



Turtle River School Division - Administrative Procedure

Section I – Safe & Respectful Schools

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Philosophy of Safe and Caring Schools

In January 2014, Manitoba Education and Advanced Learning developed a Provincial Code of Conduct that all Manitoba Schools are required to follow. This mandate is in accordance with the new regulation as stated in Section 4 of the Appropriate Disciplinary Consequences in Schools Regulation 92/2013. The intent of this legislation was to support schools in responding to inappropriate conduct, including bullying and cyberbullying. This Provincial Code of Conduct sets out a range of appropriate disciplinary consequences that all Manitoba schools are required to follow. This document updates and amends the previous “Safe Schools Charter” legislation from June 10th, 2004.

Turtle River School Division has adopted this code of conduct in order to strengthen school-wide approaches to preventing, intervening in, and responding to violence and bullying, cyberbullying, and other unacceptable student behavior. This Policy has been developed in compliance with *The Public Schools Act, The Education Administration Act, Appropriate Disciplinary Consequences in Schools Regulation 92/2013 and Administrative Handbook for Schools*. Students need to be held accountable for unacceptable behavior while still allowing school personnel to exercise professional judgment. Applying appropriate disciplinary consequences as they are warranted promotes a positive approach to safety and belonging as part of a safe and caring school environment.

Philosophy of Safe and Caring School Environments

As citizens we all share a responsibility to work together to provide school environments where all students feel safe and respected, allowing for everyone to reach their full potential. In addition to the Safe Schools Code of Conduct, individual schools within Turtle River School Division are expected to continue the development of school based codes of conduct. School based codes of conduct must support the principles of the Safe and Caring Schools Code of Conduct.

Philosophy of Inclusion

Turtle River School Division is supportive to developing inclusion for all people in all of our schools. Turtle River School Division is committed in fostering inclusion by sharing the responsibility to work collaboratively with all citizens in providing school environments where every student feels safe and respected, thereby allowing him or her to maximize learning potential.

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Within this responsibility, the following principles are recognized and valued in ensuring safe and inclusive school environments for all:

- positive school cultures,
- respect, inclusion, fairness and equity,
- clear and consistent communication regarding expectations of conduct,
- social responsibility,
- peaceful problem solving that respects value for human diversity and human rights,
- understanding issues such as bullying, harassment and discrimination,
- fair and reasoned responses to incidents involving discrimination, harassment and bullying,
- interventions that repair harm, strengthen relationships and restore a sense of belonging,
- continuous improvement of policies, procedures and practice that promote, monitor and evaluate safe and inclusive school environments, and
- celebrating progress and achievements.

“Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.”

(Manitoba Education and Advanced Learning – Provincial Code of Conduct, January 2014, pg.1)

“In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.”

(Manitoba Education and Advanced Learning – Provincial Code of Conduct, January 2014, pg.1)

Definitions

Bullying is behaviour that is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress or other forms of harm to another person’s feelings, self-esteem, body or reputation and is to create a negative school/work environment for another person.

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Bullying takes place in a context of real or perceived power imbalance between people involved and is typically, but need not be, repeated behaviour.

Bullying may be direct (face to face) or indirect (through others) and it may take place through any form of expression – including written, verbal, physical – or by means of any form of electronic communication (referred to as cyberbullying), including social media, text messaging, instant messaging, websites or email etc. (Manitoba *Public Schools Act*)

Cyberbullying is bullying by means of any form of electronic communication, including social media, text messaging, instant messaging, websites, or e-mail etc.

Expulsion is the removal of a student from all schools of a school division permanently, at the discretion of the school board.

Preventative Practices involve the use of instruction and programs that focus on social responsibility and positive behaviour. Such approaches emphasize the collaborative development and teaching of clear behavioural expectations before conduct escalates into unacceptable behaviour.

Reasonable Accommodation is the school's obligation to address the special needs of students where these needs stem from the protected characteristics specified in *The Human Rights Code of Manitoba* and affect the individual's ability to access educational/school services or facilities; the measures to accommodate special needs will be reasonable and required unless they cause undue hardship due to cost, risk to safety, impact on others or other factors. (Manitoba Education and Advanced Learning)

Student In-School Suspension is the temporary removal of a pupil from a classroom, extra-curricular, out-of -classroom or transportation activity.

Student Out-of-School Suspension is the temporary removal of a pupil from attending school.

Unacceptable Conduct includes abusing another person physically, sexually, or psychologically, verbally, in writing, or otherwise. It also includes bullying another individual.

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Policy Statements

In Manitoba School Divisions, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation of a richer future for us all.

All members of the school community have a right to learn and work in a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated. All members of the school community have a responsibility to work collaboratively toward this end.

Turtle River School Division is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

Approach to Discipline

Turtle River School Division supports successful approaches for preventing and changing challenging behaviour. Common themes to a successful approach include the development of a positive school climate, a positive school-wide approach, team planning, community involvement, and professional support.

All schools are expected to engage in **preventative practices** – in other words, the use of instruction and programs that focus on social responsibility and positive behaviour rather than the need for negative consequences. This includes teaching the Manitoba curriculum and using such approaches as outlined in the Manitoba Education and Advanced Learning document *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying* (2005) or one of a variety of programs that build character and social responsibility. Such approaches emphasize the collaborative development and teaching of clear behavioural expectations. These focus on acknowledging students for meeting these expectations rather than punishing them for failing to meet them. Student self-control, problem solving, social responsibility and self-reliance are to be developed.

In addition, schools are expected to support the use of **restorative practices**, that aim to develop community and manage conflict and tensions by repairing harm and building relationships (e.g., conflict resolution or peer mediation programs, restitution, and restorative justice). **Restorative Practices** are fair and reasoned responses to conflict, tension and unacceptable conduct designed to repair harm, strengthen relationships and restore a sense of belonging.

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Working with Parents and Guardians

Teaching self-discipline is a shared responsibility that hinges on a cooperative approach between the school and parents/guardians. Students will feel safe when they see the adults from these two parts of their lives, school and home, come together to focus on their interests. When teachers and parents communicate regularly and work collaboratively, they are more likely to develop a degree of trust.

Schools and parents may disagree on disciplinary decisions. When positive approaches to resolving disagreements are used, there are opportunities to build strong working relationships and to set positive examples for our students. Parents are encouraged to contact their school any time they have a concern regarding a disciplinary matter. A process for appealing disciplinary decisions must be included in the school code of conduct (see **Appeal Process**).

Unacceptable Behaviour

The following conduct is unacceptable behavior and will be addressed in all cases. Unacceptable behaviour includes but is not limited to the following:

- Bullying/cyberbullying
- Harassment/discrimination
- Threats to self and others
- Gang involvement
- Possession of a weapon
- Possession or being under the influence of an illicit drug
- Inappropriate use of the Internet and electronic communication

School Code of Conduct

The Public Schools Act (PSA) requires that the principal of each school, in consultation with an ad hoc *Code of Conduct* parental advisory committee to establish a *School Code of Conduct*. Principals are required to ensure that the annual review of the school's code of conduct and emergency response plan is complete by October 31st of each academic year. The *Appropriate Disciplinary Consequences in Schools Regulation (92/3013)* requires the principal to ensure that disciplinary consequences for violation of the code of conduct are consistent with any directives from the Minister.

A school's *Code of Conduct* must include the following:

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- A statement that the school's *Code of Conduct* is based on the Guiding Principles and Policy Statements of Turtle River School Division Policy.
- A statement that students and staff must behave in a respectful manner and comply with the *Code of Conduct*.
- A statement that the following are unacceptable:
 - Abusing another student physically, sexually or psychologically, verbally, in writing or otherwise.
 - Bullying another student.
 - Discriminating on the basis of any characteristic set out in subsection 9(2) of *The Human Rights Code*.
- A statement that the following will not be tolerated on school sites:
 - Gang involvement.
 - Possessing a weapon, as “weapon” is defined in section 2 of the *Criminal Code* (Canada).
- A statement that students and staff must adhere to school policies respecting the appropriate use of:
 - The Internet, including social media, text messaging, instant messaging, websites, email and emerging communication technologies.
 - Digital cameras, cell phones and other electronic or personal communication devices identified in the code of conduct or the policies of the Board.
- The disciplinary consequences in as much detail as is reasonably possible of violating the code of conduct and the process for appealing disciplinary decisions.

The Public Schools Act requires all school board employees (administrative, teaching, educational assistants, bus drivers, etc...) or persons in charge of students (volunteers) who become aware that a student may have engaged in unacceptable conduct at school or at school-approved activities, to report the matter to the principal as soon as is reasonably possible. Where the principal believes that a student of the school has been harmed as a result of the unacceptable conduct, the principal must, as soon as is reasonably possible, notify the student's parents/guardians.

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Additionally, Bill 18 of The Public Schools Act has defined cyberbullying as a part of bullying and requires all staff members who become aware of cyberbullying are required to report the situation and to act upon it, even if it takes place outside of school hours. Cyberbullying may include one or more of the following: social media, text messaging, and instant messaging. All staff and students must adhere to the division's policies respecting the appropriate use of email, the Internet, digital cameras, and cell phones. Furthermore, the division has a Respect for Human Diversity Policy that promotes the acceptance of and respect for others in a safe, caring, and positive school environment as being inclusive to all students.

Rights, Responsibilities, and Authority Regarding Student Discipline

Rights and Responsibilities of Students

Rights

- To learn in a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated.
- To be accompanied by a parent or other adult to assist and make representations to the school board before a decision is made to expel.

Responsibilities

- To attend school and classes regularly and punctually.
- To comply with school and division discipline and behaviour management policies.
- To behave in a respectful manner and comply with the school code of conduct.
- To complete assignments and other related work required by teachers or other employees of the school division.
- To treat school property and the property of others who are employed at or attending the school with respect.
- To assume responsibility if he or she destroys, damages, loses or converts by an intentional or negligent act school or division property.

Rights and Responsibilities of Parents and Guardians

Rights

- To be informed regularly of the attendance, behaviour, and academic achievement of his or her child in school.

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- To be informed of the discipline and behaviour management policies of the school or school division and to be consulted before the policies are established or revised.
- To accompany his or her child and assist him or her to make representations to the school board regarding a suspension of more than five days or before a decision is made to expel the child.

Responsibilities

- To cooperate fully with teachers and other school/division employees to ensure their child complies with school/division discipline and behaviour management policies and the school's code of conduct.
- To take all reasonable measures to ensure the child attends school regularly.
- To assume responsibility with the child where school/division property is damaged, lost, or converted by the intentional or negligent act of that child.

(Note: Teachers and students whose personal property is damaged or lost may

bring action under The Parental Responsibility Act).

Responsibilities and Authorities of Teachers

- To model inclusiveness and respect for human diversity.
- To maintain a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated.
- To maintain order and discipline among students attending or participating in activities that are sponsored or approved by the school, whether inside or outside the school.
- To behave in a respectful manner and comply with the school code of conduct.
- To ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school are appropriate, given the frequency and severity of the disciplinary violation, and take into account the student's state of development.
- To report to the principal unacceptable student conduct while at school or at a prescribed school-approved activity as soon as reasonably possible*.
- To report to the principal as soon as reasonably possible that a student may have engaged in cyberbullying or been negatively affected by cyberbullying, whether it occurs during school hours or not*.
- To seize or cause to be seized and take possession of any offensive/dangerous weapon brought to school by a student and hand over same to the principal.

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- To suspend a student from the classroom for up to two days when a student engages in disruptive behaviour and suspension is the consequence for that behaviour under school policy or the school code of conduct (in-school suspension).
- To provide appropriate educational replacement activities when students are suspended including assessment of academic work completed.
- To promptly document and report a student in-school suspension to the principal.

**The duty to report to the principal also applies to employees of a school board, school division, or school district and persons who have care and charge of one*

Responsibilities and Authority of Principals

- To model inclusiveness and respect for human diversity.
- To maintain a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated.
- To establish, in consultation with the school's advisory committee, a school code of conduct for students and staff, and to review that code of conduct at least annually.
- To ensure that a school's discipline and behaviour management policies -including disciplinary consequences for violations of the school's code of conduct - are consistent with any Ministerial directives concerning appropriate disciplinary consequences for unacceptable behaviour.
- To supervise buildings and grounds during school hours, including safety, repairs, cleanliness, et cetera.
- To remove, or cause to be removed, persons from school premises who are causing a disturbance or interruption, trespassing, or who are present for a purpose not reasonably associated with the normal functioning of the school.
- To provide disciplinary authority over the conduct of each student of a school from the time the student arrives at the school until the student departs for the day, except during any period that the student is absent from school at the request of his or her parent or guardian.
- To provide disciplinary authority over students on their way to and from school, in terms of their conduct towards one another, while travelling to and from school on school division transportation, and while on school-prescribed activities.
- To ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school, are appropriate, given the frequency and severity of the disciplinary violation, and take into account the student's state of development.

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- To notify parents, as soon as reasonably possible, if the principal believes that a student has been harmed as a result of the unacceptable conduct.
- To suspend a student for up to one week for engaging in conduct that the principal considers injurious to the school environment.
- To inform the student's parent or legal guardian of the suspension and the reasons for the suspension.
- To give the superintendent, within one business day of a student receiving an out-of-school suspension, a written report setting out the pupil's name, the period of suspension, and a description of the disruptive behaviour for which the pupil was suspended.
- To keep a record of each suspension of a student.
- To develop categories of the reasons for which a student may be suspended, and to ensure that each suspension is accordingly categorized and that the total number of students suspended and the duration of suspensions are tabulated.
- To ensure that appropriate educational replacement take-home activities are provided when students are suspended including a plan for assessment of academic work completed outside of school.
- To ensure that educational programming is available to a student who has been suspended for more than five days.

Responsibilities and Authorities of Superintendents

- To model inclusiveness and respect for human diversity.
- To suspend a student from school for up to six weeks for engaging in conduct that the superintendent considers injurious to the school environment.
- To inform the student's parent or legal guardian of the suspension and the reasons for the suspension.
- To provide the school board with a written report setting out the student's name, the period of suspension, and a description of the disruptive behaviour for which the student was suspended.

Responsibilities and Powers of School Boards

- To model inclusiveness and respect for human diversity.
- To establish written policy* respecting the appropriate use of
 - (i) the Internet, including social media, text messaging, instant messaging, websites, and e-mail, and
 - (ii) digital cameras, cell phones and any other electronic or personal communication devices identified by the board.

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- To establish written policy on respect for human diversity and ensure that the policy is implemented in each school. The policy must promote and enhance a safe and inclusive learning environment, the acceptance of and respect for others, a positive school environment, and the training of teachers and other staff on bullying prevention and respect for human diversity. (Refer to Respect for Human Diversity Policy)
- To permit the student and his or her parent(s) or legal guardian(s) to make representations to the school board about a suspension of more than five days.
- To confirm or modify the suspension or reinstate the student after receiving such a representation.
- To suspend or expel any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment.
- To ensure that educational programming is made available for students under the age of 18 who are expelled.
- To limit or place conditions on the teacher’s right to suspend, either with respect to an individual student or generally, if the board is of the opinion that the teacher has repeatedly

- (a) suspended an individual student for reasons that are not justified, or
- (b) suspended students for reasons that are not justified.

**Appropriate-use policies may include provisions that prohibit accessing, uploading, downloading, sharing or distributing information or material that the school board has determined to be objectionable or not in keeping with the maintenance of a positive school environment. Sources: The Public Schools Act, The Education Administration Act, Appropriate Disciplinary Consequences in Schools Regulation 92/2013, and Administrative Handbook for Schools*

Appropriate Interventions and Disciplinary Consequences

The following interventions and disciplinary consequences emphasize positive and proactive strategies that foster student learning, as opposed to punitive and reactive strategies. Negative consequences may be necessary when other approaches to problem behaviour are unsuccessful; however, they are not effective when overused.

The principal must ensure that the school discipline and behaviour management policy, including the consequences for violating the school code of conduct, are consistent with these interventions and disciplinary consequences. The principal maintains the authority to determine which consequence is appropriate in a given situation.

Teachers and principals must ensure that interventions used are appropriate given the frequency and severity of the disciplinary violation and the student’s age or state of

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development. In every situation, when selecting appropriate consequences, school staff should be sensitive to any student who has been the victim or target of unacceptable behaviour, as well as to the student who committed this behaviour. Reasonable accommodation is required for students with exceptional learning needs that affect their behaviour, taking into account the student's ability to comply with disciplinary measures.

The following interventions and consequences may be applied as appropriate to the context, however, they do not need to follow the order they appear in this document. Principals and schools will need to make a decision using their judgment regarding the student's conduct and its severity. Additionally, principals and schools may expand upon the list of appropriate interventions and disciplinary consequences as long as they are consistent with the directive of the department of education.

Informal Discussion

A teacher or administrator speaks with the student to reach an agreement regarding the student's behaviour. Parent(s) may be contacted in some circumstances. Students who are 18 years of age or older must give their consent to contact parents.

Parental Involvement

Contact is made with the parent/guardian(s) to discuss the student's specific behaviour and the steps that must be undertaken to change it. The contact could vary from a telephone conversation to a formal conference at the school with parent(s), student, and school personnel.

Appropriate Interventions and Disciplinary Consequences – 'continued'

School Counsellor/Resource Teacher

A school counsellor and/or resource teacher meets with the student with the specific goal of developing a plan for changing attitudes and improving student behaviour. Parent(s) should be informed.

Formal Interview

A conference is held with the student, the teacher, and an administrator and/or school counsellor and the parent(s) to develop a plan for changing the student's behaviour. As one example of a plan, it may be useful to conduct a functional behavioural assessment to guide the development of effective positive interventions based on the function of the behaviour.

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Withdrawal from Classroom Setting

Where specific student conduct is deemed to have a negative impact upon the classroom-learning environment, the student is withdrawn to a supervised alternate location to complete his or her assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, parent(s) will be informed.

Removal of Privileges

Privileges such as access to the playground, cafeteria, library, extracurricular activities, and/or bus transportation are removed under certain circumstances. Parent(s) will be informed.

Detention

The student is detained at the school for specific unacceptable behaviour. Should a detention extend beyond regular school hours, parent(s) will be informed prior to the detention and parents will assume responsibility for transportation. If parents are not able to provide transportation alternative consequences will be assigned.

Appropriate Interventions and Disciplinary Consequences – ‘continued’

Restitution/Compensation

The student and/or parent(s) are required to compensate for damages incurred to school division property by the intentional or negligent act of a child. Such compensation may be monetary in nature, but could take alternative forms such as community service.

Behavioural/Performance Contract

In some instances, the student is required to meet specific behavioural standards in order to avoid more severe consequences. Such expectations are developed among the school, the parent(s), and the student. Outcomes are clarified in order to meet the behavioural standards agreed upon. Such an agreement is documented, with copies provided for all concerned parties.

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Student Services

A referral may be made to school division student services personnel who can assist school personnel in the remediation of inappropriate student conduct. Such involvement may include a level of counselling or clinical supports for the student that is beyond the school's capabilities. Parental permission must be obtained for assessments and/or interventions.

Outside Agency/Community Involvement

A referral to an outside agency or a community resource may be necessary to address a student's behaviour e.g., a physician, adolescent or adult mental health services, Addictions Foundation Manitoba, Aboriginal Elders, etc. In all cases, parental permission must be obtained.

Threat Assessment

The school will respond to all student threats to self or others through administrative action and/or school division threat assessment protocols or through critical incident preparedness plans. Outside agency and/or police involvement may be requested. Parent(s) will be informed. (Refer to Division Policy)

Appropriate Interventions and Disciplinary Consequences – 'continued'

Police Notification

Police notification does not mean that police will lay charges in every situation; however, police should be notified for serious incidents that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on the school environment. Parents will be notified unless police direct otherwise. The Superintendent will be notified within one business day of Police notification.

Student Suspension

Alternatives should be considered before suspension (e.g., classroom strategies, in-school alternatives, school-wide programs, and alternative and/or off-site locations).

- A teacher may suspend a student from the classroom for not more than two days, in-school suspension.

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- A principal may suspend a student from the classroom or other school activities and/or from school for not more than five days (in-school suspension and/or out-of-school suspension).
- A superintendent may suspend a student from the school for not more than six weeks.
- A parent and/or pupil may make a request to appear before the school board to make representations about a suspension.
- A school board may, upon receiving such representation, confirm or modify the suspension or reinstate the pupil.

Student Expulsion

A school board may expel from a school any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment.

Appeal Process

Appeals of Disciplinary Decisions

Students and parents must follow the school board's established appeal process. An appeal begins with the teacher who made the disciplinary decision, then to the school principal if not resolved, then to the superintendent of schools if not resolved, and finally to the school board. Exceptions are suspensions in excess of five days and expulsions; in these cases, the appeal goes directly to the school board. These are explained below.

Appeals of Suspensions

In the case of a student who has been suspended for more than five days, the school board must permit the student and his or her parent or legal guardian to make representations to the school board about the suspension. The school board may confirm the suspension, modify it, or reinstate the student.

Appeals of Expulsions

A student expulsion may be appealed to the school board. If a parent/guardian (or a student 18 years of age or older) wishes to appeal the board's decision, the school division's appeal process shall be followed.

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References

Manitoba Education and Advanced Learning — *Safe and Caring Schools, Provincial Code of Conduct, Appropriate Interventions and Disciplinary Consequences 92/2013*, January 2014, Pg. 1-14.

The Public Schools Act

The Education Administration Act

Administrative Handbook for Schools

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DEFINITIONS

- A. Workplace Safety and Health Division of the Provincial Environment and Workplace Safety and Health Department:
The provincial body responsible for administering the regulations of the Workplace Safety and Health Act.
- B. Safety and Health Officers:
Employees of Workplace Safety and Health Department, who are empowered to carry out workplace inspections and enforce regulations.
- C. The Turtle River School Division Workplace Safety and Health Central Advisory Committee: Turtle River School Division committee made up of appointed/elected representatives of the employer and workers of the division.
- D. Turtle River School Division Workplace and Health Inspection Team for work site: Work site inspection team made up of elected/appointed representatives of the employer and workers of the division who have a general responsibility for the overall safety and health in the workplace. In addition, the work site inspection team shall be responsible to inspect the work site as per guide G.
1. Worker representative
 2. Principal/supervisor
 3. Work site custodian
 4. Worker whose work station is being inspected
 5. Maintenance supervisor
- E. Safety or Health Concerns:
Any situation or condition that is deemed to be hazardous, or may become hazardous and adversely affect the safety or health of workers, students, and/or general public who may have access to school buildings or property which is under the jurisdiction of the Board of Trustees of the Turtle River School Division.
- F. Workplace Worker Representatives: The person elected/selected by the workers in a workplace to receive concerns.
- G. T.R.T.A. – Turtle River Teachers’ Association
- H. Board: The Board herein referred to is the Turtle River School Division Board of Trustees.

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- I. Worker: Is any person who is employed by the division or works in site or in training.
- J. Work site: A work site herein referred to is any location where Turtle River School Division personnel are required to perform their duties.
- K. Log Book: The log book shall contain “Concern Forms” for each workplace site. All entries in the log book shall be signed. The building administrator shall initial the log book to acknowledge that he/she is aware of the concern filed. It shall be kept as a permanent record in a room frequented by workers. It shall also contain inspection reports.
- L. Quorum: A quorum committee meeting shall consist of half of the members.

Objectives:

- To provide a means for workers and employers to work together in a reasonable and cooperative way to identify and resolve safety and health problems in the workplace.
- To develop practices and procedures that will provide for the highest possible degree of safety and health in the workplace.
- To develop education and training programs.

A. Central Committee Size:

Committee size takes into consideration the complexity of the workplace, and the total number of workers. It is desirable that members for the Central Committee are from different work sites.

- Employer members: the number of employer members is a maximum of five
- Worker members: the number of workers members is a maximum of five

B. Election/Selection of Turtle River School Division Central Committee Members:

- Employer representation shall be appointed by the board.
- It is desirable that worker representatives comprised from the following, and the term of the office shall be for a maximum of two consecutive years:
 - a) Two members – Turtle River Teachers’ Association
 - b) One member – secretaries, library clerks, teacher assistants
 - c) One member – mechanics or bus drivers
 - d) One member – Custodial staff

It is also desirable that the representatives be from various work sites.

- The employer chairperson shall be responsible for organizing and carrying out the election/selection for workers who are not represented by a union.

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Section I – Safe & Respectful Schools Workplace Health & Safety

(This election/selection shall take place between September 10 and October 10 of each year).

- Workers who are not represented by a union shall be responsible to elect/select a representative in case a vacancy occurs during the term. The employer shall assist non-union groups, when necessary, in the selection/election process.
- All the names of elected/selected members or resignations for the Central Committee shall be submitted to the Secretary-Treasurer, in writing, by the designated representative of each organization or group.

D. Meetings

1. One co-chairperson will be chosen by the employer. One will be chosen by the worker committee members. Chairing of the meetings shall alternate between the co-chairpersons.
2. Up to four meetings may be held between September and June. Meetings shall begin at 1:00 PM. Suggested meetings – October, December, February and May.
3. Agenda: Items are to be submitted to the division office. These should be accompanied by brief statements explaining the problem and suggestions for solution of same. Agenda should be mailed five days prior to the meeting.
4. New business items may be added to the agenda by the approval of the committee at the time of the meeting.
5. Members attending in-service on behalf of the committee shall submit written reports to the committee at a subsequent meeting. (Reports are not required if an entire committee attends the in-service).
6. A final signed copy of the minutes shall be circulated to all committee members. Worker representatives, school board members, Turtle River Teachers' Association executive members, senior administration and principals, within two weeks after the meeting. (the secretary shall keep one copy on file. The worker representative shall be responsible to place a copy of the minutes on the Workplace Safety & Health bulletin board). The Division Office shall forward a copy to the Provincial Branch of Workplace Safety and Health. The original copy shall be retained on file in the division office by the Secretary-Treasurer.
7. The division shall pay mileage to those workers driving vehicle to a central advisory committee meeting. Committee members are requested to pool transportation where possible.

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Section I – Safe & Respectful Schools Workplace Health & Safety

E. Procedure for handling concerns:

- a) Report the concern to the principal/supervisor.
- b) Concerns may also be forwarded directly to a worker representative if the person reporting believes this to be proper. If requested, the worker representative shall keep confidential the identity of the person who forwarded the concern.
- c) The worker representative, when contacted, shall complete the “Concern Form” or record the concern with the supervisor/principal as soon as it is reasonably practicable.
- d) The party presenting the original concern shall be notified of its disposition by the worker representative.
- e) If the concern is still not satisfactorily resolved, the worker representative shall bring the concern to the attention of the Central Advisory Committee with the recommendation for resolution.
- f) At this stage the employer co-chairperson shall inform the board of the recommendation made by the Central Advisory Committee.

F. Work Site Inspections:

In addition to the inspection of the plant, the work site inspections shall also address any aspects related to safety and health. The workplace shall be inspected on an ongoing basis by the designated person of the division, authorized government agencies, and the work site inspection team.

G. The worker representative in consultation with the immediate supervisor/principal shall initiate work site inspections. These inspections should be on going and completed in time to issue an inspection report to the Committee by February 15 of each school year. The inspection team shall consist of the following:

1. Worker representative
2. Building administrator
3. Custodian
4. The worker responsible for each area being inspected, and
5. A Workplace Safety and Health officer may be invited to assist on an inspection. The worker representative shall be responsible for writing the report.

H. Additional Annual Inspection by Workplace Safety and Health Central Advisory Committee Representatives:

The Turtle River School Division board may authorize inspections by members of the Workplace, Safety & Health Central Advisory Committee. This team shall include the following:

- A worker representative of the Central Advisory Committee
- An employer representative of the Central Advisory Committee

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Section I – Safe & Respectful Schools Workplace Health & Safety

- Work site custodian
- Immediate supervisor/principal
- Maintenance Supervisor
- Representative from provincial workplace safety & health may be invited
- The worker responsible for each area being inspected. (The worker representative shall be responsible for writing the reports. The worker and employer representative of the committee shall sign the final copy of the report.) The report shall be filed ten work days of the inspection date. This report shall be forwarded to the following;
- Members of the inspection team
- Central Advisory Committee members
- School board members
- Senior administration
- Provincial Workplace Safety & Health Division, and
- T.R.T.A. executive members

I. Workplace Worker Representatives:

To assure the attention is given to Workplace Safety & Health in each location, worker representative shall be elected/selected. The general responsibilities of the workplace worker representative are:

- Become aware of his/her duties and responsibilities
- Become aware of the general hazards and appropriate standards for safety and health in the workplace
- Initiate in cooperation with the building principal/supervisor the regular workplace inspections; include a copy of the report in the log book and forward a copy to the committee.
- Receive safety concerns from fellow employees, report the concerns to the principal/supervisor and participate with him/her in procedures to remedy the concern. (See section on procedures for handling concerns).
- Maintain the “Workplace, Safety & Health Log Book.” Place the minutes on the bulletin boards.
- Serve as a contact person for receiving and distributing Workplace Safety & Health information within the work site.

J. Election/Selection of Worker Representative for Work Site:

Worker representatives for schools shall be elected/selected. Elections of the worker representatives shall be held annually at a meeting attended by all staff including teachers, assistants, clerks and custodians. The worker representative for the division office and division garage shall be elected by the workers from the respective work site. The maximum term shall be two consecutive years. The number of votes shall be recorded for items on which a vote is taken.

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Section I – Safe & Respectful Schools

Workplace Health & Safety

K. Education and Training:

Arrangements may be made for a training program for committee members. Regulations provide for this training to be considered as part of the working day so there is no loss of salary. The committee may recommend certain persons to attend Provincial Workplace Safety & Health training seminars. Workers must submit their request for approval to the superintendent at least two weeks prior to leave.

L. Policy Amendment:

1. Policy manual shall be amended to reflect any change in the Act, the Regulations, and the Code of Practice.
2. Recommendation for policy amendment will be agreement by the majority of the Central Advisory Committee members.

M. Other:

1. Items of decisive nature shall be postponed to the next meeting at the direction of a co-chairperson. In the meantime the party making the point will put the item in writing and forward it to the division office and the item will be placed on the next agenda.
2. If a member misses two consecutive meetings, the committee shall be responsible to make proper arrangements for the replacement of the member.
3. This document outlines the procedures by which the Central Advisory Committee and all related activities to Workplace Safety & Health shall operate.

October 3, 1989, January 9, 1990

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Turtle River School Division - Administrative Procedure

Section I – Safe & Respectful Schools Accidents, Safety Program, and Building & Grounds Inspections

ACCIDENT REPORTS

The principal shall record and report all accidents on the accident report form and forward same immediately to the superintendent's office.

ACCIDENT PREVENTION AND PROCEDURES

Careful supervision is the responsibility of the principal and staff. They are to make certain that all precautions are taken to insure the safety of students at such locations as follows:

- a) sites where students board and disembark from buses
- b) hallways and classrooms
- c) gymnasiums
- d) playgrounds
- e) and any other locations where school activities take place

SAFETY PROGRAM

The principal of each school, with the co-operation of staff of that school, shall be responsible for the safety of the students. The staff of the school shall cooperate in this endeavor by reporting to the principal any conditions about the school and grounds which they see constitute a safety hazard.

The principal and staff shall promote and carry out such safety programs as they deem beneficial to the personnel of the school.

BUILDING AND GROUNDS INSPECTION

The principal, teaching staff, and custodian will take note of conditions within the school building or on the school grounds which are detrimental to the safety of the student or staff and shall report their findings to the secretary-treasurer or to any special officer appointed for that purpose by the school board or to any member of Workplace Safety & Health

December 1990

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Turtle River School Division - Administrative Procedure

Section I – Safe & Respectful Schools Hearing Screening (Employees)

1. All employees who work in high noise areas shall be required to take a hearing screening test prior to commencement of work. Therefore, they shall be tested on an annual basis.

Copies of these tests will be given to the employee and one copy shall be retained in the employee's file.

2. High noise areas shall include:
 - Industrial arts shop
 - Music/band rooms
 - Division garage
3. The onus is on the employee to request protective hearing devices. The request shall be made in writing to the immediate supervisor. The immediate supervisor will then forward this request to the administrative assistant.
4. The onus shall be with the employee to insure that an annual test is taken. The immediate supervisor shall be responsible to make arrangements for the test. All division employees may request to be tested when the hearing screening team is at the school. Copies of these results will be given to the employee but will not be retained in the employees file.

November 7, 1995 June 18, 1996

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Turtle River School Division - Administrative Procedure

Section I – Safe & Respectful Schools Fire Safety Plan

DRILLS

Fire drills shall be conducted at minimum 10 times per school year. Students and Staff must be able to evacuate the school in less than two minutes. Drills shall be performed as simulated events with alternate routes of exit being taken into account. The Principal shall document each drill evaluating performance of staff and students.

Original fire drill report is to be retained at the school and copy sent to division@trsd.ca.

IN THE EVENT OF A FIRE

Any staff discovering fire or smoke shall :

1. Immediately stop what you are doing
2. Pull the nearest fire alarm
3. Assign a staff member to call 911
4. Remove all persons from immediate danger
5. Report the fire to Principal, or call 911 if conditions require and/or injured are in need of medical assistance
6. Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes in accordance with your evacuation plan to the muster/assembly areas
7. Confine the fire by closing (not locking) doors and windows
8. Extinguish the fire providing it is safe to do so
9. Conduct a search of bathrooms
10. Take attendance, URIS binder, visitor sign in sheet and first aid kit
11. Take attendance to ensure all staff, students and visitors are accounted for.
Prepare list of missing students/staff for Fire Department.
12. Do not re-enter the building until ALL CLEAR has been given
13. In the event you cannot re-enter the building, proceed to your predetermined evacuation site

Once emergency services arrives (fire department), it is critical to follow the instructions of and cooperate with who has jurisdiction at the scene .

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Section I – Safe & Respectful Schools Fire Safety Plan

RESPONSIBILITIES:

Principal/ Head Teacher

1. Call or direct staff to call 911, to confirm the alarm is active, identify the school name and address, provide exact location of the fire or smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school muster/ assembly areas.
2. Activate the EVACUATION
3. Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes if conditions warrant and gather at muster/ assembly areas
4. Notify the School Division Office
5. Direct office staff to take visitor log, student sign-out sheet URIS binder and school floor plan to designated school command post
6. Designate staff to obtain student roll call from teachers and identify any missing students
7. Upon consultation with Superintendent, fire department and law enforcement officials, if necessary due to unsafe conditions or outside temperature direct an off-site evacuation to designated predetermined evacuation site
8. If relocation occurs refer to the Emergency Response plan for family reunification process
9. Do not allow staff and students to return to the building until the fire department or authority having jurisdiction over the scene has determined that it is safe to do so and has given the "All Clear"
10. Notify staff of the status of the emergency, if they can return to the building, and when normal operations can resume.

Teachers/ Staff/ Volunteers

1. Instruct students to immediately cease all activities
2. Take class attendance and any other resources relevant to the incident and

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Section I – Safe & Respectful Schools Fire Safety Plan

- lead students as quickly and quietly as possible out of the building to designated muster / assembly areas
3. Proceed to evacuate the building through designated exits. Use alternate escape routes if regular route is blocked or if there is a safety hazard
 4. Assist or designate others to assist students with functional needs
 5. Close the classroom door and turn lights out upon exiting and confirm all students and personnel are out of the classroom
 6. Lead students to designated muster / assembly area
 7. Take attendance at the muster/ assembly area ensuring eye contact is made with each student. Assign a student to "run" the attendance to the Principal or designate
 8. Report any missing students or Staff members and/or injuries immediately to the Principal and/or emergency personnel at the scene
 9. Keep class together and await further instructions
 10. All staff will remain with students until "All Clear" is announced by the Principal and/or designate then return to their classrooms

Custodians

1. Immediately stop what you are doing
2. Evacuate the building using the nearest escape route
3. Check in with Principal or designate
4. If it is safe to do so, proceed to the fire alarm panel and determine the source of the alarm
5. Do not silence the alarm as this will be done by the fire department
6. Wait for emergency service to arrive and direct them to the fire panel
7. Provide information on emergency shut offs and fire department connections
8. Support and cooperate with fire department
9. Return to muster/ assembly site to await instructions from the Principal or designate

Secretary

1. Cease all activities

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Section I – Safe & Respectful Schools Fire Safety Plan

2. Take staff log, visitor log, student sign-out sheet URIS binder and school floor plan
3. Evacuate the building using the nearest escape route and proceed to muster/ assembly area
4. Receive attendance from Teacher s or designate
5. Take staff attendance
6. Notify the Principal of any missing students, staff or visitors
7. Await further instruction from Principal

EA Staff with Students with Special Needs

1. Instruct students to immediately cease all activities
2. Proceed to evacuate the building through designated exits
3. Lead students to designated muster / assembly area
4. If needs require the use of an evacuation chair or blanket ask for assistance retrieving the device
5. Transfer the student to the device with a second adult and evacuate the school
6. Proceed to muster / assembly area and notify the Principal you are out of the building

Students

1. Immediately stop what you are doing
2. Cease talking
3. Line up, in an orderly fashion at the classroom door
4. Proceed to evacuate the school through designated exits
5. Proceed in a calm, orderly manner (no running or pushing)
6. Walk to designated muster/ assembly area in orderly fashion
7. Line up with homeroom teacher in designated spot at muster/ assembly area
8. Remain calm, quiet in designated spot
9. Respond in loud clear voice to report presence
10. Once the "All Clear" is given, re-enter the school in a calm orderly fashion

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Turtle River School Division - Administrative Procedure

Section I – Safe & Respectful Schools Reporting of Serious Accidents

REPORTING OF SERIOUS ACCIDENTS – GUIDELINES FOR SCHOOLS

When a serious accident occurs at a workplace, regulations require that an employer notify the Workplace Safety and Health Branch by the fastest means of communication available. Further no equipment or materials involved in a serious accident may be moved, unless it is necessary to release an injured person, or to avoid creating additional hazards.

The question often asked of Workplace Safety and Health is “How do you define a serious accident?”

The branch considers an accident to be serious if it results in any of the following:

- death
- internal hemorrhage
- loss of sight
- poisoning
- unconsciousness resulting from – concussion
- electrical contact
- asphyxiation
- amputation
- fracture of a major bone
- third degree burns
- any injury resulting in paralysis
- cuts requiring hospitalization or time off work
- any other injury likely to endanger life or cause permanent disability

As with any other employer, a school or school division must report any of the above serious incidents involving its staff or visitors. Further, a school or school division must report to the Workplace Safety and Health Branch any such injuries to students in the following areas of the school:

- science areas
- industrial arts areas
- vocational arts areas

The school or division would not be required to report to the Workplace Safety and Health Branch on situations such as the following:

- student violence toward other students
- student violence toward instructors or other staff
- fall injuries from playground equipment
- injuries in gymnasiums
- injuries in recreational activities (sports)
- slip and fall injuries outside the school

Copies of all reports are to be sent to the division office. All other division policies are in effect.

November 15, 1994

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Turtle River School Division - Administrative Procedure

Section I – Safe & Respectful Schools Freedom from Violence & Abuse

FREEDOM FROM VIOLENCE AND ABUSE POLICY

All employees and students within the Turtle River School Division No. 32 have the right to work and learn in a safe environment.

The school division and its employees have the responsibility to take those actions deemed necessary to maintain an environment free from physical violence and emotional abuse.

Physical abuse shall be defined as acts of violence against employees and or students. In cases where families or property is abused those cases can and should be reported to legal authorities.

Emotional abuse shall include, but not be restricted to the following:

- a) The aftershock of physical abuse
- b) Insults, obscene gestures, verbal abuse or intimidation tactics.
- c) Harassment defined as discrimination and/or prejudice, premised on race, culture, religion, ethnicity, gender, life style or physical appearance and/or disability.

Teachers and administrators have the responsibility and authority to maintain order and discipline in the school. (Public Schools Act 96©.)

Employees have a responsibility to treat students in a courteous respectful and non abusive manner. Also students have a responsibility to behave toward all divisional employees, agents within the school and other students in a respectful and non abusive manner.

The division has a responsibility to:

- a) Ensure the establishment of programs and supports to help employees and students practice preventative measures regarding abusive behavior.
- b) Ensure a response to both the victim and the aggressor as per form.
- c) Ensure that each workplace establishes procedures for dealing with incidents as they occur (see Appendix B, Policy Manual Emergency Preparedness Program) (In 1993 all schools in consultation with the stake holders, shall develop a code of behavior. Once the code is developed and adopted, all stake holders will be informed.

The division recognizes that incidences covered by this policy may result in physical injury, personal loss and/or long term trauma to a victim. The division may consider time off for personal counseling.

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Turtle River School Division - Administrative Procedure

Section I – Safe & Respectful Schools Procedure for Implementation of Abuse Policy

PROCEDURE FOR IMPLEMENTATION OF ABUSE POLICY

1. Each act of alleged violence is to be recorded on a report form no. P-31-I with a copy filed at the school and the school division office. A copy, signed by the superintendent, will be returned to the employee involved.
2. Procedures at each school shall provide for:
 - a) Notification, in writing, to the parent(s) or guardian(s) as soon as possible and their involvement, where appropriate, in dealing with the incident. (No later than 24 hours).
 - b) Part of the consequences should involve counseling, restitution.
 - c) "Due Process" (i.e. fair procedure, rights to appeal)
 - d) Safety of students and staff
 - e) A system of appropriate progressive consequences,
 - f) Notification of police when deemed necessary.

The general concepts of this policy apply to all people who enter the school premises or deal with school division personnel either in or out of school. School division personnel may fill out form P-31-I and submit it to the board. School personnel may remove abusers from the premises and may also take legal action against them.

November 23, 1993 amended February 21, 1995

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Turtle River School Division - Administrative Procedure

Section I – Safe & Respectful Schools Respect for Human Diversity

I-00

Philosophy

Turtle River School division supports the rights of human diversity and respects the rights and beliefs of all of our students and staff members. The Division respects the rights of all children to a safe, caring, and inclusive school environment. Turtle River School Division believes that when schools respect human diversity, they will respond to the differences among the members of their school communities in positive ways that benefit all learners and their families.

The Turtle River School Division values the following principles toward ensuring safe and inclusive school environments for all:

- positive school cultures
- respect, inclusion, fairness and equity
- clear and consistent communication regarding expectations of conduct
- social responsibility
- peaceful problem solving that respects value for human diversity and human rights
- understanding of issues such as bullying, harassment and discrimination
- fair and reasoned responses to incidents interventions that repair harm, strengthen relationships and restore a sense of belonging
- continuous improvement of policies, procedures and practices that promote monitor and evaluate safe and inclusive school environments; and
- celebrating progress and achievements

Definitions:

Bullying: is behaviour that is intended to cause fear, intimidation, humiliation, distress or other forms of harm to another person’s feelings, self esteem, body or reputation and is intended to create a negative school environment for another person.

Bullying takes place in a context of a real or perceived power imbalance between the people involved and is typically, but need not be repeated behaviour.

It may be direct (face to face) or indirect (through others), and it may take place through any form of expression – including written, verbal, or physical – or by means of any form of electronic communication (referred to as cyberbullying), including social media, text messaging, instant messaging, websites or email (Public School Act).

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

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Section I – Safe & Respectful Schools

Respect for Human Diversity

synonymous, as equity can be achieved through unequal means (Winnipeg School Division).

Discrimination: occurs when people are not treated based on their individual worth, but are instead treated differently based on stereotypes and prejudices and this results in a real disadvantage and barriers to equal opportunities.

- Discrimination often involves treating someone differently on the basis of a protected characteristic, such as ancestry, age, or religion.
- Discrimination may include failure to make reasonable accommodation for the special needs of any individual/group based on the protected characteristics under *The Code* (Manitoba Human Rights Code).

Human 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 gender identity, sexual orientation; age; ethnic origin; ancestry, culture; socio-economic status; religion; family status; mental and physical disability (Winnipeg School Division).

Gender Identity: refers to an individual's sense of self as "male", "female", or an identity between or outside those categories (Public Health Agency of Canada).

Harassment: is any behavior that degrades, demeans, humiliates, or embarrasses a person, and that a reasonable person should have known would be unwelcome. It includes actions (e.g. touching, pushing), comments (e.g. jokes, name-calling) or displays (e.g. cartoons, posters). Harassment can also take place electronically (e.g. text messages, email, or screen savers). *The Code* refers to harassment as a form of abusive and unwelcome conduct or comment made on the basis of any protected characteristic (Manitoba Human Rights Commission).

Prejudice: is a preconceived negative opinion and/or hostile belief about an individual or group formed beforehand or without knowledge often on the basis of stereotypes (Manitoba Human Rights Commission).

Stereotypes: are simplified or fixed belief (often exaggerated) that people have about what members of a group are like, without allowing for individual differences (Manitoba Human Rights Commission).

Sexual Orientation: is the term used to describe an individual's sexual, psychological and emotional feelings of attraction towards another person (Public Health Agency of Canada).

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Section I – Safe & Respectful Schools

Respect for Human Diversity

Undue hardship: sometimes accommodation becomes so difficult, it becomes unreasonable or an undue hardship. Some factors that determine whether reasonable accommodation to the point of undue hardship has been made include: financial costs, health and safety concerns, impact on other employees and service users and the impact on other protected rights (Manitoba Human Rights Commission).

Reasonable Accommodation: is the school's obligation to address the special needs of students where these needs stem from the protected characteristics specified in *The Human Rights Code* of Manitoba and affect the individual's ability to access educational/school services or facilities; the measures to accommodate special needs will be reasonable and required unless they cause undue hardship due to cost, risk to safety, impact on others or other factors (Manitoba Education and Advanced Learning)

Policy Statement

- A. Respect for human diversity: all members of the school community have the right to learn and work in safe and inclusive school environments that respect human diversity.
- B. Training for teachers and other staff: Turtle River School Division teachers and other staff will be provided opportunities for training and professional development that increases their capacity to teach and support students on issues regarding human diversity, including areas of sexual orientation and gender identity.
- C. Accommodation of student activities/organizations: Turtle River School Division will accommodate students who want to establish and lead activities and organizations that promote areas of human diversity by ensuring all activities/organizations:
- are run consistently and in compliance with school division policies
 - are open to all students who wish to participate in an appropriate manner
 - where appropriate and when requested the use of "gay-straight alliance" will be allowed.
 - submit a written proposal to school administration and appropriate school staff, counsellors, etc... that includes:
 - assessment of school climate, possible obstacles and rationale
 - purpose and goals
 - procedures, including frequency of meetings, group rules/guidelines
 - space requirements and other required resources, including support of school staff members

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Turtle River School Division - Administrative Procedure

Section I – Safe & Respectful Schools

Respect for Human Diversity

- that require involvement and/or intervention of outside agencies (such as CFS or law enforcement) is sought at the earliest opportunity

Roles and Responsibilities

- **Department of Education** – provide information, training and feedback to school boards and school division staff to support them in the development and implementation of human diversity policies.
- **School boards** – are responsible for establishing a respect for human diversity policy, in consultation with its communities and stakeholders, which complies with the legislation. The board is also responsible to ensure, regular policy review.
- **Turtle River School Division** plays a leading role in overall policy implementation, promoting respect for human diversity and communicating policy expectations to staff, students, parents, and community. This includes enhancing divisional materials and resources, and providing training and professional development for teachers and other staff on areas of human diversity. Divisions set standards for student conduct and develop procedures and protocols for addressing unacceptable conduct or discrimination.
- **School Administrators** – play a leadership role at the school level in promoting safety and acceptance to ensure a safe and inclusive school environment. Principals communicate and reinforce expectations of respecting human diversity policy to teachers and other school staff members and encourage their participation in professional development and training on human diversity and related topics. Principals hold those who disrespect human diversity accountable by following established processes and protocols and maintain appropriate records at the school.
- **Teachers and other staff members** – model inclusiveness and respect for human diversity and play a key role in communicating and reinforcing expectations of respecting human diversity policy to students. They support students on issues of human diversity and empower them to treat each other with dignity and acceptance. Under the legislation, teachers and school staff members have an expanded duty to report matters of cyberbullying to the principal, whether it is believed to be happening at school or outside of regular school hours. Participation in professional development and training is essential in ensuring teachers and school staff members have the tools and knowledge they need to deal appropriately and effectively with sensitive student issues regarding human diversity.

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Section I – Safe & Respectful Schools

Respect for Human Diversity

- **Students** – have the responsibility to monitor their own interactions and conduct in ways that ensure a welcoming, safe and inclusive school environment; particularly toward those previously identified as being at higher risk for bullying discrimination.
- **Parents and guardians** – play an important role in their children’s understanding and respect for human diversity. Parents have the responsibility to encourage their children to conduct themselves in ways that contribute to a safe and inclusive school environment.

Dealing with Discrimination

As a provider of educational services, Schools and School Divisions are expected to comply with *The Human Rights Code of Manitoba* and the *Canadian Charter of Rights*. Turtle River School Division will respond to the incident under the appropriate authority. If the incident originates with a student or students, the Division/School Code of Conduct will apply. If the incident involves school or school division staff, or complaints from the public, the Turtle River School Division policy will apply. All bullying incidences must be reported to the school principal by a school employee or a person in charge of pupils during school-approved activities. They must make a report to the principal if they think a pupil has engaged in or is negatively affected by bullying or cyberbullying. The school principal will document the reported incident and appropriate steps will be followed according to division policy in regards to this behavior. Timely and appropriate responses are important in reassuring students and school staff members that issues of discrimination are taken seriously and appropriate consequences for *unacceptable conduct* are in place. The division and provincial Code of Conduct for schools identify conduct that is unacceptable and outline appropriate consequences for said behavior. If the incident involves school or school division staff members, or complaints from the public, then division policy will apply.

Policy Review and Evaluation

The Turtle River School Division will identify and collect relevant data and monitor implementation to inform future policy refinements and evaluate the impact of this respect for human diversity policy. Data collection areas will be continually compiled from a variety of areas such as;

- Teacher and other staff member participation in training and professional development
- Reports of unacceptable conduct, bullying, cyberbullying, discrimination, or harassment regarding issues of human diversity; and

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Section I – Safe & Respectful Schools Respect for Human Diversity

- Student led activities or organizations created in schools, including “gay-straight alliances”

References

Policy Framework has been based on the *Developing a Human Diversity Policy – A Support Document for School Boards and Funded Independent Schools*, Manitoba Education and Advanced Learning. This Framework is based on the seven guiding principles of the *Equity and Inclusive Education Strategy*, Ontario Ministry of Education and the principles from British Columbia’s, Ministry of Education – *Diversity Framework*. Guiding principles and definitions are based on established definitions from the following:

- *The Human Rights Code, Bill 18 – The Public Schools Amendment Act,*
- *The Public Schools Act,*
- *Manitoba Human Rights Commission,*
- *The Public Health Agency of Canada,*
- *Winnipeg School Division Policy, and Manitoba Education*

Resolution # 6 April 8, 2014

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Section I – Safe & Respectful Schools Covid-19 Testing of Staff & Visitors Policy

I. POLICY

The Turtle River School Division herein after referred to as “Division” is committed to upholding its statutory obligations to provide a safe environment to all pupils who attend our schools, all employees who work in our facilities, and all members of our community who volunteer or visit our schools (Public Schools Act 41(1); Workplace Safety and Health Act 4(1) & 4(2)).

On August 24, 2021, Manitoba Public Health announced its intention to introduce new Public Health Orders that would compel all employers providing services to vulnerable populations (including children) to observe the implementation of mandatory collection of proof of full vaccination or mandatory testing of all employees and school site visitors having direct contact with children. These Orders have been published on September 24, 2021.

On September 2, 2021, Manitoba Education published additional directives pertaining to “immunization and testing requirements” that serve to operationalize the mandatory collection of proof of full vaccination or mandatory testing of all employees and school site visitors having direct contact with children.

This policy is one component of a comprehensive [pandemic response plan](#) that aims to:

- ensure a successful return to in-school learning, uninterrupted by COVID-19 outbreaks;
 - reduce transmission of COVID-19 in the Division’s schools and facilities; and
 - mitigate the risk of severe COVID-19 outcomes among individuals in our schools, particularly those individuals who are unable to be vaccinated due to legitimate medical, personal or religious reasons or for whom vaccines are not currently approved, notably children born after December 2009.
-
- In accordance with the September 2, 2021, directives published by Manitoba Education on “immunization and testing requirements” (https://manitoba.ca/asset_library/en/proactive/20212022/orders-soe-08272021.pdf) educational workers including teachers, educational support staff, school administration staff, custodial staff, bus drivers, child care staff working in school-based early learning and child care facilities, clinical and health care related occupations in schools; volunteers; and post-secondary practicum students, are

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required to provide proof of full vaccination or submit to testing “up to three times per week.”

To comply with these requirements and the Public Health Order issued on September 24, 2021, the Division has developed these policies, subject to the **GUIDELINES** and **PROCEDURES** below, providing that all of its employees and/or volunteers who have direct contact with pupils in the Division must undergo testing up to three times per week or provide proof of full vaccination.

Additionally, the Division mandates that all school trustees/board members and visitors who have direct contact with vulnerable populations (including children) are, at the discretion of the Division, required to submit proof of full vaccination prior to entry to school properties where children may be present and/or, at the discretion of the Division, to undergo testing up to three times per week, in order to enter a Division facility. For clarity, the Division may, at its discretion, require those school trustees/board members and visitors who attend a divisional facility on an irregular basis, to have conducted and received a negative test within 48 hours prior to their attendance at such a facility.

For the purposes of this policy, “fully vaccinated” shall mean individuals who have received both doses (any combination) of an approved two dose COVID-19 vaccine (AstraZeneca, Pfizer, Moderna), or a single dose of an approved single dose COVID-19 vaccine (Janssen/Johnson & Johnson) with more than 14 days having passed since the final vaccination was received, which definition shall be subject to ongoing amendment and compliance with the Manitoba Public Health definition of “full vaccination” which may exceed the current dosage definition.

II. GUIDELINES

Staff/Volunteer

S

- A. All persons employed or engaged by the Division as of October 4, 2021 - including casual, term, and permanent employees—are asked to disclose and provide proof of full COVID-19 vaccination status by October 4, 2021, to their Principal or Supervisor.
- B. Employees and volunteers who are not fully vaccinated against COVID-19 or who do not disclose their COVID-19 vaccination status
 - a. will be required to undergo COVID-19 testing up to three times

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per week until they have provided proof that they are fully vaccinated.

New Employees and Volunteers

- A.** All persons offered casual, term, or permanent employment, or engagement as volunteers in the Division after September 2, 2021, will be required to disclose and provide proof of full COVID-19 vaccination status at the time of hire or engagement. Newly hired employees or volunteers who are not fully vaccinated against COVID-19 will be required to undergo COVID-19 testing up to three times a week, until they have provided proof that they are fully vaccinated.

Accommodation

- B.** Notwithstanding the foregoing and consistent with its human rights obligations, the Division will duly accommodate employees who are legally entitled to accommodation to the point of undue hardship. All employees requesting accommodation must participate in the accommodation process and provide reasonable and necessary information requested by the Division related to the accommodation request, failing which the Division may be unable to provide any accommodation.

Visitors

- C.** A visitor is defined as anyone other than:
- a. a Divisional employee assigned to work at the school or facility;
 - b. an itinerant Divisional employee whose duties require them to attend the school or facility;
 - c. an employee of an organization or person affiliated with an organization that leases space from the Division in the school or facility, unless requirements or Public Health Orders expressly direct a different standard or timeline be applied to the employees or affiliates of the organization; who has direct contact with vulnerable populations, including children.
- D.** For greater clarity, public health and safety, social welfare and/or emergency response personnel (such as police officers, first responders, social workers or public health nurses) performing duties in scope of their legal authority or professional responsibilities may still attend schools to carry out their duties. These personnel must however, at all times must maintain compliance with general safety measures, when applicable and warranted. These general safety measures include: mandatory use of medical masks when in the presence of pupils in indoor

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settings; maintaining physical distancing; proper hygiene measures, such as frequent handwashing and hand sanitization; self-monitoring for symptoms of COVID-19; and self-isolating or staying at home when sick.

Policy Review

- E. This policy will be reviewed and will be revised or rescinded, as established requirements, Public Health Orders and/or conditions warrant.

III. PROCEDURES

- A. The Division will accept as proof of COVID-19 vaccination status the digital or physical version of the [Manitoba Immunization Card](#). Other forms of proof will be assessed by the Division according to question 1 from the September 7, 2021 guidance provided by the Manitoba School Boards Association.
- B. Collection of personal health information will comply with the provisions of the [Personal Health Information Act](#), [Turtle River School Division Policy](#) and
- C. [FIPPA and/or PHIA as appropriate](#)– [Collection and Use of Data](#).
- D. Personnel responsible for hiring new employees or engaging new volunteers will verify the full vaccination status of applicants.
- E. Employees and volunteers required to submit COVID-19 test results up to three times per week, as per **GUIDELINES B** and/or **C**, must do so according to the schedule determined by the Division, prior engaging in direct contact with a pupil.

An employee or volunteer who is not at work or not on site on a day that they are scheduled to provide their test result, must provide it the day of their return to work or to the facility, prior to entering a school facility and/or prior to entering into direct contact with a pupil.

For the purposes of **GUIDELINES B** and **C**, the Division will accept the results of:

A self-administered rapid test as defined by the Division (see Administrative Protocol: COVID-19 Rapid Testing of Staff).

An employee or volunteer receiving a positive test result following such a test must:

- i. attend a Province of Manitoba Testing Site for a confirmatory test;
- ii. isolate and follow the advice of public health; and

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- iii. return to work upon the advice of public health.
- F.** Requests for accommodation for the exemption of COVID-19 testing must be accompanied by the information required by **GUIDELINE D** and will be reviewed by the Division.
- G.** The Superintendent of Schools will:
- closely monitor the requirements and recommendations of the Department of Education, Manitoba Public Health and the Governments of Manitoba and of Canada,
 - advise the Board of any changes in circumstance which may impact the need and/or application of this policy,
 - recommend policy revisions, including rescindment, for the Board's consideration in accordance with the [Division Policy Process](#).
- H.** Any breach of this Policy by a Divisional employee or volunteer, including the provision of false and/or misleading information, may result in discipline, up to and including termination of employment or revocation of volunteer privileges.
- I.** Any breach of this Policy by a visitor, including the provision of false and/or misleading information, may result in revocation of visitation privileges.
- J.** Consistent with the Division [Disciplinary Policy](#)
- K.** The Board authorizes the Superintendent to modify the policy on an interim basis to comply with emergent Public Health Orders, guidance received from a relevant authority or other situations, subject to the conditions below:
- Any interim modification to the policy made by the Superintendent will take effect immediately.
 - The Superintendent shall, within forty-eight (48) hours, inform the Chair and Vice-Chair of any interim modification made to the policy.
 - The Superintendent shall, at the next regular meeting of the Board, inform the Board of any interim modification made to the policy and recommend formal adoption of the modifications.
 - Actions taken by the Superintendent are subject to Board review.
 - Actions taken by the Superintendent shall be consistent with the overall policy of the Board.

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ADMINISTRATIVE PROTOCOLS

This Administrative Protocol outlines procedures related to COVID-19 testing of staff, volunteers or visitors. These procedures apply in situations where an employee, volunteer or visitor is required to submit COVID-19 test results under [Policy Mandatory COVID-19 Testing of Staff and Visitors Policy](#). In accordance with **GUIDELINE G** of the aforementioned policy, these procedures are subject to change based on the advice of public health officials.

In order to reduce the risk of transmission of COVID-19 in Division schools and facilities, the Division may restrict visitor access to buildings and/or, at divisional discretion, determine whether and which visitors must comply with the requirements. At the discretion of the Division, beginning October 18, 2021, to attend at the premises of the Division,

1. Prior to the commencement of the workday and/or prior to entering into direct contact with a pupil, an employee, visitor or volunteer that has not provided proof that they are fully vaccinated must self-administer a COVID-19 rapid test, or other test as specified by the Division, up to three times per week according to the schedule determined by the Division. At the discretion of the Division, employees and/or volunteers or visitors may be provided all testing supplies.
2. When rapid testing is specified by the Division as the testing method, three rapid tests must be self-administered each week for all persons who work or volunteer on a full-time basis, of which a minimum of one rapid test must be self-administered on-site at each school or division building with designated test supervision. The schedule of on-site self-administration will be determined by the Division. Sample schedules for employees working or volunteers being engaged daily:
 - i. On-site – Wednesday; at home – Friday & Monday

As per 2i above, at the discretion of the Division, employees, visitors and/or volunteers may be required to undergo supervised on-site self-administration on a more frequent basis.

3. The period of time between the self-administration of tests will not exceed 48 hours during the week, and self-administration of tests will not exceed 48 hours prior to engaging in direct contact with pupils, whichever is applicable to every employee, volunteer, or visitor.

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4. Should an employee, volunteer, or visitor fail to undergo rapid testing within 48 hours prior to engaging in direct contact with pupils, they must not attend the workplace or facility and, for all employees and volunteers, must immediately notify their principal/supervisor or other person designated by the Division.
5. Appointments for on-site self-administered testing must be made in advance. Appointments must be scheduled prior to the beginning of the employee's workday or volunteer's engagement and, when applicable, allow for travel time from the test site to the school facility. Walk-ups are not permitted.
6. Supervised on-site self-administered testing will take place at Each School or Division Office. Employees and/or volunteers are to arrive at scheduled appointment times, not earlier. Employees and/or volunteers will observe physical distancing while waiting, don a medical mask upon entering, perform hand hygiene upon entering, self-monitor for COVID-19 symptoms before attending the onsite supervision, and self-isolate when sick.
7. An employee who is not at work, visitor, or a volunteer who is not on site, on a day that they are scheduled to self-administer the rapid test on-site, must cancel their appointment as far in advance as possible and notify the School Principal or Superintendent. The employee and/or volunteer is required to schedule another appointment on the day of their return to the school facility, prior to entering the school facility and/or prior to entering into direct contact with a pupil.
8. Testing will not occur during periods of extended leave (one week duration or longer), but testing must resume no more than 48 hours prior to returning to the workplace and/or facility.
9. The results of self-administered tests conducted at home may be subject to verification by the Division. Home test results must be recorded on the form provided under Part IV of the September 11, 2021 memorandum issued by the Manitoba School Boards Association or any other attestation or verification form that a Division may have developed and provided for purposes of verification.
10. The Division will designate test supervisors for supervision of self-administered on-site rapid testing of employees and volunteers.
11. At all times, on-site rapid testing is to be self-administered by those

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employees or volunteers who are subject to mandatory testing requirements. Test supervisors must not themselves administer tests.

12. The test supervisor will:
 - i. monitor on-site self-administration of rapid tests by employees;
 - ii. ensure that the sampling and testing procedures are completed effectively and in keeping with guidelines;
 - iii. verify and witness rapid test results;
 - iv. respect employee or volunteer privacy and confidentiality as required by [Division Policy](#).
 - v. provide direction to supervised employees or volunteers regarding the safe, on-site disposal of completed test units;
 - vi. receive training on and implement applicable workplace safety and health protocols, including those related to handling and disposal of hazardous and/or medical waste; and
 - vii. wear required personal protective equipment as provided by the Division (i.e., medical mask, procedural or surgical eyewear and/or face shield, impermeable latex gloves, and medical gown).

13. Should a rapid test yield positive results—whether conducted at home or on site, the employee or volunteer must leave their workplace as soon as it is operationally safe to do so, if they are tested at their workplace or must not attend their workplace, if they are tested at a location that is not their workplace.

14. The employees or volunteer bears the responsibility to immediately self-isolate and should seek confirmation of test positivity by completing a Polymerase Chain Reaction (PCR) COVID-19 test at the nearest Provincial testing site, at the earliest possible time.

To be clear, the Division is not responsible for reporting positive test results to Public Health, based on an at-home or on-site rapid test. If the employee's or volunteer's PCR test confirms positivity, public health notification and contact tracing measures will be operationalized.

15. An employee or volunteer who has tested positive must not return to their workplace until:
 - i. They provide proof of a negative PCR test, or
 - ii. Written notice from public health official that authorizes them to return to their workplace; or
 - iii. Ten (10) days have passed since they tested positive on a rapid

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COVID-19 test.

16. The Division will provide for secure retention, retrieval and destruction of all records, in compliance with privacy, confidentiality and all safeguards concerning the protection of personal health information as specified by the [Personal Health Information Act](#), and as per [Division Policy](#) regarding the Collection and Storage of data.

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