities Fee Schedule.
5. Will provide food which meets or exceeds the standards outlined in AP 2-180 Food and Nutrition, and AP 2-181 Food and Nutrition Guidelines.
6. Will submit to Criminal and Child Abuse Records Checks.
7. Will respond to a RFP (request for proposals) for such services.
8. Other items not yet determined.

Adopted: August 2011



## AP 6-702 – INVENTORIES

### BACKGROUND

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The Secretary-Treasurer shall develop procedures for maintaining Division inventories.

### PROCEDURES

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*Procedure in development*

Adopted: August 2011



## AP 6-703 – TAX RECEIPTS FOR DONATIONS RECEIVED

### BACKGROUND

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The Division shall acknowledge cash or other donations for the advancements of education within the Division by issuing receipts which may enable the donor to claim the donation as a tax deduction.

### PROCEDURES

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*Procedure in development*

Adopted: August 2011



## AP 6-704 – RECORDS MANAGEMENT

### BACKGROUND

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A Records Management program will be maintained to provide control over the quality and quantity of information produced by the school Division, from its creation until its disposal, for legal, fiscal and historical purposes. Proper custody, storage and disposal of records shall comply with statutory requirements.

### PROCEDURES

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1. Records management covers a broad spectrum of records such as accounting, purchasing, corporate, insurance, personnel, property and student records.
2. The Records Management program shall consist of a Subject File Classification Guide and a Retention and Disposal Schedule.
3. The Retention and Disposal Schedule shall be consistent with federal and provincial legislation.
4. Department and schools shall be responsible for the filing of records according to the Classification Guide, as for the disposal of records in accordance with the Retention and Disposal Schedule.
5. Electronic records must conform in the same manner as hard copy records.

Adopted: August 2009





## AP 6-901 – REPORT TO THE COMMUNITY

### BACKGROUND

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The Division is required by the Department of Education to prepare an Annual Report to the Community, which provides a means by which the Division can report the results of its educational program to the public.

### PROCEDURES

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1. An Annual Report to the Community shall be produced to provide information to the public on progress towards achieving the goals and results identified in the Division and School Education Plans. Simplicity, clarity and candor will be stressed.
2. The Annual Report to the Community shall contain the results on mandatory and optional measures gathered through the year from such activities as ongoing reviews, evaluations, surveys, planning sessions and workshops.
3. The format for reporting mandatory measures shall comply with standards specified by Manitoba Education and the Division.
4. The format for reporting optional measures and additional information in the Division

Annual Report to the Community will be determined by the Superintendent.

5. The Superintendent shall:
  - 5.1. Ensure that an Annual Report to the Community is prepared for Board approval at or before its last regular meeting in May; and
  - 5.2. Ensure the Annual Report to the Community is published in a form and at a time that meets requirements.

Reference:

- Board Policy 3.3 (i)
- Manitoba Regulation 468/88 R 29.1
- Supporting Inclusive Schools: School-Based Planning and Reporting – MECY
- Kindergarten to Senior 4 Education Agenda for Student Success – MECY (2004)

**Adopted:** August 2016



## AP 6-902 – PRESS RELEASES

### BACKGROUND

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Press releases and comments to the media are an important link in connecting the schools and division with our public. All staff are invited to forward items of public interest through their administrator to the division office for consideration for release.

### PROCEDURES

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The Board Chairperson or designate speaks for the Board on matters of Board governance and policy. The Superintendent of Schools or designate speaks on operational matters. All press releases are sent from the division office on appropriate letterhead, and have a “details contact person” designated by the Superintendent of Schools.

Reference:

Board Policy 2

**Adopted:**

**August 2015**



## AP 7-000 – FACILITIES AND TRANSPORTATION



## AP 7-100 – COMMUNITY USE OF SCHOOLS

The Division believes that public schools are owned and operated by and for local ratepayers and that the schools are an integral part of the community in terms of its intellectual and social expression and development. To this end, the Division encourages the public use of school facilities.

Authorization for use of school facilities shall not be considered an endorsement of or approval of the activity group or organization nor the purposes they represent.

School-sponsored activities shall have first priority. The right to authorize use of school facilities shall be retained by the Division through the Secretary-Treasurer. Such use will be determined by Division policy, and will be only at such times as the facilities are free from division curricular and extra-curricular activities.



## AP 7-101 – COMMUNITY USE OF SCHOOLS – CLASSIFICATION AND PRIORITIZATION OF USER GROUPS

### Community use of Schools Outside of Regular School Hours

In all cases the needs of the school programs take priority over outside users. At the same time, schools recognize the value of community based programs and shall endeavor to minimize disruption of these programs.

Where there is no identifiable priority, an existing user may be given the priority over a new user.

#### 1. School or Division Based events

Evening / weekend use booked by Schools / Western School Division. Must be:

- organized within the schools as part of curricular or extra-curricular activities,
- School based function or group. (i.e. Parent Advisory Council)

#### 2. Community Based / Organized Group – Non-Profit

Evening / weekend use booked by Western School Division. Must be:

- **Organized groups of a recreational, social or educational nature where the organization or majorities of participants are Western School Division residents.**
- **Priority is given to Youth based events.**

Examples may include:

- Youth / Adult Sports Groups
- Educational Groups
- Youth and Community Service Groups
- Church Based Groups
- Charitable Organizations

#### 3. Other / Private Group

Evening / weekend use booked by Western School Division.

- **Private group or limited membership in nature not included above.**
  - Commercial
  - Political
  - Private Use
  - For Profit Use

Reviewed: August 26, 2013



## AP 7-102 – COMMUNITY USE OF SCHOOLS – AVAILABILITY OF FACILITIES

### Western School Division School Facilities:

All schools have the use of their school facilities for school purposes for the entire school day up to 6:30 p.m. Morden Collegiate reserves the use of their gymnasium until 8:30 p.m.

Maple Leaf facilities will be closed each day between 6:00 and 7:00 p.m. Facilities are available from 7:00-8:30 and 8:30-10:30pm.

### Days Available for Community Use

School facilities are available during the school year starting the evening of the first day of regular classes in September up to and including the evening of the second last day of classes for the school year.

School facilities are unavailable for the following:

- . Christmas: two week break beginning the evening of the last day of classes, up to & including the evening before classes resume as listed in the Western School Division School Year Calendar;
- . Spring Break: one week, Friday evening to Sunday inclusive as listed in the Western School Division School Year Calendar;
- . All Statutory Provincial Holidays;
- . Student Involved Conference Evenings as listed in the Western School Division School Year Calendar.

### Hours for Community Use:

- . Morden Collegiate:
  - 8:30 p.m. to 10:30 p.m. Monday to Friday
  - 9:00 a.m. to 4:00 p.m. Saturday
  - Closed Sunday
- . École Morden Middle School:
  - 6:30 p.m. to 10:30 p.m. Monday to Friday
  - 9:00 a.m. to 4:00 p.m. Saturday
  - Closed Sunday
- . Maple Leaf School:
  - 7:00 p.m. to 10:30 p.m. Monday to Friday
  - Closed Saturday and Sunday
- . Minnewasta School
  - Closed all evenings and weekends

### Rooms Available for Community Use:

Gymnasiums:

- . Morden Collegiate
- . Ecole Morden Middle School
- . Maple Leaf School



Multi-purpose rooms:

- . Ecole Morden Middle School
- . Ecole Morden Middle School basement recreation room
- . Maple Leaf School
- . Morden Collegiate MPR/Band room
- . Morden Collegiate cafeteria

Classrooms and Learning Resource Centres (Libraries):

Several classrooms are available in each of these schools. Some classrooms and all LRCs require Principal authorization.

- . Morden Collegiate
- . Ecole Morden Middle School
- . Maple Leaf School

**Exceptions:**

Access may be granted on days and times outside of the above. Access to facilities not listed may also be granted. Requests for access exceptions must be made to the Western School Division office and will be considered on a case by case basis. Western School Division reserves the right to deny such applications.



## AP 7-103 – COMMUNITY USE OF SCHOOLS – EQUIPMENT AVAILABILITY AND USAGE

**All required equipment and services are to be listed on the facility requisition.**

Western School Division Facility Booking Procedure is available at [AP 7-105](#).

A Facility Requisition Form is available at [AP 7-106](#).

Staff of Western School Division requisition is available at [www.MySchoolBuilding.com](http://www.MySchoolBuilding.com).

### CURRENT LISTING OF AVAILABLE GYM EQUIPMENT

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Only the following Western School Division gym equipment will be provided upon request:

1. Volleyball nets, poles, only (not balls)
2. Badminton nets, poles, only (not racquets or birdies)
3. Basketball(s) & nets down
4. Playground Rubber Ball(s)
5. Bean Bags
6. Pylons
7. Skip ropes

Equipment excluded from the above list is not available for use.

Equipment used, but not supplied, by Western School Division must adhere to the following:

- . Footwear in gym areas must have non-marking soles.
- . Floor hockey sticks must be plastic tipped.
- . Floor hockey and soccer must provide their own nets.

### PROCEDURES FOR OPENING EQUIPMENT ROOMS AND SETTING OUT OF EQUIPMENT

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- . Only the custodian is allowed access to the equipment room when an outside group is using the gym.
- . When the outside group is finished with the equipment they are asked to leave it beside the equipment room door.
- . Equipment requirements must be on the facility requisition in order to use any of the above listed equipment.
- . If equipment usage changes, the user groups are encouraged to let the custodian know for the next week what equipment will be used and necessary to be set out.

### OTHER EQUIPMENT/SERVICES AVAILABLE

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#### Athletic Fields:

- . Divisional daytime use will be the responsibility of the school/custodian.
- . Scheduling of all evening Community use of athletic fields (ball diamonds & soccer fields) is booked and the responsibility of the Western School Division Office.

#### Audio / Visual:

- . TVs, Screens, VCR/DVD players, Overhead Projector (non digital)
- . Digital projectors are for Division use only.





- Community User groups may only access digital projectors at the discretion of the Administrator of that facility, with arrangements to be made directly.

#### Sound System:

- Microphones, speakers, soundboards, lighting, are for Division use only.
  - Community User groups may only access sound systems at the discretion of the Administrator of that facility, with arrangements to be made directly.

#### Cafeteria Services:

- The Cafeteria room is available for use.
- The use of the Cafeteria kitchen is for Division use only.
  - Community User groups and Division may only access the cafeteria kitchen with the direct supervision of the cafeteria manager (or designate), at the discretion of the administrator of that facility. Arrangements to be made directly with the cafeteria manager.
- Request for cafeteria services will be listed on the facility request.
  - This will include requests to provide coffee/snacks etc. for Divisional and Community Users, with cost recovery being the direct responsibility of the user group. (100 cup coffee urn including condiments \$50.00)

#### Computer / Technology Services:

- Computer rooms are for Division use only.
  - Community User groups may only access WSD computers at the discretion of the Administrator of that facility, with arrangements to be made through the Division Office in collaboration with the school and Technology Director.
  - Notification of technology/program requirements are to be made to the Technology Director at least 2 weeks prior to date.
  - Room rental will follow the same room rental as regular classroom rental, plus \$1.00 per hour per computer station used.
  - A \$40.00 technology setup fee will be charged to all non-Division users if alternate programs are required for setup.

#### Event Setup Requirements:

- All requirements are to be listed on facility request
  - Tables, number of chairs, furniture, extra garbage cans, bleachers, display boards, stage/risers, etc., or any of the above equipment/services.
  - Electrical extension cords will not be provided.
- Required usage is to take into account setup and breakdown times.
- Custodial staff will setup for Divisional use.
- Community User groups are responsible for their own setup and breakdown. Custodial staff will have requirements available as requested.

Reviewed: November 14, 2011



## AP 7-104 – COMMUNITY USE OF SCHOOLS – FACILITY FEE SCHEDULE

### CLASS 1 USERS

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School facilities may be used rent free for the School or Division, Community, or Organized Non-profit based groups as listed below:

#### 1. School or School Division Based events

Evening / weekend use booked by Schools / Western School Division.

Must be:

- . organized within the schools or Division as part of curricular or extra-curricular activities,
- . School based function or group. (i.e. Parent Advisory Council)

#### 2. Community Based / Organized Group – Non-Profit

Evening / weekend use booked by Western School Division.

Must be:

**Organized groups of a recreational, social or educational nature where the organization or the majorities of participants are Western School Division residents. Priority is given to Youth based events.**

Examples may include:

- . Youth/Adult Sports Groups
- . Educational Groups
- . Youth and Community Service Groups
- . Church Based Groups
- . Charitable Organizations

### CLASS 2 USERS

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School facilities may be used based on a rental fee according to the facility used, for the group listed below:

#### 3. Other / Private Group

Evening / weekend use booked by Western School Division.

**Private group or limited membership in nature not included above.**

- . Commercial
- . Political
- . Private Use
- . for Profit User



FACILITY FEE SCHEDULE

Rental		MCI	EMMS	MLS	MINN
Gymnasium	<i>evening</i>	\$100 minimum charge for first 3 hrs., & \$50/hr. for each additional hour			n/a
	<i>Saturday</i>	\$100 minimum charge for first 3 hrs., & \$50/hr. for each additional hour		n/a	n/a
Learning Resource Centres (require Principal authorization) and Classrooms	<i>evening</i>	\$50 for first 3 hrs., & \$25/hr. thereafter			n/a
	<i>Saturday</i>	\$50 for first 3 hrs., & \$25/hr. thereafter		n/a	n/a
Multi-Purpose Rooms	<i>evening</i>	\$75 for first 3 hrs., & \$40/hr. thereafter			n/a
	<i>Saturday</i>	\$75 for first 3 hrs., & \$40/hr. thereafter		n/a	n/a
Technology rooms	<i>evening</i>	\$50 for first 3 hrs., & \$25/hr. thereafter <ul style="list-style-type: none"> <li>• Classroom room rental, plus \$1.00 per hour, per computer station used.</li> <li>• Require at least 2 weeks' notice <b>and</b> authorization of Technology Director.</li> <li>• There is a charge of \$40.00 flat rate, if Technology assistance is required for setup</li> </ul>			n/a
	<i>Saturday</i>	same as above		n/a	n/a
Home Ec. Room (MCI)	<i>evening</i>	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a	n/a
	<i>Saturday</i>	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a	n/a
Recreation Room (EMMS basement)	<i>evening</i>	n/a	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a
	<i>Saturday</i>	n/a	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a
Cafeteria (MCI basement; Room only, not kitchen)	<i>evening</i>	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a	n/a
	<i>Saturday</i>	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a	n/a
Sundays	<i>any room</i>	Subject to negotiation – <i>custodian not scheduled</i> Regular room rental fee, plus custodial costs, if available			
Custodial Costs		\$30.00 /hour for a minimum of 3 hours (& setup & breakdown)			
Coffee – 100 cup coffee urn		\$50.00 (includes cups & condiments)			

Reviewed: August 26, 2013



## AP 7-105 – COMMUNITY USE OF SCHOOLS – FACILITY USE BOOKING PROCEDURE

### COMMUNITY USE OF SCHOOLS OUTSIDE OF REGULAR SCHOOL HOURS

In all cases the needs of the school programs take priority over outside users. At the same time, schools recognize the value of community based programs and shall endeavor to minimize disruption of these programs. Where there is no identifiable priority, an existing user may be given the priority over a new user.

#### 1. School or Division Based events

Evening / weekend use booked by Schools / Western School Division.

Must be:

- . organized within the schools as part of curricular or extra-curricular activities,
- . School based function or group. (i.e. Parent Advisory Council)

***Complete schedule request for facilities through the web-based SchoolDude program at [www.MySchoolBuilding.com](http://www.MySchoolBuilding.com). All required equipment and services are to be listed on the schedule request. All requisition applications must be made a minimum of 7 days prior to event.***

#### 2. Community Based / Organized Group – Non-Profit

Evening / weekend use booked by Western School Division.

Must be:

**Organized groups of a recreational, social, or educational nature where the organization or majorities of participants are Western School Division residents. Priority is given to Youth based events.**

Examples may include:

- . Youth/Adult Sports Groups
- . Educational Groups
- . Youth and Community Service Groups
- . Church Based Groups
- . Charitable Organizations

***Complete a Facility Requisition Form (AP 7-106) and contact Western School Division, Facility Manager at (204) 822-4448 or [facilities@westernsd.mb.ca](mailto:facilities@westernsd.mb.ca). Inform the Facility Manager of all equipment and services required.***

***All requisition applications must be made a minimum of 7 days prior to event.***

#### 3. Other / Private Group

Evening / weekend use booked by Western School Division.

**Private group or limited membership in nature not included above.**

- . Commercial
- . Political
- . Private Use
- . For Profit User



***Complete a Facility Requisition Form (AP 7-106) and contact Western School Division, Facility Manager at (204) 822-4448 or [facilities@westernsd.mb.ca](mailto:facilities@westernsd.mb.ca). Inform the Facility Manager of all equipment and services required.***

***All requisition applications must be made a minimum of 7 days prior to event.***

A complete list of Classification and Prioritization of User Groups may be found in AP 7-101

A complete list of Availability of Facilities may be found in AP 7-102

A complete list of Equipment Availability and Services available may be found in AP 7-103

A complete list of Facility Fee Schedule may be found in AP 7-104

**A Facility Requisition Form may be found in AP 7-106**

Reviewed: August 26, 2013



## AP 7-106 – FACILITIES REQUEST FORM

**Event Title:** \_\_\_\_\_ **Application Date:** \_\_\_\_\_

**Nature of Activity:** \_\_\_\_\_  
(Division/School based, meeting, concert, recreation, youth group, community service, private)

Collecting Admission / fees: Yes \_\_\_\_\_ No \_\_\_\_\_ Cost recovery only \_\_\_\_\_ For Profit \_\_\_\_\_

**Location / Building:** \_\_\_\_\_ **Area:** \_\_\_\_\_

**Facilities / Rooms Required:** \_\_\_\_\_

Gymnasium \_\_\_\_\_ Classroom Number \_\_\_\_\_

Backstage Theatre \_\_\_\_\_ Multi-Purpose (Music) \_\_\_\_\_

(school use only) Learning Resource Centre \_\_\_\_\_

Basement Recreation Room \_\_\_\_\_ Outdoor \_\_\_\_\_

Other \_\_\_\_\_

**Event Date(s) & Day (of week) of Function** \_\_\_\_\_ to \_\_\_\_\_

Start date (day/month/year) & day (recurring)

Start Time: \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. \_\_\_\_\_ End Time: \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. \_\_\_\_\_

Setup Time: \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. \_\_\_\_\_ Breakdown End Time: \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. \_\_\_\_\_

Recurring: \_\_\_\_\_ Daily \_\_\_\_\_ Weekly \_\_\_\_\_ Monthly \_\_\_\_\_

Irregular Schedule: \_\_\_\_\_

Irregular/multiple dates & times, Irregular/multiple locations

**Organization:** \_\_\_\_\_

**Organization Type:** \_\_\_\_\_

(School/Division based; Community Based - Youth or Adult, Organized Non-Profit Group, Other/Private or Commercial)

All Non-Profit organizations will submit proof of group affiliation, plus a list of participants if requested.

**Contact Name:** \_\_\_\_\_ **Phone:** Daytime \_\_\_\_\_

Address: \_\_\_\_\_ Evening \_\_\_\_\_

Email: \_\_\_\_\_ Cellular \_\_\_\_\_

**Person in Charge:** \_\_\_\_\_ **Phone:** Daytime \_\_\_\_\_

(if other than Contact) Evening \_\_\_\_\_

Email: \_\_\_\_\_ Cellular \_\_\_\_\_

**Billing Information:** \_\_\_\_\_ **User Group #:** \_\_\_\_\_ **Invoice:** \_\_\_\_\_

**Insurance Information:** Company \_\_\_\_\_ **Policy No.** \_\_\_\_\_

Coverage \_\_\_\_\_ Coverage Dates \_\_\_\_\_ to \_\_\_\_\_

All medical or facility related issues occurring during use of this facility are to be reported to the custodian immediately.

### Setup Requirements:

**Room Configuration:** \_\_\_\_\_

Setup style: Assembly –chairs facing front, Classroom – tables & chairs facing front, Multi-Purpose – chairs around tables,

Tables –round/rectangle, Chairs –facing NSEW, Other \_\_\_\_\_

Number Attending: \_\_\_\_\_ Adults \_\_\_\_\_ Children Extra Chairs required: \_\_\_\_\_ Other needs: \_\_\_\_\_

**Required Maintenance Services:** ✓ check and give description of services required

Athletic Fields	Audio/Visual	Bleachers	Cafeteria	Catering	Climate Control
Computer Services	Custodial	Delivery	Display Boards	Electrical	Electronics
Elevators	Equipment	Event Breakdown	Event Setup	Furniture	Food services
Food service delivery	Gym Equipment	Handicap	IT/Technology	Kitchen	Lunch Tables
Miscellaneous	Moving	Music Equipment	Partitions	Pick up	Ramps/Platforms
Restrooms	Scoreboards	Screens	Signage	Sound System	Sports Equipment
Stage Setup	Supplies	Wheelchair Lift	OTHER		

**Details:** \_\_\_\_\_

**All requisition applications MUST be made 7 DAYS prior to the function. Only Facilities and/or Equipment as stated on requisition will be provided. Special requests may receive approval from Board regarding fees, charges or other agreements.**



**FACILITY USE AGREEMENT**

1. All contracts regarding the booking of facilities and any subsequent discussion is to be done with the Secretary-Treasurer of Western School Division, or designate. **All requisition applications must be made at least 7 days prior to the function.** Special requests may receive approval from Board regarding fees, charges or other agreements.
2. School activities that require the use of previously booked school facilities will take precedence. Regular users of the facilities affected will be given seven (7) days’ notice by the Secretary-Treasurer, or designate. Alternate facilities will be arranged if possible.
3. Individuals participating in any recreational programs must be associated with a recognized organization or sponsor. The members of any group/organization must be under the supervision and control of an adult supervisor for each room in use. This supervisor must take responsibility and provide adequate supervision during the entirety of each rental at all times. The supervisor must be present before the group is admitted into the facility.
4. SMOKING IS STRICTLY PROHIBITED IN ALL AREAS.
5. CONSUMPTION OF LIQUORS IS STRICTLY PROHIBITED IN ALL AREAS.
6. Non marking Gym shoes must be worn in gymnasium for sport activities. No street shoes permitted. No food or drinks allowed in gymnasiums. Allowed for special events, by request only.
7. Users are responsible for setting up and taking down of chairs, equipment etc. Custodial staff will be responsible for making this furniture or equipment available. Only facilities and/or equipment as stated on requisition will be provided.
8. The facility must be left in order. Equipment or furnishings that have been re-arranged are to be returned to their original position.
9. The permittee will protect, indemnify and save harmless the School Division, its servants or agents, of and from all claims for damage that may arise out of the use of buildings or equipment by the permittee.
10. The permittee shall be responsible for any loss or damage to the building or equipment resulting from use by him/her or any person(s) whomsoever covered by this permit. A certificate of maintenance shall be evidence of such loss or damage and the permittee shall pay the amount of such loss or damage upon demand being made on him/her by the School Division.
11. Permits are subject to all by-laws and regulations thereunder of the Province or Town governing the use of public buildings.
12. PERMITS ARE NOT TRANSFERABLE.
13. On behalf of and as an authorized representative of the organization named below (applicant/lessee), I have read, understand, and agree to all provisions of the Western School Division Facility Use Agreement and Addendum(s) thereto, and all laws and rules if applicable.

Organization	Schedule ID #	Signature of Applicant
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**Completion of Request assumes responsibility by the applicant  
SUBMIT**

\_\_\_\_\_  
Alternate applicant (if applicable)

Inspecting Custodians Report or Certificate of Maintenance Work Order #: \_\_\_\_\_

\_\_\_\_\_  
Inspecting Custodians Signature: \_\_\_\_\_



## AP 7-200 – BUILDINGS AND GROUNDS INSPECTIONS

The principal ensures that regular inspections of the school premises are done and reports any necessary repairs promptly to the Supervisor of Operations.

All staff have the responsibility of reporting to the principal conditions that are a safety hazard.





## AP 7-201 – SAFE AND HEALTHY CLASSROOM ENVIRONMENTS

The following is a guideline for the divisional use of carpets, furniture, appliances and animals in the school environment. We understand that schools use materials and resources such as learning carpets, pets, and alternative seating to support educational programming. However, we also need to ensure that materials/equipment can be cleaned and disinfected to promote a safe environment.

The Western School Division Organization chart (AP 5-101) and Provincial legislation direct that the Principal is the deciding authority at the school level in regard to the operation of the school. The Principal works collaboratively with the Facilities Manager to manage the school environment and the school grounds. The Head Custodian reports directly to the Facilities Manager and also indirectly to the Principal to ensure the effective operation, cleaning and maintenance of the school and grounds. The Head Custodian works collaboratively with the Principal and the Facilities Manager.

It is expected that the Principal and Head Custodian complete a site walkthrough periodically to assess the level of furnishings, carpets, small appliances, pets, and plants in the school/divisional facility and ensure compliance with these guidelines. When items have been identified which need attention, the process within this Administrative Procedure shall be followed to rectify the issue. In regard to all items below staff shall work with the Principal in determining appropriate furnishings for their classrooms and offices. The Principal has final authority. Items that are not approved shall be subject to the removal process below.

### **Furniture**

Furniture placed in schools/divisional facilities should be purchased by the school division. This is to ensure that furnishings comply with the standards set by the division.

Care should be taken when purchasing furniture to choose items of quality construction that can be cleaned/wiped easily and do not cause damage to floors. (e.g., some types of rocking chairs).

Existing furniture shall be removed or repaired if it is in poor condition, has been deemed a health/safety hazard, or causes damage to floors or walls.

### **Loose Carpeting**

All loose carpeting should be purchased by the school/divisional facility through a school equipment supplier or a local carpet store. They must be new, edged and conform to safety standards. They should not have a backing that damages floors. The Principal shall approve carpets in consultation with the Head Custodian.

If a room already has carpet on the floors, additional loose carpeting should not typically be added.

Learning carpets may be used on top of other carpets.



Existing carpets shall be removed or repaired if they are in poor condition, have been deemed a health/safety hazard or cause damage to floors.

### **Appliances**

The Division's current practice for appliances in classrooms/facilities follows recommendations established by MSBA Risk Management.

All small appliances should be approved by the Principal in consultation with the Head Custodian.

All appliances must be in good condition (appropriate plugs and cords) and have either CSA or ULC labels.

No small appliances (including microwaves) in classrooms as they may pose a burn/scalding and a fire hazard. Exceptions would include spaces such as Human Ecology and Staff Rooms.

Space heaters are discouraged due to fire risk, but if they are used, they must be unplugged at the end of each day.

All kitchen appliances must be plugged directly into a receptacle; NO extension cords or power bars.

### **Pets and Live Material**

Animals brought into schools/divisional facilities but must be approved by the Principal. Staff need to be mindful of people's allergies.

Any animals approved for the school are the responsibility of the teacher, including weekends and school breaks. If safety or sanitation are compromised, animals may need to be removed.

### **Plants**

Plants brought into the school/divisional facility by staff members shall be the responsibility of the staff member to water and keep clean.

### **Extension Cords, Lamps, and Electric Decoration**

All extension cords must be supplied by the Division. Staff requiring an extension cord shall request one from the Head Custodian who shall work with the Principal and Facilities Manager if ordering is required.

For safety standards, one extension cord cannot be plugged into another. An extension cord cannot be run through doorways, ceilings or floors or attached with staples or nails.

Lamps in a classroom must have a CSA or ULC (Underwriters Laboratories of Canada) label. The light bulbs must conform to the lamp requirements.

All electric decoration must use LED lights only.



### **Removal Process**

When the Principal has determined that an item in the school does not comply with this Administrative Procedure the following process shall be followed:

- The Principal shall send an email to the staff member indicating:
  - This Administrative Procedure
  - The item in question
  - A request to remove the item within 2 days, after which time (on the third day) the Principal shall direct the Head Custodian to remove the item and place it in short-term storage. The staff member shall remove the item from the school premises within 1 week of it being place in short-term storage.

### **Ceiling and Wall Decorative Materials**

Decorative materials are considered to be anything applied over the existing wall or ceiling finishes. That includes everything from bulletin boards to things like posters, fabric, sports banners, maps, flags, photographs and artwork.

The amount of decorative materials on a wall cannot exceed 20% in a classroom and 5% in a hallway, as required by the National Fire Code of Canada Section 2.10.3.1

Areas on and around doors and windows must not be used for decorations. Multiple layers of decorative materials on walls are not permitted. All paper sheets must be attached at all four corners.

**Adopted:** August 2023  
**Revised:** June 2024



## AP 7-300 – TRAFFIC AND PARKING CONTROLS

Traffic routes and parking areas on school property are designated by the Supervisor of Operations, in consultation with principals and local traffic authorities in order to ensure student safety and to promote the smooth flow of traffic.

Staff members and students using parking facilities on school property do so at their own risk.

The Division is not responsible for damage or theft.

Electrical outlets are available to staff on a rental basis for block heaters.

One vehicle at each school may be designated as an emergency vehicle by the principal, and the owner shall be granted free parking in exchange for such use.



## AP 7-400 – VANDALISM

### BACKGROUND

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Persons who destroy, damage, or lose Division property either intentionally or through neglect will be held responsible for the cost of the property.

### PROCEDURES

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1. Students and parents are jointly and severally liable to the Division in respect of the act.
2. Efforts will initially be made by the Principal to collect the costs of school property from person(s) responsible if adequate proof of destruction, damage, loss or conversion of school property by those persons(s) is presented. If payment is not received within a reasonable time, the matter will be referred to the Secretary-Treasurer.
3. Destruction, damage, loss or conversion of school property shall be reported immediately by the Principal to the Supervisor of Operations followed by a written report on an appropriate form.

Reference:

The Public Schools Act, Section 58  
Manitoba Regulation 468/88  
Topics R5 and R6, School Administration Handbook

**Adopted:** August 2009



## AP 7-401 – DEALING WITH VANDALISM

The Division supports law enforcement efforts in dealing with vandalism against school properties.

The Principal reports to the Superintendent of Schools any cases of vandalism, which call for action beyond what can be dealt with at the school administration level.

Staff members report cases of vandalism of school property to the Principal immediately.

See also Administrative Procedure 4-420 – Care of Property by Students



## AP 7-500 – TRANSPORTATION SERVICES MANAGEMENT

The Division is committed to student safety on school buses in compliance with Manitoba Education Pupil Transportation Unit regulations.

School bus operations are the responsibility of the Supervisor of Operations.

The supervision shall be in accordance with all federal and provincial guidelines, including the Bus Driver Handbook distributed by Manitoba Education.

The Supervisor of Operations is authorized by the Division; to convene a selection panel for hiring school bus drivers and recommend personnel changes to the Superintendent of Schools, acquire and maintain equipment as governed by the Division and the budget, maintain school buses at Centre-Line Pupil Transportation in accordance with the Operating Agreement in place with Garden Valley School Division.

All school buses owned by the Division are for school use only, unless specifically approved by the Superintendent.



## AP 7-501 – STUDENT TRANSPORTATION SERVICES

Students are entitled to transportation services, or funding in lieu of transportation services, in accordance with Manitoba Education funding protocol.

"Subject to the provisions of this Act and the regulations, in all cases where transportation of pupils is required, it shall be provided for those pupils who would have more than 1.6 kilometres to walk in order to reach school, and, further, provision for transportation from home to school shall be made regardless of distance for those pupils who are unable to walk to school because of physical or other handicaps." (PSA 43(1))

Any transportation requests beyond the parameters set out above are brought to the Supervisor of Operations.





## AP 7-502 – SCHOOL BUS SAFETY PROGRAM

The Division requires education and programs which increase safety on and around school buses.

It is the responsibility of the Supervisor of Operations to ensure staff members receive regular and proper training to ensure the safe operation of the division bus fleet in accordance with Manitoba Regulation 465/88R Sec.18.

Bus safety programs will be carried out in the school twice a year in accordance with Manitoba Regulation 465/88R Sec.17.



## AP 7-510 – CLASS CANCELLATIONS DUE TO WEATHER CONDITIONS & SAFETY


Western School Division is concerned about the safety of students, staff, and visitors in our schools. Occasionally weather and road conditions deteriorate to the point where the school division may need to cancel classes or close schools.

Since weather and road conditions vary significantly, Western School Division distinguishes between cancelling classes and closing schools.

The responsibility for determining the need to cancel bussing (AP 7-511), cancel classes, and/or close schools rests with the Superintendent in consultation with the Transportation Supervisor. The Superintendent will inform Trustees of the rationale.

### PUBLIC NOTIFICATION

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When the decision has been made to cancel classes and/or close schools, it will be broadcast on the following radio stations: CFAM 950 AM, CBC 990 AM, CJOB 680 AM, CKMW 88.9 FM, and CJEL 93.5 FM. Notification will also be posted on the Western School Division website, [www.westernsd.mb.ca](http://www.westernsd.mb.ca), and tweeted on the Division's Twitter account  @WesternSD\_MB

Parents/Guardians may also be notified via school communications systems.

### RURAL BUSES NOT RUNNING

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If unacceptable weather develops overnight and road conditions deteriorate that makes travel by rural school buses unsafe, a decision is made by 7:00 A.M. when possible to cancel rural buses. **All rural bus routes may be cancelled** – City buses will run and schools will remain open.

If unacceptable weather and road conditions develop during the school day where classes are already in progress, classes will continue as regular and all afternoon bus routes will be cancelled. The Billeting Procedure (AP 7-512) shall be implemented.

**Parents have the right to keep their child(ren) at home if the weather and/or road conditions are severe, regardless of the decision of Western School Division.**

### CLASS CANCELLATIONS

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**Classes Cancelled** (K – 12) – No students shall report to school.

Staff, please refer to [AP 5-600 REMUNERATION OF STAFF DURING CLASS CANCELLATION OR SCHOOL CLOSURE DAYS](#).

**Classes Cancelled** (Morden Adult Education Centre) – Since bus transportation is not a means of transportation for students at the Morden Adult Education Centre, the cancelling of buses does not affect the operating hours or the staffing of the Morden Adult Education Centre.

### SCHOOL CLOSURE

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**Schools Closed** (K – 12) – No students shall report to school.

Staff, please refer to [AP 5-600 REMUNERATION OF STAFF DURING CLASS CANCELATION OR SCHOOL CLOSURE DAYS](#).

**Schools Closed** (Morden Adult Education Centre) – Morden Adult Education Centre will be closed to students.

All community use of our school facilities will be cancelled on these days.

**Reference:** AP 7-511 Bus Route Cancellation  
AP 7-512 Billeting Procedure  
AP 5-600 Remuneration of Staff During Class Cancelations or School Closure Days

**Updated:** January 2019

**Revised:** AP 7-510 August 2023  
August 2016  
EBCDA June 25, 2007



## AP 7-511 – BUS ROUTE CANCELLATION PROCEDURE

Bussing may be cancelled due to any one or a combination of the following factors, bearing in mind that student safety is of prime concern.

- low temperatures (-35°C) or high wind chill values (at or below -45°C Wind Chill Index)
- poor visibility
- unsafe road conditions (Manitoba Highways or driver recommendations)


The Transportation Supervisor, or designate, shall be responsible to initiate the route cancellation procedure upon the approval of the Superintendent, or designate.

As the conditions within the City of Morden and the conditions in the Rural Municipalities which surround Morden may be different, bus cancellations may occur as follows:

- **Individual bus route(s) may be cancelled** – Other buses will run and schools will remain open.
- **All rural bus routes may be cancelled** – City buses will run and schools will remain open.
- **All bus routes may be cancelled** – Classes will be cancelled.

### PUBLIC NOTIFICATION

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If conditions develop that makes travel by school buses unsafe a decision is made as soon as possible, to cancel buses and/or classes. This decision will be broadcast on the following radio stations: CFAM 950 AM, CBC 990 AM, CJOB 680 AM, CKMW 88.9 FM, and CJEL 93.5 FM. Notification will also be posted on the Western School Division website, [www.westernsd.mb.ca](http://www.westernsd.mb.ca), and tweeted on the Division's Twitter account  @WesternSD\_MB.

### ROUTE CANCELLATION PROCEDURE

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Route cancellation(s) may take place at any time if conditions deteriorate suddenly.

If unacceptable conditions develop overnight and/or road conditions deteriorate that make travel by school buses unsafe, a decision is made by 7:00 A.M. when possible to cancel buses and/or classes.

When the decision has been made to cancel bussing, the Transportation Supervisor or designate shall notify the public as described above.

If unacceptable weather and/or road conditions develop during the school day where classes are already in progress, classes will continue as regular and all afternoon bus routes will be cancelled. The Billeting Procedure (AP 7-512) shall be implemented.

If weather conditions improve and permit, classes will continue as regular the following morning and busses will follow normal route procedures.

In the case of late cancellation, drivers shall attempt to contact the parents/guardians of the students on their route.



An individual bus driver has the authority to cancel all or part of their route at any time, if weather or road conditions are such that in their opinion it is not safe to drive. In this case, in consultation with Transportation Supervisor, the driver will notify the parents/guardians of the students on that route.

If any bus route(s), or portion thereof, are cancelled, parents may choose to transport their child(ren) to and from school, provided that classes are not cancelled (AP 7-510).

**Parents have the right to keep children at home if the weather and/or road conditions are severe, regardless of the decision of Western School Division.**

In all cases of bus cancellation, the Transportation Supervisor shall document the reason(s) for cancellation and comments of those consulted.

<b>Updated:</b>	<b>October 2017</b>	
<b>Revised:</b>	<b>AP 7-511</b>	<b>August 2023</b>
		<b>August 2016</b>
<b>Adopted:</b>	<b>EBCDA-R</b>	<b>November 2007</b>




## AP 7-512 – BILLETING PROCEDURE

If conditions develop such that busses are unable to transport students home from school, rural students shall be billeted in town.

### PUBLIC NOTIFICATION

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The decision to cancel bussing will be broadcasted on the following radio stations: CFAM 950 AM, CBC 990 AM, CJOB 680 AM, CKMW 88.9 FM, and CJEL 93.5 FM. Notification will also be posted on the Western School Division website, [www.westernsd.mb.ca](http://www.westernsd.mb.ca), and tweeted on the Division's Twitter account  @WesternSD\_MB.

### BILLETING PROCEDURE

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At the beginning of each school year, on student registration forms, parents/guardians of rural students are required to identify a friend or relative within city limits, where their child(ren) may be billeted should bussing be cancelled.

If the decision is made that rural students need billeting, schools will attempt to inform parents/guardians that they will be contacting the billeting host.

Billeted hosts will be contacted and asked to come and pick up the child(ren) at the regular departure time. Classes shall continue as scheduled.

If weather conditions improve and permit, classes will continue as regular the following morning and busses will follow normal route procedures.

**RRTVA Students** – If a Western School Division student attends an RRTVA program in another division, and that division cancels bussing, that division shall contact the Western School Division of such and billet the student.

Adopted:            October 2017



## AP 7-520 – RURAL BUS LANE SERVICE

Rural bus lane service will be provided as follows:

Parents/guardians who have lanes in excess of 800 meters may make an application for yard service pick-up.

Parents/guardians must contact the Supervisor of Operations indicating their request for pick-up on their yard instead of at the road. The request indicates the understanding on the part of the parents regarding their commitment to maintain the lane year-round and to provide a safe turn-around site.

When rural bus lane service is requested, the Supervisor of Operations and a driver will review each request. They will consider whether a bus can safely navigate the lane and turn-around site and the implications for the overall length of the bus route. The decision to provide service will be made by the Supervisor of Operations.

Bus routes will be planned accordingly.

Rural bus lane service will be contingent on the requirement that the lane will be maintained to a mutually agreed upon condition and is free of obstructions (i.e. gates).

Rural lane bus service will be provided to students who provide a valid medical certificate and who meet the criteria indicated on the certificate in accordance with PSA 43(1).



## AP 7-600 – TRANSPORTATION REQUISITION PROCEDURES

All requisitions for the transportation of students will be made via the Trip Direct electronic booking system (<http://ca.myschoolbuilding.com>) and must be authorized by the Principal and the Supervisor of Operations.





## AP 7-601 – STUDENT EXTRA-CURRICULAR TRANSPORTATION

Extra-curricular transportation is requisitioned through the principal of each school and approved by the Supervisor of Operations.

The cost is charged to the transportation budget of the school requesting the transportation, on a cost recovery basis.



## AP 7-602 – GUIDELINES FOR CURRICULAR AND EXTRA-CURRICULAR STUDENT TRANSPORTATION

These guidelines have been established to strongly encourage the use of school buses for all trips, however they recognize there will be cases where private vehicles would be appropriate.

1. Principals have the authority to approve travel for curricular field trips **in accordance with procedure AP 3-800 and the accompanying regulations.**
2. Principals have the authority to approve travel for extracurricular activities and competitive events within the province of Manitoba.
3. The Superintendent or his/her designate will recommend travel for field trips, extracurricular activities, competitive events and extended student travel outside Manitoba to the Board for approval.
4. In all cases, approval must be obtained prior to the commencement of detailed planning or fundraising. Travel of an unusual nature or duration must be discussed with the Superintendent before proceeding.
5. Seat belts must be used in all cases except where regular school buses or highway coaches are used.
6. All volunteer drivers must complete volunteer driver application forms and must have criminal record checks. A driver's abstract may also be required. The school will retain the applications of all current volunteer drivers.

OPTION	LENGTH OF TRIP (ONE WAY)	
	UNDER 130 KM	OVER 130 KM
Private vehicle, up to 8 occupants	Number of occupants limited by number of seat belts. Qualified volunteer driver (only with prior approval of school administrator).	Number of occupants limited by number of seat belts. Qualified volunteer driver (only with prior approval of superintendent or designate).
	Class 5 license. Age 21 or over; not a secondary school student; good health; three years' driving experience. (2 vehicle maximum)	
School bus	Qualified driver.	Qualified driver.
	Approved by the division and hold a <b>School Bus Operator's Certificate</b> from the Pupil Transportation Unit	
Charter or taxi	Professional driver [(1) a driver supplied by a district-approved vendor, or (2) a volunteer driver who makes his or her livelihood as a driver of a public or charter bus/coach]	

Revised: August 25, 2008



## AP 7-603 – STUDENT TRANSPORTATION IN PRIVATE VEHICLES

Western School Division provides for the safety of students while they are being transported for school-approved activities by:

1. Encouraging the use of school buses for all transportation of students.
2. Using properly licensed highway buses for out of province or long trips within Manitoba.
3. Requiring the following conditions when students are transported in private vehicles as part of a school-approved activity:
  - a) Parent signature indicating approval, acceptance of risk, responsibility, liability and cost.
  - b) Ensuring that students do not drive vehicles with other students as passengers.
  - c) Obtaining copy of driver's license from designated drivers
  - d) Sharing of passenger list for each vehicle with parents
  - e) Sharing information about travel arrangement with parents.
4. School division and school funds are not to be used to pay for transporting students in private vehicles except where procedure AP 6-602 applies.



## AP 7-610 – OFF-SITE ACTIVITY(IES) CONSENT OF PARENT/GUARDIAN FORM A – LOW RISK FIELD TRIPS

To the Parent(s)/Guardian(s) of: \_\_\_\_\_ Homeroom: \_\_\_\_\_  
Please read the contents of this Consent and Acknowledgement of Risk form. Clarify any questions or concerns with the teacher/leader BEFORE signing it.  
If this form is not signed and returned to the school by \_\_\_\_\_, your child WILL NOT BE ALLOWED TO ATTEND.

### PROGRAM/ACTIVITY INFORMATION

DESTINATION/ACTIVITY: \_\_\_\_\_ DATE(S): \_\_\_\_\_ OR  
SERIES OF OFF-SITE ACTIVITIES (Specify program): \_\_\_\_\_  
PURPOSE OR EDUCATIONAL GOAL(S): \_\_\_\_\_  
ITINERARY/ACTIVITIES: \_\_\_\_\_  
METHOD OF TRANSPORTATION: \_\_\_\_\_ BY: \_\_\_\_\_  
TEACHER-IN-CHARGE: \_\_\_\_\_ TOTAL NO. OF SUPERVISORS PLANNED: \_\_\_\_\_  
SUPERVISORY ARRANGEMENTS: \_\_\_\_\_  
COST TO THE STUDENT: \_\_\_\_\_ WHAT TO BRING: \_\_\_\_\_  
OTHER CONSIDERATIONS: \_\_\_\_\_

### BOARD RESPONSIBILITIES

- The board will make every reasonable effort to ensure or ascertain that:
- a. The staff, volunteers and/or service providers involved are suitably trained and qualified.
  - b. The students are adequately supervised over all aspects of the program/activity.
  - c. The location(s) used are appropriate and safe for the activity(ies) and group.
  - d. Equipment used has been inspected and deemed appropriate and safe.
  - e. A Safety Plan is in place to identify and manage known potential risks.
  - f. An Emergency Plan is in place to deal with an injury or illness to one of the students.

### POTENTIAL KNOWN RISKS

Potential known risks include the following:

-----X-----

### CONSENT AND ACKNOWLEDGEMENT OF RISK

1. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the school or board.
2. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that my child may suffer personal and potentially serious injury due to an unforeseeable event associated with his/her participation.
3. My child has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the program/activity.
4. In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or that I be contacted to have him/her picked up, unless I have specified other transport arrangements.
5. I acknowledge that it is my responsibility to advise the board of any medical and/or health concerns of my child that may affect his/her participation in the stated program or activity.
6. I consent that the board, through its employees, agents and officers may secure such medical advice and services as they deem necessary for my child's health and safety, and that I shall be financially responsible for such advice and services.
7. Based on my understanding, acknowledgement, and consents as described herein,

(Name of Student) \_\_\_\_\_ has my permission to participate in  
the (Destination/Program) \_\_\_\_\_ field trip/activity.

Date: \_\_\_\_\_ Name (*Please print*): \_\_\_\_\_ Signature: \_\_\_\_\_

The personal information contained on this form is collected under the authority of the Public Schools Act, the Education Administration Act and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips/ If you have any questions about this form, please contact your school principal.



## AP 7-611 – OFF-SITE ACTIVITY(IES) CONSENT OF PARENT/GUARDIAN FORM B – HIGH RISK FIELD TRIPS

To the Parent(s)/Guardian(s) of: \_\_\_\_\_ Homeroom: \_\_\_\_\_  
Please read the contents of this Consent and Acknowledgement of Risk form. Clarify any questions or concerns with the teacher/leader BEFORE signing it.  
If this form is not signed and returned to the school by \_\_\_\_\_, your child WILL NOT BE ALLOWED TO ATTEND.

### PROGRAM/ACTIVITY INFORMATION

FIELD TRIP: \_\_\_\_\_ DATE(S): \_\_\_\_\_ OR  
SERIES OF OFF-SITE ACTIVITIES (Specify program): \_\_\_\_\_  
TEACHER-IN-CHARGE: \_\_\_\_\_ PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

### BOARD RESPONSIBILITIES

- The board will make every reasonable effort to ensure or ascertain that:
- a. The staff, volunteers and/or service providers involved are suitably trained and qualified.
  - b. The students are adequately supervised over all aspects of the program/activity.
  - c. The location(s) used are appropriate and safe for the activity(ies) and group.
  - d. Equipment used has been inspected and deemed appropriate and safe.
  - e. A Safety Plan is in place to identify and manage known potential risks.
  - f. An Emergency Plan is in place to deal with an injury or illness to one of the students.

### POTENTIAL KNOWN RISKS

Potential known risks include the following:

----- ✂ -----

### CONSENT AND ACKNOWLEDGEMENT OF RISK

1. Mode of Transportation: \_\_\_\_\_ By: \_\_\_\_\_
2. I accept this mode of transportation for this activity: Yes  No   
If no, specify alternative: \_\_\_\_\_
3. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the school or board.
4. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that my child may suffer personal and potentially serious injury due to an unforeseeable event related to his/her participation.
5. My child has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service providers administrators, instructors, and supervisors over all phases of the program/activity.
6. In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or that I be contacted to have him/her picked up, unless I have specified other transport arrangements.
7. I acknowledge that it is my duty to advise the board of any medical/health concerns of my child that may affect his/her participation.
8. I acknowledge that the board may choose to cancel the trip if travel conditions are dangerous for whatever reason, deemed unsafe (e.g., weather, health advisory). I accept that the board will not be liable for any costs associated with such a cancellation.
9. I consent that the board, through its employees, agents and officers may secure such medical advice and services as they deem necessary for my child's health and safety, and that I shall be financially responsible for such advice and services.
10. Based on my understanding, acknowledgement, and consents as described herein, I agree that

(Name of Student) \_\_\_\_\_ has my permission to participate in the  
\_\_\_\_\_ field trip/program.

Date: \_\_\_\_\_ Name (Please print): \_\_\_\_\_ Signature: \_\_\_\_\_

*The personal information contained on this form is collected under the authority of the Public Schools Act, the Education Administration Act and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact your school principal.*



**FIELD TRIP EMERGENCY MEDICAL INFORMATION** (Write below or attach a separate page if more space is needed)

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Manitoba Health Registration No. (6-digits): \_\_\_\_\_ Manitoba PHIN (9-digits): \_\_\_\_\_

Student School Accident Insurance:  Yes  No

Allergies (e.g., specific drugs, certain foods, insect stings, hay fever) Specify:

\_\_\_\_\_

Reaction(s) to above? \_\_\_\_\_

Carries Epi pen?  Yes  No Carries Ana Kit?  Yes  No

Medical/physical conditions that may affect participation in the stated program/activity (e.g., recent illness or injury, chronic conditions, phobias, etc.). Be specific:

\_\_\_\_\_

Specify the condition(s) and requirements for program modification or specific activities your child should not participate in:

\_\_\_\_\_

Medication(s) taken (name, reason, dosage, storage, potential side effects/treatment of such):

\_\_\_\_\_

Other Health/Medical/Dietary Concerns:

\_\_\_\_\_

Emergency Contacts:

1) \_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

2) \_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

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## AP 7-612 – OFF-SITE ACTIVITY(IES) CONSENT OF VOLUNTEER

### PROGRAM/ACTIVITY INFORMATION (Read attached Program/Activity Information prior to reading and completing this form)

Volunteer Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_  
 Program/Activity: \_\_\_\_\_ Date (s): \_\_\_\_\_ **OR**  
 Series Of Off-Site Activities (Specify Program): \_\_\_\_\_  
 Teacher-In -Charge: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

### BOARD EXPECTATIONS FOR VOLUNTEERS

Volunteers are an important part of the leadership team for an off-site activity and are expected to:

- |  |  |
|--|--|
| a) Review and comply with relevant board policy.<br>b) Have qualifications appropriate for the off-site activity.<br>c) Know the details of the off-site activity and their specific duties, responsibilities and authority prior to departure.<br>d) Exhibit positive behaviour and be an acceptable role model | e) Support and follow the school code of conduct.<br>f) Report any inappropriate conduct to the teacher-in-charge.<br>g) Adhere to the schedule or itinerary.<br>h) Dress appropriately for the off-site activity. |
|--|--|

### POTENTIAL KNOWN RISKS

Potential known risks include the following:

### CONSENT AND ACKNOWLEDGEMENT OF RISK

1. Mode of Transportation: \_\_\_\_\_ By: \_\_\_\_\_
2. I accept this mode of transportation for this activity:  Yes  No **OR**  
 I will provide my own transportation:  Yes  No **OR**  
 I consent to the use of my vehicle for the transportation of students for this activity:  Yes  No  
 If I will be transporting students in my vehicle, I have completed a Volunteer Driver Authorization Application form:  Yes  No
3. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the school or board.
4. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that I may suffer personal and potentially serious injury due to an unforeseeable event associated with my volunteer involvement.
5. I agree to abide by the rules and regulations including directions and instructions from the school's/service provider's administrators and staff while volunteering in the program or activities.
6. I acknowledge that it is my duty to advise the board of any medical/health concerns that may affect my participation.
7. I acknowledge that the board may choose to cancel the trip if travel conditions are dangerous for whatever reason, deemed unsafe (e.g., weather, health issues). I accept that the board will not be liable for any costs associated with such a cancellation.
8. I consent that the board, through its employees, agents, and officers may secure such medical advice and services as they deem necessary for my health and safety, and that I shall be financially responsible for such advice and services.
9. I understand, acknowledge and consent to the above as described herein.

Date: \_\_\_\_\_ Name (*Please print*): \_\_\_\_\_

Signature: \_\_\_\_\_

**Continued on the following page**



**FIELD TRIP/ACTIVITY EMERGENCY MEDICAL INFORMATION** (Attach a separate page if more space is needed)

Volunteer Name: \_\_\_\_\_ Birth Date (optional): \_\_\_\_\_

Manitoba Health Registration No. (6-digit) \_\_\_\_\_ Manitoba PHIN (9-digit): \_\_\_\_\_

Allergies (e.g., specific drugs, certain foods, insect stings, hay fever) (specify): \_\_\_\_\_

Reaction to above \_\_\_\_\_ Carries Epi pen?  Yes  No Carries Ana Kit?  Yes  No

Medical/Physical conditions that may affect participation in the program/activity (e.g., recent illness/injury, chronic conditions, phobias) \_\_\_\_\_

Specify the condition(s) and requirements for program modification or specific activities you should not do:

\_\_\_\_\_

Medication(s) taken (name, reason, dosage, storage, potential side effects/treatment of such):

\_\_\_\_\_

Other Health/Medical/Dietary Concerns:

\_\_\_\_\_

Emergency Contacts:

1) \_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

2) \_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

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## AP 7-613 – VOLUNTEER DRIVER AUTHORIZATION APPLICATION

Driver's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
 Address: \_\_\_\_\_ E-mail: \_\_\_\_\_

Applications may be approved only when the driver possesses a valid, appropriate driver's license and is able to respond *No* to questions concerning convictions and suspensions over the last three years. No current students are permitted to transport other current students to and/or from school based activities.

Driver's License Number: \_\_\_\_\_ Class: \_\_\_\_\_ Expiry Date: \_\_\_\_\_  
 Has your driver's license been suspended in the last three years?  Yes  No  
 If Yes, please provide date of reinstatement: \_\_\_\_\_  
 Have you been convicted of an offence under the Highway Traffic Act, or for any motor vehicle-related offence under the Criminal Code of Canada during the last three years?  Yes  No  
 If Yes, please identify the offence(s) here: \_\_\_\_\_  
 Were you found responsible/partly responsible for any motor vehicle accident(s) over the last three years?  Yes  No

**Insurance Related Considerations:**

1. The board requires that the vehicle owner maintain, at all times, valid automobile **Third Party Liability Insurance** as required under Manitoba legislation in respect of liability for injury or death of any students who are passengers in the vehicle the volunteer driver is operating.
2. In case of an insurance claim (i.e., third party damage and/or personal injury) the vehicle owner's automobile liability insurance applies **before** that of the school board.
3. Additional automobile liability insurance protection is provided under the school board's comprehensive general liability insurance policy for authorized drivers transporting students in privately-owned vehicles on an approved school activity. This insurance is **only** for an amount in excess of the limit of liability provided by the vehicle owner's liability insurance policy.
4. **Damage to any vehicle**, including the owner's, **is the responsibility of the volunteer driver** and not the school board.

**Vehicle:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Make / Model / License Plate No. / Seating Capacity (Including Driver)  
**Owner's Name:** \_\_\_\_\_  
 Owner's Address: \_\_\_\_\_  
 Owner's Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_  
**Insurance On Vehicle -** Company: \_\_\_\_\_ Policy No.: \_\_\_\_\_

**COMMITMENTS**

By submitting this application to become a volunteer driver for the school board:

1. I undertake to ensure that the vehicle used to transport students is in safe operating condition.
2. I agree to:
  - a) operate the automobile referred to herein in a safe manner;
  - b) abide by all applicable laws at all times while I am transporting students;
  - c) limit the number of passengers to the number of useable seat belts;
  - d) require proper use of occupant restraint systems (i.e., seatbelts, head restraints, airbags, seat position); and
  - e) to comply with the directions of teachers or agents of the school board.
3. I undertake to report to the school principal all accidents and any suspension of my license or change in my insurance status which may occur after the date of this authorization while it remains in force.
4. I undertake to maintain, at all times, appropriate personal liability and indemnity insurance.
5. I accept the foregoing undertakings and certify that the information contained in this application is correct to the best of my knowledge:

Signature of Driver: \_\_\_\_\_  
 Signature of Vehicle Owner: \_\_\_\_\_

**FOR OFFICE USE ONLY**

The above-named driver is authorized to assist the school during the current school year. The assistance is appreciated.

Signature of Principal/Designate: \_\_\_\_\_ Date: \_\_\_\_\_

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## AP 7-614 – PASSENGER MANIFEST FORM

Trip Destination: _____ Date(s) _____		
DRIVER/VEHICLE INFORMATION		
Driver's Name: _____ Vehicle Make/Model: _____ License Plate #: _____		
PASSENGER LIST		
1.	25.	49.
2.	26.	50.
3.	27.	51.
4.	28.	52.
5.	29.	53.
6.	30.	54.
7.	31.	55.
8.	32.	56.
9.	33.	57.
10.	34.	58.
11.	35.	59.
12.	36.	60.
13.	37.	61.
14.	38.	62.
15.	39.	63.
16.	40.	64.
17.	41.	65.
18.	42.	66.
19.	43.	67.
20.	44.	68.
21.	45.	69.
22.	46.	70.
23.	47.	71.
24.	48.	72.

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## AP 7-615 – FIELD TRIP CHECKLIST

= Met       = Not Met      ? = Need More Information      n/a = Not Applicable

**Met Criteria**

- Administrative process respected (e.g., proposal submitted to appropriate administrator in time to be considered)
- Field trip accessibility/eligibility policy addressed (e.g., equal access; voluntary participation, if appropriate; alternative activity for non-participants)
- Educational value of the trip is evident (e.g., goals, student learning outcomes, curricular connections)
- Trip is appropriate for the students (e.g., age/grade, preparation, and follow-up)
- Duration of the trip is appropriate and can be accommodated in the school calendar
- Destination or route adequately assessed (through pre-visit or other data collection) and appears appropriate
- Itinerary and activities are outlined and fit the objectives
- The group appears adequately prepared for trip (e.g., knowledge, skills, attitudes, fitness, clothing, equipment)
- Information to be given parents/guardians is appropriate for the type/duration of trip
- Parent/guardian information meeting date is planned, if holding one is appropriate for the trip (e.g., overnight trip)
- Parental/Guardian consents to be collected (e.g., consent to attend, consent to secure medical treatment)
- Relevant student health and medical information to be secured from parents
- Additional insurance needs addressed, if relevant (e.g., out of province medical, hospital care) (contact MAST)
- Budget and financial arrangements appropriate
- Transportation arrangements acceptable (type of vehicle and type of driver) and parental consent secured
- Special needs issues are addressed
- Number and gender(s) of supervisors and supervision plan are appropriate for group, activities and sites/areas
- Plan to ensure all participants are clear re: behavioral expectations and consequences
- If overnighting, accommodations arrangements are acceptable, (e.g., hygiene, security)
- Leadership is competent to instruct/lead the particular group in the identified activity(ies) and environment(s)
- Plan in place to brief supervisors re: trip purpose, logistics, roles/ responsibilities, safety plan, emergency plan, etc.
- Safety plan is appropriate (i.e., procedures for managing the key inherent risks of the activities, environments and participants)
- Emergency plan is in place to deal with injured/ill/lost/stranded participant(s) (e.g., training, kits, communications equipment, EMS access, back-up transportation)
- Confirmation of the presence of appropriate alternative contingency plan(s) if the trip/part of the trip can't happen
- Destination contact and phone number, e.g., outdoor centre, camp, local authority(ies)
- List of documents teacher will carry (e.g., trip plan, permits, passenger manifestos, medical conditions and emergency contacts of participants).
- Office to receive copy of finalized trip plan, signed consent forms, passenger manifestos, and names of no-shows.
- Is there an appropriate plan in place to evaluate the trip (e.g., criteria for success, process to evaluate)
- Other relevant information unique to the particular trip. Specify: \_\_\_\_\_

Comments:

Name of Teacher-in-Charge (please print)	Date (year/month/day) / /	Signature
Name of Principal (please print)	Date (year/month/day) / /	Signature
Additional approval (as needed) Specify:	Date (year/month/day) / /	Signature



**AP 7-616 – ITINERARY CARD**

*School* \_\_\_\_\_

*Teacher* \_\_\_\_\_

*Date* \_\_\_\_\_

*Objective* \_\_\_\_\_

Location	Departure Time	Arrival Time	Destination	Activity



### AP 7-617 – EXTENDED EXCURSION NOTICE OF INTENT

This Notice of Intent is to be completed and signed by the School Administrator, thus verifying that the requirements of Administrative Procedure 3-800 have been met. The signature of the Superintendent indicates approval of the activity and permission to proceed with planning as per the procedure.

#### Section A: Notice Of Intent

School: \_\_\_\_\_ Supervising Teacher: \_\_\_\_\_

Grades Involved: \_\_\_\_\_ Dates: \_\_\_\_\_ # of Students: \_\_\_\_\_

Excursion Summary/Location: \_\_\_\_\_

High Risk/Limited Activities: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_

Date: (month/day/year) \_\_\_\_\_

Date: (month/day/year) \_\_\_\_\_

Principal's Comments \_\_\_\_\_

Proceed with planning

Detailed plans to be submitted by \_\_\_\_\_

Risk Management Plan(s) required by \_\_\_\_\_

Admin Office Comments: \_\_\_\_\_

#### Section B1: Detailed Plans – Activity Planning Considerations

Learning Objectives of the Planned Activities

Parent Information/Permission Form

- Purpose
- Destination
- Date/Departure/Return Time
- Transportation Arrangements
- Costs
- Medical Information
- Insurance Coverage
- Meal Arrangements
- Special Clothing/Equipment Needs
- Informed Consent Agreement

Supervision and Safety

- Child Abuse Registry Clearance
- Student: Adult Ratio:
- Certified First-Aider (Current)
- Risk Management Plan
- Instructor Qualifications

#### Section B2: Detailed Plans – Proposed Budget

##### Expenses

Transportation \$ \_\_\_\_\_

Accommodation \$ \_\_\_\_\_

Meals \$ \_\_\_\_\_

(including meals paid by students)

Admission Fees \$ \_\_\_\_\_

Miscellaneous \$ \_\_\_\_\_

Substitute Costs \$ \_\_\_\_\_

##### Revenue

School-Based Funds \$ \_\_\_\_\_

School-Based Contribution \_\_\_\_\_

to Sub Costs \$ \_\_\_\_\_

Division Contribution \$ \_\_\_\_\_

Student/Parent Contribution \$ \_\_\_\_\_

(Including contribution to meal costs, other fees collected, fundraising money, etc.)

General Funds Contributed by Parent \$ \_\_\_\_\_

Support Organization/Parent Council \$ \_\_\_\_\_

Other Funding Sources

(Including Student Council Funds, etc.) \$ \_\_\_\_\_

**Total Expenses** \$ \_\_\_\_\_

**Total Revenue** \$ \_\_\_\_\_

**Total Cost Per Student** \$ \_\_\_\_\_

Reviewed: August 25, 2008



## AP 7-700 – VEHICLE REPLACEMENT

### BACKGROUND

---

Vehicles in the Western School Division serve a variety of uses and specialization. Due to the proximity of WSD school administration and operation sites, some vehicles accrue less mileage than those used for out of town trips and functions. The following procedure details the process to be used for vehicle replacement.

### VEHICLE REPLACEMENT SCHEDULE

---

This procedure applies to vehicles listed in Exhibit 1 (attached).

### BUDGETARY CONSIDERATIONS

---

An annual Transfer to Capital amount is allocated as a part of the annual Western School Division Budget. In the event that no vehicle will be purchased during the fiscal year, the amount allocated within the budget will be added to a Vehicle Reserve Allocation as part of the overall total Operating Fund Surplus. The Vehicle Reserve Allocation will be reported to the Board in the period between the presentation of the annual Audited Financial Statements and the start of the next fiscal year's budget calculations.

During the budget process, administration will identify the vehicle or vehicles that will be scheduled for replacement for the following fiscal year. An initial estimate of replacement cost will be made so adequate funds from the Transfer to Capital vehicle budget amount plus the Vehicle Reserve Allocation held in surplus can be budgeted.

Funds received from the disposal of vehicles will be added to the Vehicle Reserve Allocation held in surplus.

### VEHICLE PURCHASE PROCEDURE

---

#### **New Vehicle:**

1. Vehicle type and general specifications are determined as listed in the Vehicle Replacement Schedule.
2. Determine 2 to 3 equivalent models with similar and comparable options and equipment.
3. Obtain 2 to 3 competitive quotes for each model identified above.
4. The Supervisor of Operations, in consultation with the Superintendent and Secretary Treasurer, will determine and proceed with the purchase based on the following criteria:
  - a. Price
  - b. Warranty
  - c. Estimated cost of ownership over the vehicle's projected life cycle
  - d. Ease and convenience of service
  - e. Budgeted allocation for vehicle replacement

#### **Used Vehicle:**

1. Vehicle type and general specifications are determined as listed in the Vehicle Replacement Schedule.
2. Determine 2 to 3 equivalent models with similar and comparable options and equipment.
3. Obtain 2 to 3 competitive quotes for each model identified above.
4. The Supervisor of Operations, in consultation with the Superintendent and Secretary Treasurer, will determine and proceed with the purchase based on the following criteria:



- a. Price
- b. Warranty
- c. Estimated cost of ownership over the vehicle's projected life cycle
- d. Ease and convenience of service
- e. Budgeted allocation for vehicle replacement

**Reporting of Purchase:**

The Board will be informed of all purchases made by this procedure at the next Regular Board Meeting.

**DISPOSAL OF REPLACED VEHICLE**

---

The vehicle that was replaced is to be advertised locally with offers to purchase received by sealed public tender. The Supervisor of Operations will be responsible for a fair and transparent method of disposal.

**Adopted:** September 12, 2018



EXHIBIT 1

Vehicle Replacement Schedule

Department/User	Requirements	KM/Year	Lessor of Maximum KM or Years of Ownership	Replacement Requirements	Disposal Method
<b>Supervisor of Operations</b>	<ul style="list-style-type: none"> <li>• 4x4 ½ ton pickup truck</li> <li>• Extended Cab</li> <li>• Bus route checking</li> <li>• Track width matches full size vehicles</li> <li>• Higher clearance required</li> <li>• Attend meetings/suppliers with multiple passengers</li> <li>• Occasional towing</li> <li>• Dependability</li> </ul>	24,000	200,000 km or 8 years of ownership	NEW  Colour: silver	Public Tender
<b>Home/School Liaison</b>	<ul style="list-style-type: none"> <li>• All Wheel Drive capabilities</li> <li>• Mid sized SUV style</li> <li>• 5 passenger</li> <li>• Child seats capability required</li> <li>• Economical operation</li> <li>• Ease of drivability and parking</li> <li>• Dependability</li> </ul>	12,000	200,000 km or 8 years of ownership	NEW  Colour: silver	Public Tender
<b>Maintenance-Electrician</b>	<ul style="list-style-type: none"> <li>• Full size Cargo Van (3/4 ton)</li> <li>• Towing capabilities</li> <li>• 2 Wheel Drive</li> <li>• Roof ladder racks (may be aftermarket installation)</li> </ul>	8,000	200,000 km or 10 years of ownership	Used 2 to 4 years old 50,000 km or less Colour: white	Public Tender
<b>Maintenance-General</b>	<ul style="list-style-type: none"> <li>• Full size ½ ton truck</li> <li>• Regular cab, 8 foot box</li> <li>• 2 Wheel Drive</li> <li>• Towing capabilities</li> </ul>	6,000	200,000 km or 10 years of ownership	Used 2 to 4 years old 50,000 km or less Colour: white	Public Tender





<b>I.T. Director</b>	<ul style="list-style-type: none"><li>• All Wheel Drive capabilities</li><li>• Mid size SUV</li><li>• Cargo capabilities</li><li>• Economical operation</li><li>• Ease of drivability and parking</li><li>• Dependability</li></ul>	20,000	200,000 km or 10 years of ownership	NEW  Colour: silver	Public Tender
<b>Custodial</b>	<ul style="list-style-type: none"><li>• Full size ½ ton truck</li><li>• Regular cab, 8 foot box</li><li>• 2 Wheel Drive</li><li>• Towing capabilities</li></ul>	8,000	200,000 km or 10 years of ownership	Used 2 to 4 years old 50,000 km or less Colour: white	Public Tender

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