

WESTERN
School Division
Morden, Manitoba

*“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

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

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

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

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

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

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

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

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

PROCEDURES

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

PROCEDURES

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

PROCEDURES

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

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

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 1-300 – 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.ⁱ 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.

- 1.1. The Western School Division is committed to meeting the diverse needs of all learners.
- 1.2. 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

- 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.ⁱⁱ
- 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

- 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

- 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

- 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

- 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

- 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

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

- 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

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 discriminationⁱⁱⁱ will be subject to corrective and/or disciplinary action, up to and including dismissal or expulsion.

11. AUTHORITY

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

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

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

ⁱⁱⁱ "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 1-400 – 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

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?

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

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

- 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?

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

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

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:
 - o emergency response plan for injured workers
- . working alone or in isolation
- . handling money

EMPLOYEES

- . 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

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

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 Violent Incident Report Form (AP 1-402). 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 Violent Incident Report Form.

INCIDENT INVESTIGATION

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 Violent Incident Report Form.
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

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

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



VIOLENT INCIDENT REPORT FORM (CONTINUED)	
Name of Immediate Supervisor notified:	
Workplace Safety and Health Division called?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Police called?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Safety and Health Committee notified?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Were you advised to seek medical treatment?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did you consult a doctor?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Medical attention, first-aid obtained?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did an investigation occur?	<input type="checkbox"/> Yes <input type="checkbox"/> No
WCB forms completed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. INFORMATION ABOUT THE ASSAILANT	
<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Other (please specify)	
Name and address of suspect if known:	
4. IMMEDIATE ACTION TAKEN BY THE EMPLOYER	
5. DIRECT & INDIRECT CAUSES (Attach any pictures etc.)	
6. RECOMMENDATIONS	COMPLETED ON

Adopted: May 14, 2012



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)

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

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

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

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

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

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

- 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

- 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:

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 1-600 – FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

BACKGROUND

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

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

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 May 2009

1. INTRODUCTION

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

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

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

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

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 that 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

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 necessitates.

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

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

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

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.

Superintendent
Assistant Superintendent
Secretary/Treasurer
Principal Designated by the Board

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

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

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

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 will 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

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
FIPPA <i>Phase 1 - 6</i>	Follow duties as described in the <i>FIPPA</i> in the event of an application under that Act.				X		
Payroll <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		
Finance <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		
Communications	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				
Technology <i>Phase 1 - 6</i>	Maintain and ensure the operation of the internal computer network.		X				
<i>Phase 2 - 6</i>	Facilitate the ability of staff to work from home if necessary and approved.		X				
Human Resources Management	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.						
Student Services	As required to meet current conditions				X		
Superintendency	Succession plan in place.		X				
Caretaking <i>Phase 1 - 6</i>	To maintain essential cleanliness	By custodian or other DO staff	X				
Reception					X		



Department: School Administration

Service	Function	How is Service Provided	Critical	Vital	Necessary	Desired	Notes
Instructional Leadership	* 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 MECY
	* 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	
Evaluation of Students and Programs		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	
Standards of Education	* Provincial Assessments	Teachers and Administration will distribute, administer and collect Provincial Assessments.				X	
Management of the School	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
Technology	ICT outcomes	Supervise and evaluate the incorporation of ICT outcomes by teachers as directed by MECY				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		
Safe and Caring Environment	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
Communication	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		
Teacher/Staff Supervision and Evaluation	Evaluate the teachers and support staff employed in the school	Provide feedback to teachers and staff as per policy.					X	
Collective Agreement	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
Transportation							
	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
Cleaning						
General Cleaning	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
Cleaning Supplies	By Staff		X			Check with suppliers; look for alternative suppliers and delivery methods. Maintain a 25% of reorder quantities as a minimum.
Heat - 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.
Heat -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.
Heat -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.
Heat -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.
Air Conditioning	Maintenance and Contractors				X	Most often tied into the heating system (heat pumps).
Ventilation	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.
Fresh Air	By Maintenance Staff		X			Consider 100% fresh air for systems capable of handling this. Very cold outdoor temperatures would create problems.



Exhaust -Washrooms	By Maintenance Staff			X		Exhaust systems provide odor and dilution control. Not critical but should be repaired in a few days.
Exhaust -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.
Power Outage under 2 hours	Provided by the Utility		X			Not critical for the safety of the building. May disrupt the education operations of the school.
Power outage 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.
Power - 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.
Power 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.
Water 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.
Water Loss of water service for more than 4 hours	By Municipality		X			School will be closed. Consult with Maintenance Department
Water 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.



Sanitary Sewer 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.
Sanitary Sewer Due to total sewer line blockage	Inside schools – by Maintenance	X				If total blockage occurs in a school, it becomes critical within in a few hours. Closure of the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department.
Sanitary Sewer 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.
Lift Stations – 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.
Building Maintenance						
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	Necessary	Desired	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	
		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
	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 MECY			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				

Adoption: May 2009



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 – TOBACCO-FREE ENVIRONMENT

Western School Division has the responsibility to ensure that a smoke-free environment is provided for children and adults working in and using its buildings and grounds. In doing so, the Division will not only create a safer and healthier environment, but will ensure that positive role modeling occurs.

In an effort to promote a positive healthy lifestyle and to assist those with a smoking habit, the Division will make information and voluntary programs available through the schools and Division Office. As well, students will continue to be educated about the dangers to health of using tobacco products.

While this policy is primarily aimed at tobacco smoking, the use of other tobacco products or display of any tobacco-related paraphernalia on school division property is deemed to be covered by this policy and the related regulations. Paraphernalia is defined as 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.



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.
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.

Adopted: January 27, 2003

Reviewed: June 22, 2009



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

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

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

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

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

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

PROCEDURES

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

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

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

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 5.0.

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. (See Section 6.0) 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 5.0.



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 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 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 (as per Policy JO). 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



AP 2-114 – REPORTING ABSENTEEISM

BACKGROUND

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

PROCEDURES

1. Schools will monitor levels of student absenteeism and will report all school absenteeism which reach 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. Immediately call the division office to inform the Executive Assistant of the unusual level of absenteeism.
 - b. The school will immediately notify Public Health of the unusual rate of absenteeism.
 - i. The school will comply with the directions of Public Health and will notify the Executive Assistant immediately with the directions from Public Health.
 - c. The school will 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 Executive Assistant.
3. When notified of the unusual absence the Executive Assistant 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 the Executive Assistant of the return to usual levels of absenteeism.
5. When notified of the return to usual levels of absence the Executive Assistant will:
 - a. E-mail the Superintendent to inform him/her of the change of status. The Superintendent will update Trustees.

NOTE:

It is important to note that absenteeism reports may not be because of the flu. Absenteeism may be related to other medical or non-medical reasons.

Reference:

Manitoba Education Citizenship and Youth

Adopted: October 2009



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



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

BACKGROUND

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

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

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

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

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

- 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

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

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

Monies will be collected in the school for a variety of fees and events as dictated under policy.

PROCEDURES

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 1st for consideration by the Morden Area Foundation.

Important Dates:

First Regular Board Meeting in September	Completed Application and Letter of Support detailing the schools financial commitment.
Second Regular Board Meeting in September	School Board to Prioritize and Approve Applications
October 1st	Prioritized applications submitted to the Morden Area Foundation

Adopted: July 2012



AP 2-170 – RELIGIOUS EXERCISES

BACKGROUND

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

(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

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

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

PROCEDURES

- 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.

Nutrition Guidelines that Support Divisional Procedure	Implemented	Partially Implemented	Under Consideration (UC)	Not Yet UC
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

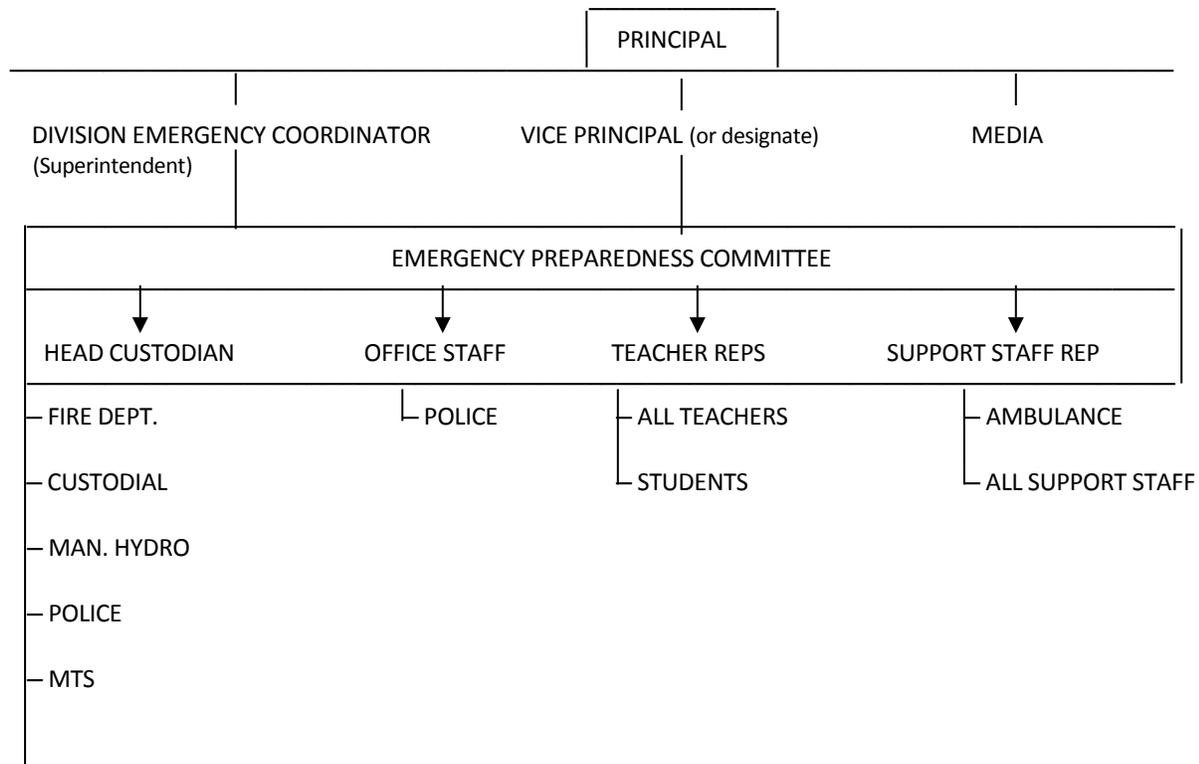
This plan has been approved and authorized by the Superintendent of Western School Division

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 – 181-15th 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

- 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 – LOCKDOWN DRILLS

In some emergency situations, an evacuation of a building and/or classroom is not advisable. These situations may include a hostile intruder, exterior release of hazardous materials, terrorist attack, criminal activity near the school, or extreme weather conditions. **Some lockdown situations will require an intensive emergency procedure to be followed.**

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

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 “*Staff and students please follow lockdown procedures.*” paged 3 times.
- . 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.
- . A designated staff member shall call 9-1-1 and report as many details as possible.
- . A designated staff member shall call the Division Office and report as many details as possible.
- . A designated staff member shall place a sign on the front door stating that the school is in lockdown, providing it is safe to do so.
- . Other staff shall prepare to 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 that cannot be made secure should be directed by teachers to a previously designated safe area.
- . 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, 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 the threat is indoors, students in outdoor areas should immediately take cover at the designated emergency location.



- . If the threat is outdoors, all outdoor activities should be cancelled and students should return to their class or designated area when notified. Staff outside at the time of lock down should direct the students and remain with them until informed that the situation is clear.

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 with paper or other opaque material.
- . Close windows and pull down blinds.
- . Turn off classroom lights.
- . Keep students quiet.
- . Create cover 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**, take attendance and provide information (number of persons in room, names of missing students, names of extra people, etc.) to the office staff through a predetermined system. 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



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

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

AP 2-211 School Injury Report form is to be completed by the employee and forwarded as noted on the form.



SCHOOL INJURY REPORT

Notice of Injury to Employer

INJURY INFORMATION

Degree of injury (please check off only one)

- Minor (e.g. scratch, bruise, scrape, minor cut, minor sprain, etc.)
 Moderate (e.g. serious cut, severe sprain, broken finger, etc.)
 Severe (e.g. injury to eye, face, back, broken arm/leg, etc.)

Was Time Off Work Due to Injury Required?

yes

no

Describe the Exact Nature and Type of Injury

Was the injury treated:

Yes

No

If yes, by whom? _____

If yes, type of treatment: _____

WITNESS INFORMATION

Name of witness(es)

if applicable: _____

Observations & Comments

Report Submitted By: _____

Print

Signature

Date

Supervisor: _____

Print

Signature

Date

Supervisor is to route the original form to the: Safety Coordinator

Human Resources



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

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

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

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: _____

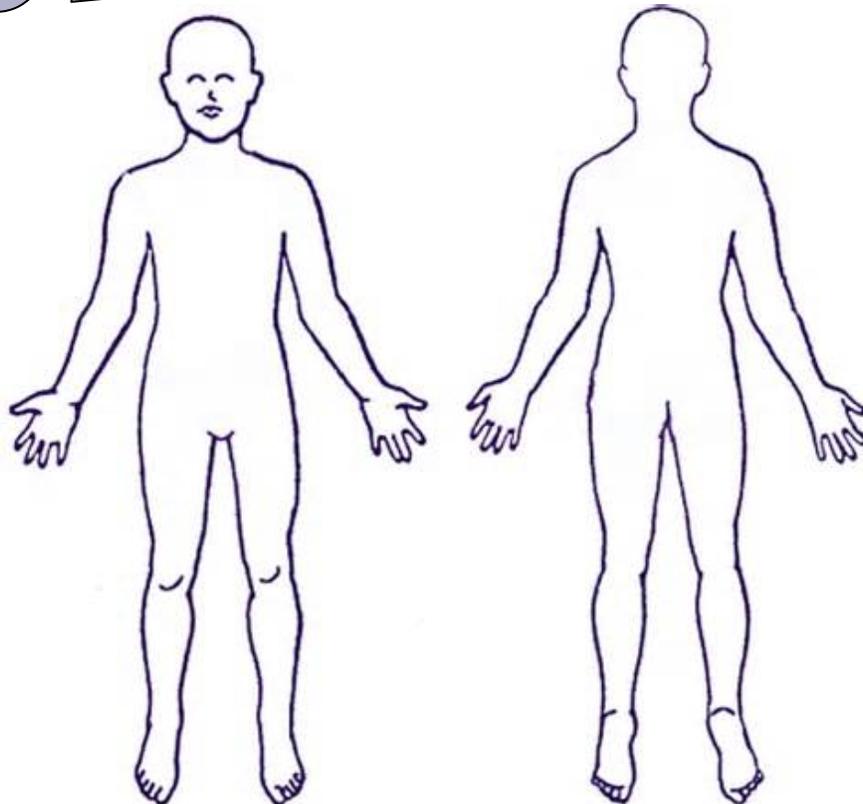
Address: _____

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

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 4: 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
- 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 5: 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 6: Implement an Intervention Plan

- Review completed SAVRY form 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?

Events contributing to the incident: _____

What is the known history leading up to the threat? _____

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?

How did the incident end? _____

Names of witnesses: _____

What happened to the threat-maker after the incident? _____



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

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(s) or legal guardian(s) 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

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.

Wherever possible, parents 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) each year and 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 and knowledgeable about this policy and its procedures.
- Medication that is discontinued or has expired shall be returned to the parents.

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

- Parents/guardians 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 will be required to bring and store controlled substances and narcotic medications (e.g. Ritalin, Codeine, etc.) in the office.

Adopted: August 2015



PARENT/GUARDIAN AUTHORIZATION

I have read the Western School Division Administration of Medication Policy 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 (JHCD-E1) 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.
- (j) When medication is required for less than 14 days only the parent/guardian signature is required for authorization to administer medication.

I hereby authorize the administration of (name of medication) _____	
as prescribed by Dr. _____	
_____	_____
Signature of Parent/Guardian	Date

PHYSICIAN’S AUTHORIZATION	
(only for medications required for more than 14 days)	
I hereby authorize the administration of (name of medication) _____	
to _____ while at school and certify that the information provided	
under “Medical Information” is correct.	
_____	_____
Signature of Physician	Date

This authorization automatically terminates on June 30th 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, 2009



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 Policy (JHCD) 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 30th 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: March, 2009



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

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

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

PROCEDURES

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

PROCEDURES

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

PROCEDURES

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

The Division encourages Parent Advisory Councils to participate as active partners in education with the Division.

PROCEDURES

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

The Division encourages Parent Advisory Councils to participate as active partners in education with the Division.

PROCEDURES

- 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

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

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 CERTIFIED 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 certified service animal.

A certified service animal is a recognized working animal that has been trained to assist individuals who have a medically diagnosed physical or developmental disability. There are strict guidelines that apply to their access, handling, and interaction.

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)

2. Procedural Guidelines

Decisions regarding the use of service animals by students in the school environment are made on a case-by-case basis. All circumstances of a particular request, including the individual needs of the student 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 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 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 Service Animal in School form (AP 2-802) outlining the needs of their child and the benefits of using a service animal as part of their child's programming.
- 3.2. Provide a letter from a member of the College of Physicians and Surgeons or the college of Psychologists of Manitoba (or similar provincial organization) confirming the diagnosis of an accepted exceptionality and the recommendation for the use of a certified service animal.
- 3.3. Provide a letter from an accredited service animal training program [membership in Assistance Dogs International (ADI) or the International Guide Dog Federation (IGDF)], stating that a service animal has been placed with the child and provide a Certificate of Training for the animal with the services that it has been trained to perform.
- 3.4. Annually provide the school with proof of up-to-date vaccinations, a municipal Service Animal license and confirmation the service animal is in good health.



- 3.5. Assume financial responsibility relating to the use and care of the service animal. This includes the provision of a full-trained animal handler to help with the initial implementation or any re-training sessions that may be required for school division staff and students.
- 3.6. Where possible and feasible, the child provides care for the animal and assumes the role of service animal handler.

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 certified service animal into the school.
- 4.3. Review AP 2-801 Information for Parents/Guardians Requesting a Certified 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, 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 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 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 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 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 service animal.
- 4.9. Arrange for training of staff by the service animal training facility. 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 Service Animal* form (AP 2-803) together with parents/guardians.
- 4.11. Monitor the entry of 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 certified service animal on the bus; and ensure that appropriate training will be provided.



5.2. Develop a protocol for handling the service animal on the bus in conjunction with the service animal trainer/handler 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 service animal to ensure the understanding of the function of a service animal and the procedures for handling the service animal on the bus
- iii. A bus evacuation plan for the 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 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 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 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 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.



SAMPLE LETTER TO SCHOOL COMMUNITY

Insert School Letterhead

Date:

Dear Parents/Guardians:

This letter is to inform you that there will be a service animal in our school helping one of our students. The service animal will be in our school effective (insert date).

Service animals are trained and recognized by an accredited training facility, and are 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 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 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 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)

Insert School Letterhead

Date:

Dear Parents/Guardians:

This letter is to inform you that there will be a service animal in our school helping one of our students. The service animal will be in your child's classroom effective (insert date).

Service animals are trained and recognized by an accredited training facility, and are 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 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 service animal. They will be informed that the service animal is a working animal and not a pet while at school.

We anticipate the 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 SERVICE ANIMAL IN THE SCHOOL

1. The success of the entry of a 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 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, 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 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 service animal will need to be included in the planning to be as consistent and fair to the service animal as possible.
5. It is imperative that the service animal be ready for school. If the 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 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 service animal care items,
 - . Inform the Principal of the 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 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 service animal in a timely manner.
 10. The right of entry of the service animal will be monitored regularly and reviewed on an annual basis.
 11. A Certificate of Training that states the services for which the service animal is trained must be available. After September, 2013, only training programs that are members of Assistance Dogs International (ADI) or *International Guide Dog Federation (IGDF)* should be considered eligible for use in Manitoba schools.
 12. Where the use of a 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 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 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 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.



AP 2-802 – REQUEST FOR A 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 service animal as it relates to the employee or student’s disability and describe the manner in which the service animal will meet the individual’s particular need(s). If more space is needed, please add additional pages.

- 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 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 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 service animal care items.

- I/We understand that if the 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 **Appendix A: Information for Parents/Guardians Requesting a Certified Service Animal in the School.**

Attachments:

- Letter from physician
- Service Animal Training Documentation (Training Organization/Handler)
- Animal license
- Vaccination documents
- Confirmation of good health

Signature of Parents/Guardians: _____ Date: _____

For Office Use Only:

Request for Certified Service Animal: Approved _____ Denied _____

Signature of Principal: _____ Date: _____

Signature of Student Services Administrator: _____ Date: _____

Signature of Superintendent: _____ Date: _____



AP 2-803 – MANAGEMENT PLAN FOR THE CARE OF THE 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.

1. Staff member responsible for service animal in the school environment:

_____ Alternate: _____

Note: Where possible and feasible, these responsibilities should be handled by the student in the same manner as at home. In the event that the student is not able undertake these responsibilities, it is the responsibility of a school staff member to perform. This includes the provision of food, water and “bio-breaks” to the service animal as required, supervision of the animal during rest periods, and immediate removal and disposal of animal waste in a safe and environmentally friendly manner.

2. Water needs: (e.g. provision of water bowl, procedures for use, cleaning etc.)

3. Bladder/bowel needs of service animal (e.g. – frequency, designated location, disposal etc.)

4. Other considerations:

4.1. Rest periods away from "work" (if needed)

4.2. Special considerations due to weather (if needed)

4.3. Other

5. Formal documentation has been provided that the service animal:

- has service animal certification
- 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 _____



AP 3-000 – EDUCATIONAL PROGRAMS AND MATERIALS



AP 3-100 – ORGANIZATION FOR INSTRUCTION

BACKGROUND

The Principal is held accountable for the organization of the plan for instruction at his/her school.

PROCEDURES

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

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

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

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

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

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

All pilot projects must be recommended by the Principal and approved by the Superintendent.

Adopted: August 2015



AP 3-104 – NEW COURSE IMPLEMENTATION

BACKGROUND

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

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

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

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

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

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

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

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

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

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

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

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

- 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 3-300 – PRIVATE MUSIC INSTRUCTION

BACKGROUND

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

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

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

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.

COMMUNICATING STUDENT LEARNING

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 or behavioural levels and 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.

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 supports should be applied. The first efforts should be made by the classroom teacher to use teaching strategies, learning processes and assessment

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.



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

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** 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.

If a resolution is not agreed upon, the concern may be appealed further in step 9.

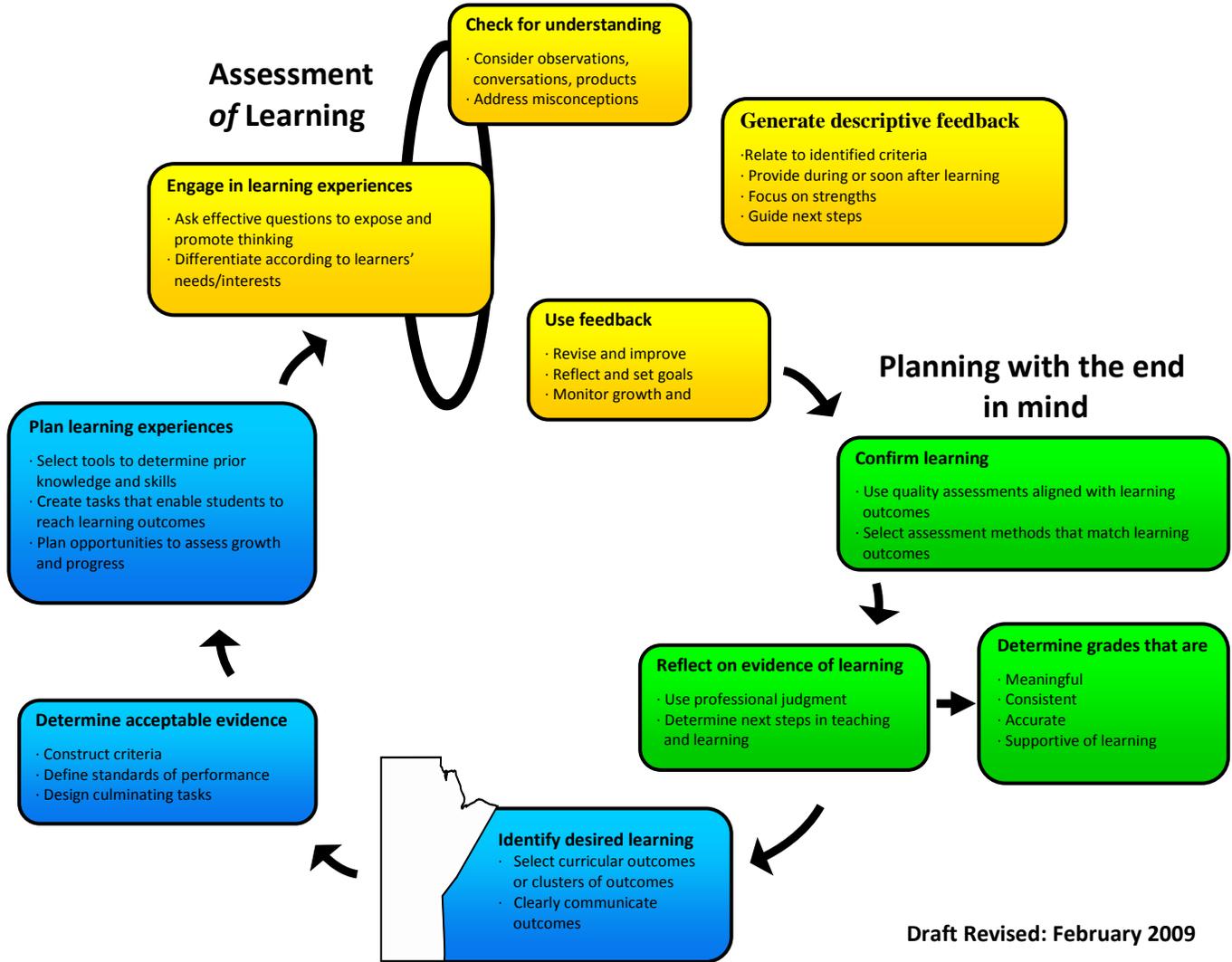
9. The Superintendent presents the concern and his/her suggested resolution to the Board of Trustees. At this meeting the *Academic Appeal Form* and all other documentation is used to outline the concern to ensure consistency.

10. The Superintendent, Principal, teacher, student, and parent will meet in-camera with the Board of Trustees at a regular School Board meeting to review the appeal.

Following this meeting a decision will be rendered in writing in **Section 5** on the *Academic Appeal Form* by the Board of Trustees within 10 school days. The decision by the School Board is Final.



ASSESSING AND COMMUNICATING STUDENT LEARNING



Draft Revised: February 2009



EXAMPLES OF TRIANGULATION

Observations	checklists of skill: reading, writing, listening, speaking observation charts	
	group work records	developmental continuum
	presentations/demonstrations	talk-alouds
	discussion records	
Conversations	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
Products	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



AP 3-401 – SUBSTITUTION OF CREDITS IN UNUSUAL SITUATIONS

BACKGROUND

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

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 3-500 – 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

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

- 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

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

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

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

PROCEDURES

- (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

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

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

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

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

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 3-800 – FIELD TRIPS AND EXCURSIONS

BACKGROUND

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

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

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

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

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

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

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

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

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

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

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

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

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 15th 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 30th 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 15th 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 15th, and the change of enrollment experienced in the identified program or grade level in the previous two school years between the dates May 15th and September 30th;
- 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 15th 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 ABSENCES AND EXCUSES

Under the provisions of the *Public Schools Act*, every pupil must attend regularly. The Principal has the authority to excuse students in the case of medical or dental appointments or sickness, or for any other acceptable reason, according to the policies established in each school.

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



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. Short-term suspensions

Adopted: August 2015



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 elementary and junior high schools. Principals of high schools may designate an area outside the building and on school property, subject to the approval of the Superintendent, where high school students may smoke.

Adopted: August 2015



AP 4-300 – POSSESSION AND USE OF CELLULAR PHONES AND ELECTRONIC DEVICES

Student possession and use of cellular phones, pagers, and other electronic signaling devices on school campuses and school buses, at school-sponsored activities, and while under the supervision and control of school division employees, is permitted under the circumstance described herein.

All students may use these devices on campus before school begins and after school ends. Students may use such devices during non-instructional time and during instructional time when authorized by the teacher for an instructional purpose.

Unless authorized by the teacher for instruction, these devices must be kept out of sight and turned off during the instructional program. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore unauthorized use is grounds for confiscation of device by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action.

The following are inappropriate uses of electronic signalling devices: harassment, threats, intimidation, electronic forgery, bullying/threats, invasion of personal rights, cheating on tests/exams, or other forms of illegal behaviour during the instructional and non-instructional day. Students are not to use material, text messaging or social networking to invade personal privacy or harass another person, or disrupt the instructional day, or engage in dishonest acts.

Exceptions to this policy may be granted by the school principal for purposes relating to the health needs of a student.

Adopted: August 2015



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

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

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

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

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

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

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

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

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.

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 this section 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 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. 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.
7. A pupil is responsible for complying with the student discipline and behaviour management policies of the school.



8. 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.
9. 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.

STUDENT SUSPENSION

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: for example, counselling, detentions, liaison with parents, and in-school suspensions. Nonetheless, when a suspension becomes necessary 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.

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;
- b) the length of suspension;
- c) the act or conduct for which the student is being suspended; and
- d) the terms of readmission to school including re-entry meeting and dates.

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) Develop categories of the reasons for which a student may be suspended.
- 2) Ensure that each suspension is categorized accordingly.
- 3) Ensure that the total number of pupils suspended and the duration of suspensions are tabulated for each category.
- 4) Offer and arrange alternative programming for students who are suspended for more than five days.



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 Supervisor of Operations must also be notified so that the student in question does not continue using the bus as a personal transportation service. The Supervisor of Operations will inform the appropriate Bus Driver of the student being suspended and duration.

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.

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.

A teacher who suspends a student from a class must promptly document and report the suspension to the Principal, who must keep a record of each suspension. The Principal shall ensure that the parent is promptly informed, by the teacher, with the reasons for the suspension.

If at any time the Superintendent is of the opinion that a teacher has repeatedly suspended an individual student from a class for reasons that are not justified, or has repeatedly exercised his or her right to suspend students in a manner or for reasons that are not justified, the Superintendent may recommend that the Board may limit or place conditions on the teacher's right to suspend either with respect to an individual student or generally. (M.R. 468/88-(40.3) (40.4))

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 16 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 Supervisor of Operations must also be notified so that the student in question does not continue using the bus as a personal transportation service. The Supervisor of Operations will inform the appropriate Bus Driver of the student being expelled.

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



AP 4-403 – 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



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. Students are not allowed to bring friends in the bus without a note from the parent or the principal. Arrangements are to be made with the bus driver a day in advance.
5. The driver may assign seats for which students will be held responsible.
6. Students shall be on time.
7. Unnecessary conversation with the driver is prohibited.
8. 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.
9. The use of tobacco, liquor, or non-medicinal drugs is prohibited.
10. Students must not extend arms or heads out of bus windows.
11. Student must not throw waste paper or other rubbish on the floor of the bus or out of the bus window.
12. Students must not try to get off or on the bus or move about within the bus while it is in motion.
13. When entering or leaving the bus, students must observe the directions of the driver.
14. 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.
15. Students shall not get on or off buses except at designated points, unless given written permission by the parent or guardian.
16. Students shall pass in front of the bus at stopping points if they have to cross the road or highway.
17. Students are prohibited from using radios of any type at any time on school buses.
18. 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.
- 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



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

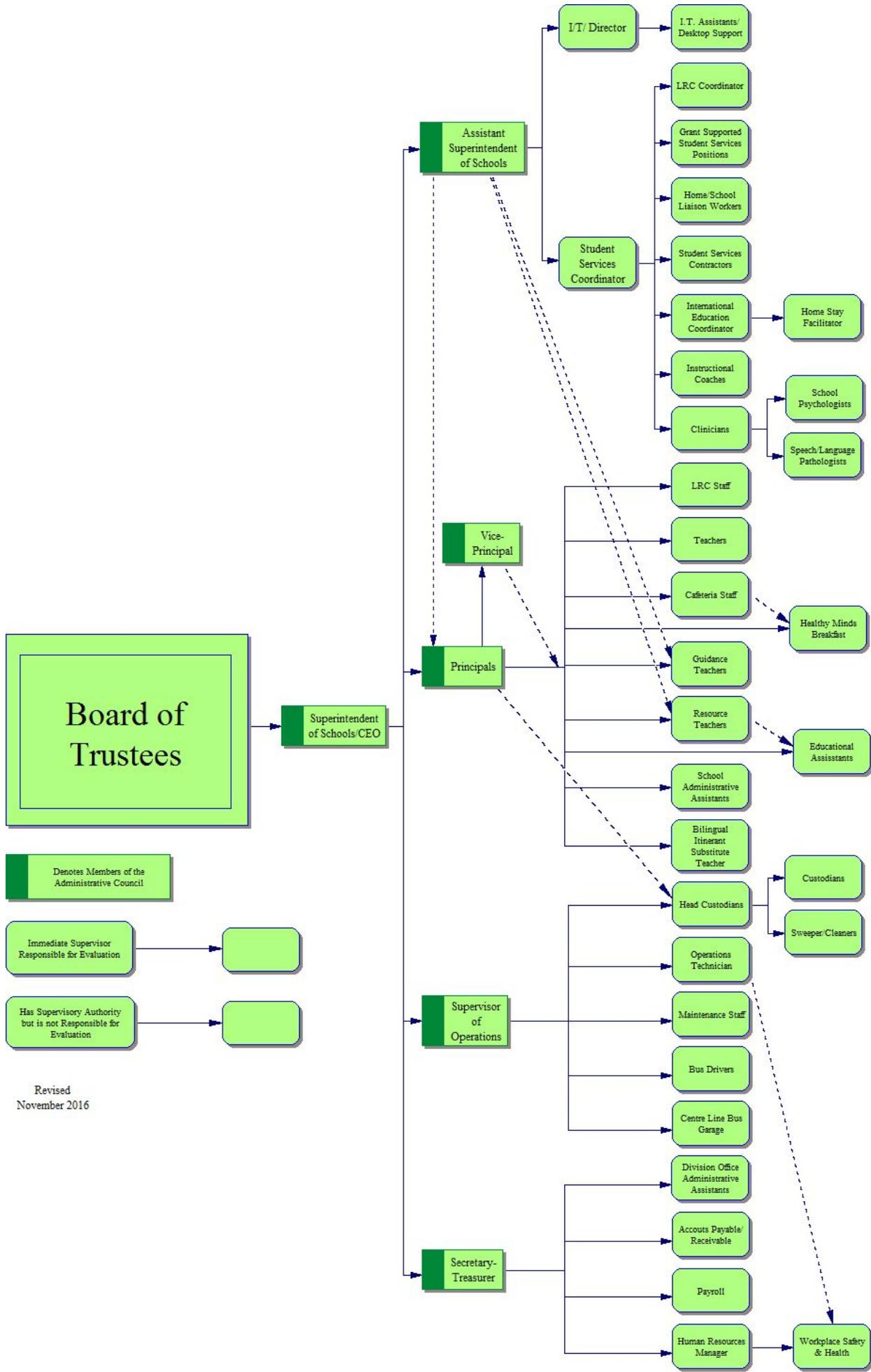
The Division's administrative organization is represented by a chart, (AP 5-101) that outlines the direction of authority and responsibility of all staff. Board policies direct all departments. The Superintendent of Schools is the Chief Executive Officer of the Board. It is the responsibility of the 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



Reviewed: November 2016



AP 5-200 – ASSISTANT SUPERINTENDENT

The Division believes that effective school division level administration is crucial to the delivery of the educational program.

The Assistant Superintendent is an integral part of the senior administrative team at the school division office, reporting to the Superintendent of Schools.

The Assistant Superintendent works closely with principals, clinicians, and resource teachers to support and promote the policies, initiatives and direction of Western School Division.

The Assistant Superintendent provides leadership in the areas of support services and curriculum. The assignment includes responsibility for special education and curriculum. By agreement, responsibility is taken for other specific initiatives and programs of the division.

In the absence of the Superintendent, the Assistant Superintendent assumes the role of educational leader in the division.

When a vacancy occurs, it is advertised internally and externally.

Adopted: August 2015



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 5-210 – 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 5-300 – 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 rest with 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 21:1 based on the program in which they are enrolled (Regular or French Immersion).
2. We recognize the intensive focus in primary grades to provide a good beginning to formal schooling. As a result, students in K to 4 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 the following:
 - a) K-4 ratio of .25 F.T.E. to 250 students
 - b) 5-8 ratio of .4 F.T.E. to 250 students
 - c) 9-12 ratio of .75 F.T.E. to 250 students
5. We recognize the extra demands associated with students for whom English is an additional language. Therefore, these students will receive an additional 20% weighting. Funding generated by the additional weighting may be used to purchase either teacher or educational assistant time, or some combination of the two.
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. To provide a comprehensive middle school program, students in 7 to 8 will receive an additional 7.5% weighting.
8. To provide a comprehensive high school program, students in 9 to 12 will receive an additional 7.5% weighting.
9. RRTVA non-resident students will be considered on a full time equivalent (FTE) basis in the allocation of teaching units to MCI. Similarly, RRTVA resident students will be deducted on a full time equivalent (FTE) basis in the allocation of teaching units to MCI during the term which they are receiving programming outside of Western School Division.



- 10. The final calculated allocation of teaching units to a school under these guidelines shall be rounded to the nearest tenth of a unit.
- 11. 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.
- 12. The final decision on the allocation of teaching units rests with the School Board 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 increased demands on administration resulting from increased enrolment and higher grade level students. Therefore, for the provision of administrative units, weighting will be given to students as follows:

Grades K-4 -- a weighting of 1.00

Grades 5-8 -- a weighting of 1.25

Grades 9-12 --a weighting of 1.50

- 2. Administrative units will be provided to schools based on total weighted student enrolment of the previous September and in accordance with the categories given below:

Weighted Enrolment Categories:	Administration Time:
Minimum Threshold	0.75 units
175 to 250	0.875 units
251 to 325	1.00 units
326 to 475	1.25 units
476 to 600	1.50 units
601 to 725	1.75 units
726 to 875	2.00 units
876 to 1025	2.25 units
1026 to 1225	2.50 units
1226 to 1500	2.75 units
1500+	3.0 units

- 3. The final decision on the allocation of administration units rests with the School Board.



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:

Minimum Threshold	1.00 units
250 to 300	1.25 units
300 to 400	1.50 units
401 to 575	1.75 units
576 to 725	2.00 units
726 to 875	2.25 units
876 to 1100	2.50 units
1001 to 1300	2.75 units
1500+	3.0 units

Procedures for the Allocation of Funding to Support Special Needs

General School Support: General School Support will be allocated on the basis of 1hour for every 60 students.

Level 2 students: The full Manitoba Education grant will be allotted to each Level 2 student. Additional funding to support Level 2 students will be allocated to schools according to the following formula:

The first 10 Level 2 students – Full Manitoba Education grant and additional funding to a maximum dollar amount of 5 hours/student;

The next 5 Level 2 students – Full Manitoba Education grant and additional funding to a maximum dollar amount of 4 hours/student;

More than 16 Level 2 students – Full Manitoba Education grant and additional funding to a maximum dollar amount of 3 hours/student;

Level 3 students: Funding will be allocated in accordance with the full Manitoba Education grant on the basis of 7 hours per day per student.

English as an Additional Language (EAL) students: Funding to assist with EAL students will be allocated as follows:

For Grade 1 to Grade 12 students, the equivalent dollar amount of one hour for every 5.5 students identified for government funding.

Students with Identified Speech/Language Deficits or Disorders: Funding will be allocated on the basis of the dollar equivalent of ten minutes per day per student for a specified period of time. Students will be identified by a division speech/language clinician as having a speech/language deficit or disorder requiring support to remediate.



French Immersion support will be allocated to schools from a division maximum dollar amount of 8 hours per day by the Student Services Administrator.

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.

Flexibility in Use of Special Needs Funding: 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

The allocation of School Library Units shall be based on student enrolment in accordance with the following formula:

Up to 350 students	1.00 units
351 to 475 students	1.25 units
476 to 600 students	1.50 units
601 to 750 students	1.75 units
> 751 students	2.00 units

Flexibility will be given to Principals to find the appropriate balance between Library Technician and Library Clerk time at the school based upon the above allocation.

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



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

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

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

- 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 DURING DAYS CLOSED DUE TO EMERGENCY CONDITIONS

All hourly paid employees shall receive their regular remuneration if schools are closed for emergency reasons. This procedure does not apply to any planned school closure or dismissal of students.

Adopted: August 2015



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

Western School District recognizes the importance that Professional Development and teacher learning has on improving student learning.

PROCEDURES

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 – BOARD RECOGNITION OF SERVICE

The Board recognizes the cumulative years of service in the division of both staff and trustees by presenting a service award at the annual Christmas banquet.

Recognition is based on eligible staff members completing 5, 10, 15, 20, 25, 30, or 35 years of service in the division, and trustees completing full terms of office.

ELIGIBILITY

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 June 30 of the year of presentation.
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 October 31st.
 - 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 offered a choice in the Award are responsible to notify the Division Office contact of their choice of award.
 - i. Quantities may be limited on some items due to availability. Limited quantity items will be awarded on a first come first served basis.
 - ii. If the employee does not indicate their preference of an award choice, the Division will present an award of its choice.
 - iii. For the 30 and 35 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	<i>Choice of:</i> Portfolio with WSD logo WSD Pride Wear Item
15	2	<i>Choice of:</i> School bell with engraving Globe with engraving
20	3	<i>Choice of:</i> Granite book ends Decorative ceramic plate with WSD logo Stained Glass Item
25	4	<i>Choice of:</i> Clock with engraving Watch
30	5	Unique gift (approximate value of \$200)
35	6	Unique gift (approximate value of \$300)

Reviewed: June 25, 2013



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

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

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

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

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

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

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

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

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

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

Procedure in development.

Adopted: August 2009



AP 6-300 – SCHOOL FEES

BACKGROUND

The Division may establish fees with respect to instructional supplies and materials.

PROCEDURES

- 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

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

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

- 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 the Board of Trustees.

TENDERING PROCEDURES

1. All tenders shall be submitted to the Secretary-Treasurer prior to being released to the suppliers.
2. Tender notices shall be advertised by the Secretary-Treasurer through newspapers, electronically or other media on dates sufficiently in advance of closing dates to permit interested suppliers to complete tender forms.



3. All tender advertisements shall be over the name and title of the Secretary- Treasurer. Where information regarding specifications or any other aspect of the tender may be known by a person other than aforementioned, that person's name and title may be contained in the public advertisement.
4. Tenders shall be returned to the office of the Secretary-Treasurer or other location as approved by the Secretary-Treasurer in "sealed" envelopes that identify the tender to which the supplier is responding. The date and time of the tender receipt must be noted on the envelope.
5. Tenders shall be opened in the Division Office or other designated location approved by the Secretary-Treasurer immediately following the tender closing time. At least two Division representatives must be present at the tender opening, one of which is the Secretary-Treasurer or designate.
6. All tender awards shall be approved by the Board of Trustees. During July and August, tenders may be approved by the Superintendent and Secretary-Treasurer in consultation with the Board Chair with the results presented to the next Board Meeting for formal approval.
7. All tenders received will be recorded and available for publication. The Division will advise all applicants of the disposition of the tender call within a reasonable period of closing of tenders.

Adopted: August 2015



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. Vendor charge account payment
2. Vendor payment on approved quotation
3. Division credit cards, issued to employees approved by the Board of Trustees
4. Pre-authorized bank withdrawals
5. Employee purchase and reimbursement
6. 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
1. Vendor charge account payment	<ul style="list-style-type: none"> • a purchase order is issued to the vendor describing the item to be purchased, general ledger code, quantity, and price. The PO is authorized by the administrator or designate • the administrator or designate approves the price and quantity invoiced by the vendor, and sends the approved invoice and PO (if applicable) to the division office for payment. • a cheque is issued to the vendor
2. Vendor payment on approved quotation	<ul style="list-style-type: none"> • administrators authorize a purchase based on a requested quotation for a product or service • 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. • a cheque is issued to the vendor
3. Division credit card	<ul style="list-style-type: none"> • receipts are assigned a general ledger code and attached to the applicable credit card statement. • the approved statement is sent to the division office. Payment is made through a pre-authorized bank withdrawal
4. Pre-authorized bank withdrawal	<ul style="list-style-type: none"> • the Secretary-Treasurer approves all pre-authorized payments • statements and invoices approved for pre-authorized payment are assigned general ledger codes by the appropriate administrator and entered into the accounting system



5. Employee purchase and reimbursement	<ul style="list-style-type: none">. administrators authorize employees to make purchases on behalf of the school division. employees attach receipts to expense claims. administrators approve and assign general ledger codes to expense claims and forward them to the division office for payment. a cheque is issued to the employee
6. Petty cash account	<ul style="list-style-type: none">. the Secretary-Treasurer approves all petty cash accounts. with the approval of the administrator, employees access petty cash for approved purchases. receipts for petty cash used and unused cash are brought back to the holder of the petty cash. receipts are given general ledger codes and entered on a petty cash worksheet. when petty cash requires replenishing, the petty cash worksheet is forwarded to the division office for payment. a cheque is issued to the petty cash fund

Adopted: August 2015



AP 6-500 – SCHOOL PROPERTY DISPOSAL

BACKGROUND

The Superintendent is authorized to dispose of books, computers and computer equipment, furniture, and other equipment classified as obsolete, unserviceable, or surplus.

PROCEDURES

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

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.

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, 2016

Outside the City of Morden	\$0.48/kilometre
Within the City of Morden	\$2.75/trip
Within the City of Morden – truck required	\$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

To ensure the health and safety of students and staff the following expectations and procedures are in place for commercial food service providers.

PROCEDURES

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

The Secretary-Treasurer shall develop procedures for maintaining Division inventories.

PROCEDURES

Procedure in development

Adopted: August 2011



AP 6-703 – TAX RECEIPTS FOR DONATIONS RECEIVED

BACKGROUND

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

Procedure in development

Adopted: August 2011



AP 6-704 – RECORDS MANAGEMENT

BACKGROUND

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

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

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

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

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

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.

CURRENT LISTING OF AVAILABLE GYM EQUIPMENT

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

- . 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

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

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

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	evening	\$100 minimum charge for first 3 hrs., & \$50/hr. for each additional hour			n/a
	Saturday	\$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	evening	\$50 for first 3 hrs., & \$25/hr. thereafter			n/a
	Saturday	\$50 for first 3 hrs., & \$25/hr. thereafter		n/a	n/a
Multi-Purpose Rooms	evening	\$75 for first 3 hrs., & \$40/hr. thereafter			n/a
	Saturday	\$75 for first 3 hrs., & \$40/hr. thereafter		n/a	n/a
Technology rooms	evening	\$50 for first 3 hrs., & \$25/hr. thereafter <ul style="list-style-type: none"> • Classroom room rental, plus \$1.00 per hour, per computer station used. • Require at least 2 weeks' notice and authorization of Technology Director. • There is a charge of \$40.00 flat rate, if Technology assistance is required for setup 			n/a
	Saturday	same as above		n/a	n/a
Home Ec. Room (MCI)	evening	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a	n/a
	Saturday	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a	n/a
Recreation Room (EMMS basement)	evening	n/a	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a
	Saturday	n/a	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a
Cafeteria (MCI basement; Room only, not kitchen)	evening	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a	n/a
	Saturday	\$50 for first 3 hrs., & \$25/hr. thereafter	n/a	n/a	n/a
Sundays	any room	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. 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. 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. 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 7-300 – 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

Persons who destroy, damage, or lose Division property either intentionally or through neglect will be held responsible for the cost of the property.

PROCEDURES

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 – WEATHER CONDITIONS AND 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.

Since weather and road conditions vary significantly Western School Division distinguishes between cancelling classes and closing schools.

BUS ROUTE AND CLASS CANCELLATIONS

If unacceptable weather and road conditions develop overnight that makes travel by school buses unsafe a decision is made by 7:30 AM, when possible, to cancel buses and classes. This decision is relayed to CKMW 1570, CFAM 950, CFYI 93.5, CBC 990, and CJOB 680.

The responsibility for determining the need to cancel bussing and classes rests with the Supervisor of Operations in consultation with the Superintendent. The Supervisor of Operations will inform the Trustee appointed for transportation of the rationale.

If unacceptable weather and road conditions develop during the school day where classes are already in progress, classes will continue and evening bus routes will be cancelled and rural students will be billeted in town. 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, the driver will notify parents of that route and the Supervisor of Operations. If any bus routes are cancelled and parents choose to transport their children to school, the parents will be responsible for transporting their children home after school.

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

The responsibility for determining the need to close all school division facilities due to weather and road conditions rests with the Superintendent of Schools in consultation with the Supervisor of Operations and the trustee designate for transportation.

Principals and Head Custodians, or designates, will attend to matters of safety at the schools.

PAY ISSUES ARISING FROM CANCELLING CLASSES

Senior Administration and School Principals are required to be at work if it is possible to do so.

Head Custodians are required, if possible, to be at the School at their normal starting time and will remain at the School for their regular shift.

Division Office support staff, computer technicians and maintenance staff shall report for work when they are able to do so. They shall be paid for the shifts for which they come to work. Those employees unable to come to work may access a leave of absence in accordance with Board policy or make up for lost time.



Teachers and Clinicians are expected to work at school if weather and road conditions permit traveling or at home if weather and road conditions are too dangerous and life threatening. In either case they will be paid their regular pay for this school closure day.

School support staff members (i.e. Administrative Assistants, Library Technicians, Home School Liaison workers, and Custodians) are expected to come to work if it is reasonable to do so. If weather and road conditions are too dangerous and life-threatening, they are not required to work. On this type of school closure day they will be paid. Those employees unable to come to work may access a leave of absence in accordance with Board policy or make up for lost time.

Cafeteria Manager, if required, will report to work and will be paid for the time worked. If deliveries are not being made the Cafeteria Manager will not report and will not be paid. All other cafeteria workers will not report to work and will not be paid.

Educational Assistants will not be required to report. Educational Assistants not reporting will not be paid.

Any staff members unable to attend work due to severe weather conditions are expected to report to their immediate supervisor.

Schools will be closed to all students on these days.

School buses will not operate on these days. Therefore, school bus drivers will not work, but they 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 rentals of our school facilities will be cancelled on these days.

In the event of adverse conditions arising during the course of the school day, schools shall remain open. Students shall not be transported prior to regular closing time. If adverse conditions persist beyond regular school closing time, transportation shall not be provided. Storm contact procedure shall be implemented at the school level.

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.

If local weather and road conditions where the employee resides are too dangerous and life-threatening for employees to come to work on days that school is in session, the employee must call the Superintendents Department at the Western School Division Office.



AP 7-511 – BUS ROUTE CANCELLATION PROCEDURE

Buses 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 Supervisor of Operations or his designate shall be responsible to initiate the route cancellation procedure upon the approval of the Superintendent or designate.

If unacceptable weather and road conditions develop overnight that makes travel by school buses unsafe a decision is made by 7:30 AM, when possible, to cancel buses and classes. This decision is relayed to CKMW 1570, CFAM 950, CFYI 93.5, CBC 990, and CJOB 680.

A cancellation may take place at any time if conditions deteriorate suddenly. In the case of late cancellation drivers should attempt to contact parents on their route.

When a decision to cancel is made notify the following:

Radio CKMW	- 325-9506 - This will cover CFAM and The Eagle CFYI.
Radio CBC	- 788-3217
Radio CJOB	- 786-2471 ext. 220 – newsroom **code word required
Can-Am Country	- 822-8000
CITI-TV/CHUM	-1888-640-6791
Stephen Ross	- 362-4667 (cell)

In the case weather conditions are unsafe for bus travel to occur during the school day, the billeting procedure will be put into place. If possible notify schools that billeting is being considered. Once the decision is made (preferably by 2:30 p.m.) all schools and the radio station must be notified.

Document reasons for cancellation and comments of those consulted in all cases of bus cancellation.

Revised: August 2016



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 School Bus Operator's Certificate 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:
- The staff, volunteers and/or service providers involved are suitably trained and qualified.
 - The students are adequately supervised over all aspects of the program/activity.
 - The location(s) used are appropriate and safe for the activity(ies) and group.
 - Equipment used has been inspected and deemed appropriate and safe.
 - A Safety Plan is in place to identify and manage known potential risks.
 - 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

- Mode of Transportation: _____ By: _____
- I accept this mode of transportation for this activity: Yes No
If no, specify alternative: _____
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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: _____

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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.
b) Have qualifications appropriate for the off-site activity.
c) Know the details of the off-site activity and their specific duties, responsibilities and authority prior to departure.
d) Exhibit positive behaviour and be an acceptable role model | e) Support and follow the school code of conduct.
f) Report any inappropriate conduct to the teacher-in-charge.
g) Adhere to the schedule or itinerary.
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 MANIFESTO 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 7-617 – 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



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