



Turtle River School Division

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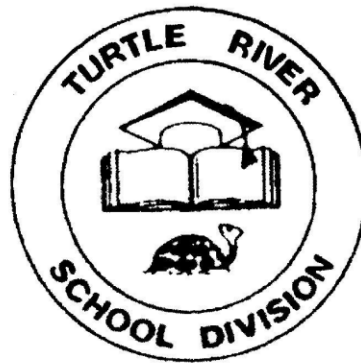


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Division Logo



Division Slogan

“Learning Today For Tomorrow”

Reviewed January 2009

"Learning today for tomorrow"



Turtle River School Division Policy Statement

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Section Instructional

PHILOSOPHY OF EDUCATION

The main objectives of an educational system should be to preserve and extend the democratic way of life and to develop each individual to his/her highest potential. Schools shall try to meet the needs of the student in the changing society in which they live by developing the student's affective as well as cognitive domain. Students will be challenged to communicate effectively, problem solve, think critically and independently, obtain knowledge, develop skills and positive attitudes which are essential for sound decision making.

The outcomes to be achieved for the individual are: a sound moral character, physical fitness, appreciation of spiritual values, love of home and country, a meaningful career, and a disciplined approach to the responsibilities of life.

The outcomes to be achieved for the good of society are: respect for duly constituted authority, a desire to correct injustice, genuine concern for the rights of others regardless of race, creed, colour or position, and a willingness to act in the best interest of society.

These outcomes can only be obtained if there is cooperation and support from all the components of the community which share the responsibility to educate children. Parents play the most important role in the child's physical, mental, emotional and social development. It is of prime importance that the parents and the school work together to provide a stimulating and supportive environment which will be conducive to the development of the whole child.

Reviewed January 2009



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EDUCATION GOALS OF THE TURTLE RIVER SCHOOL DIVISION

VALUE OF A GOAL STATEMENT

To the teacher and administrator:

- as a guide to enable the teacher and administrator to transmit through programs the specific objectives and goals of education as established by the Manitoba Education and Training and the school community.

To the trustee:

- as a guide to the development and implementation of board policy.

During their years of formal education, in the Turtle River School Division, students should be given the opportunity to:

1. **Develop a sense of self worth and competence:**
 - a) Develop the ability to recognize and make the most of one's potential.
 - b) Develop the ability to be responsible and self-directing.
 - c) Develop the ability to deal effectively with expectations of daily living.
2. **Develop a desire for learning:**
 - a) Develop a positive attitude toward learning.
 - b) Develop intellectual curiosity and eagerness for lifelong learning.
3. **Develop respect for all people:**
 - a) Develop appreciation and respect for the worth, dignity and differences of individuals.
 - b) Develop understanding and appreciation of other races, creeds, nations, and culture.
 - c) Develop a respect and get along with people locally, provincially, nationally and internationally.
4. **Develop responsible citizenship**
 - a) Develop respect for personal and public property.
 - b) Develop an awareness of civic rights, obligations and responsibilities.
 - c) Develop a sensitivity to the capabilities and limitations of societies and governments.
5. ***Develop skills in communications and mathematics:***
 - a) ***Develop basic skills in communication – listening, viewing, speaking, reading and writing in the official languages.***
 - b) ***Develop basic skills in mathematics – computing, problem solving, and estimating.***

"Learning today for tomorrow"



Turtle River School Division Policy Statement

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EDUCATION GOALS OF THE TURTLE RIVER SCHOOL DIVISION – Con't

- 6. Learn to examine and process information:**
 - a) Develop the ability to think – inquire, analyze, synthesize and generalize.
 - b) Develop the ability to make decisions through the use of research and problem solving methods.
 - c) Develop the ability to analyze and process media information.
- 7. Acquire knowledge, attitudes, skills and habits that promote health, physical fitness and safety:**
 - a) Develop an understanding of the interrelationships of health, physical fitness and psychological well-being.
 - b) Develop effective and life long individual physical fitness, health and safety habits.
 - c) Develop an ability to use leisure time.
- 8. Develop a wealth of knowledge:**
 - a) Develop a wealth of information and concepts in the humanities and natural, applied and social sciences
 - b) Develop a background knowledge to make possible the pursuit of special interest.
- 9. Develop an appreciation of artistic expression and beauty:**
 - a) Develop an appreciation of forms of artistic expression such as art, music, rhythm, drama, literature, film and crafts.
 - b) Develop creative self-expression through various media.
 - c) Develop further special talents in music, art and literature.
- 10. Develop an understanding of the necessity for wise use of natural resources:**
 - a) Develop an appreciation of the need for conservation of the natural environment.
 - b) Develop recognition of the rights of future generations to benefit from these resources.
- 11. Develop an understanding of the Manitoban and Canadian community:**
 - a) Develop an awareness of the history, geography and cultural heritage of Manitoba and Canada.
 - b) Develop background in and understanding of current Manitoba and Canadian issues and situations.
 - c) Develop a sense of national pride.
- 12. Learn to be a responsible consumer**
 - a) Develop an understanding of personal buying, selling and other consumer affairs.
 - b) Develop skills in managing finances, property, and other resources.



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Section Instructional

EDUCATION GOALS OF THE TURTLE RIVER SCHOOL DIVISION – Con't

- 13. Develop an understanding and appreciation for family life skills**
 - a) Develop understanding and appreciation of living in family groups.
 - b) Develop responsible attitudes and habits as a family member.
 - c) Develop industrious and effective work habits that will transfer from the school setting to career placement.
 - d) Develop an appreciation of good workmanship.
 - e) Develop an understanding of the changing role of work in a technological age.

- 14. Learn about the world of work**
 - a) Develop a positive attitude towards work.
 - b) Develop a feeling of pride in achievements and progress.
 - c) Develop industrious and effective work habits that will transfer from the school setting to career placement.
 - d) Develop an appreciation for good workmanship.
 - e) Develop an understanding of the changing role of work in a technological age.

- 15. Gain information needed to make job selections:**
 - a) Develop the ability to use information and counseling services related to the selection of jobs.
 - b) Develop an awareness of opportunities and personal suitability related to specific fields of work
 - c) Develop a knowledge of requirements and regulations related to a specific field of work.

- 16. Formulate or clarify a set of values and ideas:**
 - a) Develop an understanding of and a respect for the range and variety of values.
 - b) Develop a value system as a guide to personal and group behaviour.

- 17. Promote adult education programs:**
 - a) Develop policies which will promote and facilitate adult education in the communities.

- 18. Develop competency in use of technology:**
 - a) *Develop skills to enable the use of the Internet.*
 - b) *Develop proficient keyboarding skills.*
 - c) *Develop skills to use technology in everyday life.*

Resolution Number 4, April 27, 2010



Turtle River School Division

Policy Statement

Professional School Staffing Formula

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Section Instructional

It is the intent of Turtle River School Division to staff all schools across the division fairly and equitably while taking into account special circumstances that may occur at one particular school.

Schools should be staffed according to the following schedule based on pupil teacher ratios which will include set amounts for school administration, level 1 resource, and guidance time.

K-12 Schools

Students	100-125	126-150	151-175	176-200	201-225	226-250	251-275	276-300
PT. Ratio	11.75	12.25	12.75	13.25	13.75	14.25	14.75	15.25
Admin.	0.35	0.45	0.55	0.65	0.75	0.85	0.95	1.05
Resource	0.75	1.00	1.00	1.25	1.50	1.50	1.75	2.00
Guidance	0.15	0.15	0.20	0.20	0.25	0.25	0.30	0.30

K-8 and Colony Schools

Students	1-25	26-50	51-75	76-100
PT. Ratio	12.75	13.25	13.75	14.25
Admin.	0.1	0.15	0.2	0.25
Resource	0.25	0.25	0.5	0.5
Guidance	0.03	0.03	0.09	0.09

Kindergarten is full time.

K to 8 should have no more than 2 grades per class whenever possible.

Schools over 300 students should have a vice-principal. In special circumstances schools under 300 students may have a vice-principal if approved by the board. In cases where there is a vice-principal in the school, the allotted administration time will be shared between the principal and the vice-principal. No additional administration time will be allotted.

The staffing formula is a guideline only. It is the intent of the division to staff all school fairly and efficiently, keeping in mind, what is in the best interest of the student's needs.

Resolution No.3 May 12, 2009 Resolution No.3 March 23, 2010 Resolution No.4 April 13, 2010 Resolution # 7 March 12, 2013



Turtle River School Division Policy Statement Educational Assistant Staffing Formula For Services to Level I, II, and III Students

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Section Instructional

It is the intent of Turtle River School Division to staff all schools across the division fairly and equitably while taking into account special circumstances that may occur at one particular school or the needs of one particular child requiring services.

1. For each level III student identified and funded by the province the Turtle River School Division will budget for 8 hours of educational assistant time to that child in a single school day. Additional time may be required if the particular child may be attending a field trip which goes beyond the regular school day.
2. For each level II student identified and funded by the province the Turtle River School Division will budget for 4 hours of educational assistant time to that child in a single school day. Additional time may be required if the particular child may be attending a field trip which goes beyond the regular school day.
3. Level I Educational Assistant time will be provided based on the following formula;

45 FTE students or less	3 hours of EA time
90 FTE students	6 hours of EA time
120 FTE students	8 hours of EA time
180 FTE students	12 hours of EA time
240 FTE students	16 hours of EA time
300 FTE students	20 hours of EA time

The staffing formula is a guideline only. It is the intent of the division to staff all school fairly and efficiently. Keeping in mind, what is in the best interest of the student's needs.

Resolution No. 4 June 23, 2009 Resolution No. 6 April 9, 2013



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School Secretaries / Library Clerks Staffing Formula

Student Population	Secretarial Hours	Library Clerk Hrs.	Total Hr/day	Total Hr/week
10 – 30	.5	.5	1	5
31 – 40	1.0	1.0	2	10
41 – 50	2.5	2.0	4.5	22.5
51 – 75	3.5	3.0	6.5	32.5
75 – 100	5.0	3.0	8.0	40
101 – 300 **	5.5	4.0	8.5	42.5
101 – 300 *	7.0	6.0	13.0	65.0
301 – 450	7.0	9.0	16.0	80.0
451 – 600	10.0	9.0	19.0	95.0

** - Elementary K – Grade 8

* - High School Grade 9 – Grade 12

High school will have a minimum of 6.0 hours of library time. The library shall be open ½ hour during the noon hour.

August /89, January /91, April /92, April /99, June/00, June 01, Oct/02
Resolution No.7 April 27, 2010

SECRETARIAL SERVICES PRIOR TO SCHOOL OPENING

Secretaries shall report to work 5 Working days prior to schools start day.

If in special circumstances a principal requires additional time, the principals may apply to the superintendent. If the superintendent is not available, application may be made to the secretary-treasurer.

August 21, 1989, Reviewed January 5, 2009, Resolution No. 5 September 9, 2014



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JOB DESCRIPTION – RESOURCE TEACHER

The resource teacher provides direct and indirect services to students who require extra support. They work with parents and staff to coordinate specialized services and provide program accommodations, adaptations, and modifications.

Qualifications

The resource teacher must possess at least a University Academic Degree and Professional Degree, with preferably a Certificate in Special Education along with at least two years classroom experience. He/she should possess good administrative and organizational skills and have specialized training and experience in assessing and developing strategies and programs to meet a wide range of student learning needs.

Evaluation

The resource teacher shall receive a written evaluation from the school principal as per division policy for teacher evaluation and is to include input from the Student Services Coordinator.

Duties and responsibilities

The resource teacher shall:

1. Work collaboratively with students, teachers, clinicians, administrators, parents to develop effective and successful programs for all students and provide a consistency in dealing with a special needs student.
2. Be case managers who are responsible for coordinating personnel, chairing team meetings, keeping records, developing individual education plans with the school team, completing funding applications with the school team, coordinating outside agency involvement, communicating with parents
3. Assess and develop programs and strategies to meet a wide range of student learning needs (accommodations, adaptations, modifications) and provide for formal testing, informal testing, inventories, check lists, reading/writing continuums, and observation of students' performances.
4. Provide direct and indirect services to students who require extra support in school. This includes making an educational diagnosis or evaluation and develop a program, based on the results of those activities.



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JOB DESCRIPTION – RESOURCE TEACHER – continued

5. Evaluate the effectiveness of programs in terms of student's performance, in collaboration with the student's team
6. Develop a form, which the classroom teacher will use to initiate a referral to the resource teacher to carry out a formal evaluation.
7. Develop a system, which ensures that continued appropriate monitoring and follow up of special needs students will take place.

Interactions with the classroom teacher

Assuming the classroom teacher has exhausted all avenues in attempting to meet the needs of a student (using various teaching techniques (differentiated instruction), develop strategies, and design programs for meeting the needs of each student), the resource teacher then should be called on to give the additional support required.

The resource teacher shall:

1. obtain a list of the strategies and programming adaptations the teacher is presently using, and has tried in the past.
2. observe the student in the classroom, using the adaptations/strategies designed by the teacher.
3. provide teaching suggestions, program ideas, and materials.
4. observe the student after the new techniques have been put into place.
5. monitor student growth through observation and additional assessment.
6. observe and supervise the educational assistants as they work with the students, in conjunction with the classroom teacher.

The resource teacher shall carry out other such duties as may be assigned by the principal and/or student services coordinator.

November 6, 1990

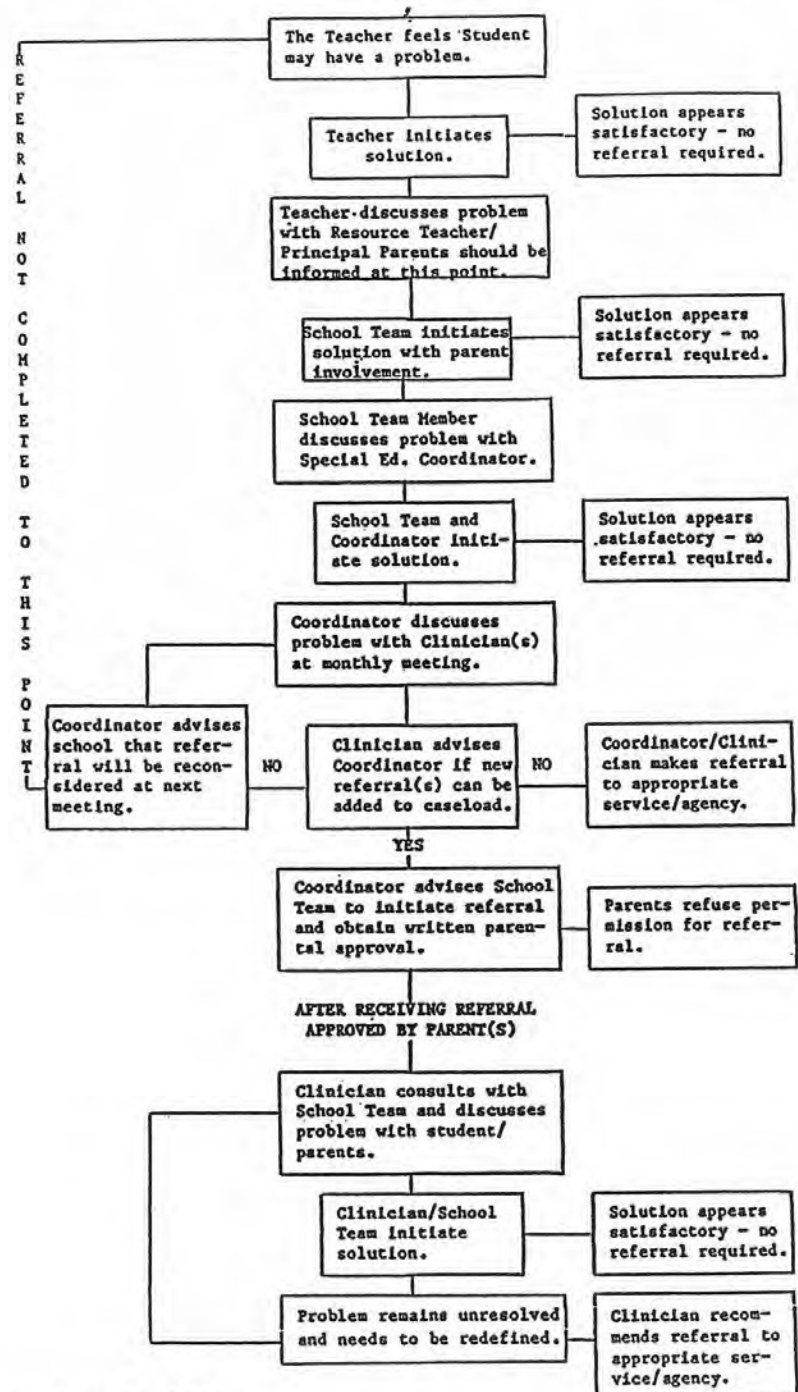
Resolution No. 4 February 12, 2009



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TURTLE RIVER SCHOOL DIVISION REFERRAL PROCEDURE FOR CLINICAL SERVICES



November 6, 1990



Turtle River School Division Policy Statement

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JOB DESCRIPTION - SCHOOL PSYCHOLOGIST

School Psychologists shall be responsible for assessment, liaison, counseling, and programming services to students, parents, and school staff. Psychologists make recommendations to administration, professional staff, and parents to assist students in becoming more effective learners. School psychologists may also provide direct therapy to students.

Qualifications

The school psychologist must possess a Masters Degree in Psychology and be eligible for a Manitoba School Clinician's Certificate in Psychology.

Evaluation

The Coordinator of Student Services shall carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy. The evaluation shall be based on input from the School Principals, observations made by the Coordinator of Student Services, and review of the records kept by the School Psychologist.

Duties and Responsibilities of the School Psychologist

The School Psychologist shall:

1. Assess the individual abilities and disabilities of students.
2. Interpret results of the assessments.
3. Promote an active understanding of a child's needs by parents, educators and other support services.
4. Work collaboratively with school staff, parents, and other professionals in planning and implementing programs.
5. Provide consultative and support services to teachers and parents.
6. Provide direct counseling to students when required

Referrals to the School Psychologist are made through the Teacher, Resource Teacher, and Principal. Parents may make direct requests for psychology services through their child's Resource Teacher or Principal.

November 6, 1990

Resolution No. 6 February 24, 2009



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JOB DESCRIPTION - SPEECH-LANGUAGE PATHOLOGIST

The Speech-Language Pathologist provides prevention, assessment, and remediation services for students who exhibit communication difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational goals.

Qualifications:

- A valid Manitoba Education School Clinician's Certificate as a Speech-Language Pathologist
- Completion of a recognized/ accredited Speech-Language Pathology degree program
- Eligible for licensure by the Manitoba Speech and Hearing Association

Evaluation

The Coordinator of Student Services shall carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy. The evaluation shall be based on input from the school principals, observations made by the Coordinator of Student Services, and review of the records kept by the Speech-Language Pathologist.

Duties and Responsibilities of the Speech-Language Pathologist:

The Speech-Language Pathologist shall:

1. Meet with the school team as appropriate to provide recommendations regarding programming and educational issues for children with speech and language concerns from Kindergarten through Grade Twelve and to screen for appropriateness of referrals for more specific speech and or language services.
2. Provide screening, assessment and diagnosis of children referred
3. Provide appropriate programs, training, supervision, and materials to Resource Teachers, Classroom Teachers, Educational Assistants, and parents
4. Provide direct individual or small group therapy for children on a priority basis
5. Provide information to parents regarding their child's speech and language concerns
6. Write diagnostic reports and treatment summaries.
7. Be available for Individual Education Plan development and review and liaise with outside supports regarding communication issues.
8. Provide in-service training regarding communication issues
9. Set up and coordinate vision and hearing screening.

November 6, 1990

Resolution No. 4 February 24, 2009

"Learning today for tomorrow"



Turtle River School Division Policy Statement

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VISION AND HEARING SCREENING

Screening will take place in the month of October. The Speech and Language Pathologist, along with the Resource Teachers, will set up a schedule for all the schools in the division. Two substitute Educational Assistants will be hired and trained to complete the screening in all schools.

Parents will be notified before the screening, either through an individual letter (form 1) or through a general notice in the school newsletter, at the discretion of the school administration. Parents of students, who have been identified as having possible problems, will be contacted after the screening.

HEARING SCREENING

Students to be screened:

- All students in kindergarten to grade three.
- Students new to the division.
- Students suspected of having hearing difficulties referred by parents and/or teachers.
- Students who failed a previous screening.

Any student who fails the initial screening will be retested within a couple of weeks by the Speech and Language Pathologist. Should a student fail both these screenings, the parents shall be advised that a possible problem may exist and that it is recommended that the student be seen by an audiologist. A list of available audiologists will be attached to the letter. Students who miss the initial screening will be tested by the Speech and Language Pathologist at a later date.

VISION SCREENING

Students to be screened:

- All students in kindergarten, grades 1, 3, 5, 7, 9, and 11
- Students new to the division.
- Students suspected of having a vision problem referred by parents and/or teachers.

Students who wear glasses will not be screened, but will have a form sent home to be forwarded to their ophthalmologist/optometrist to assist in providing proper care to the student at school.

Parents of students who fail the initial screening shall be notified by letter. The second screening will test only those who missed the initial screening. Vision screening will take place at the same time as the hearing screening.

February 21, 1995, November 7, 1995
Resolution No.5 February 24, 2009



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Social Worker

Job Description

The social worker is a divisional support person who will:

- work with the students who are experiencing problems which are interfering with their success in school or with their attendance.
- work with students individually or in groups and will assist them with problems of a behavioral, emotional or social nature.
- connect students to other professionals, when necessary.
- work with a student and his/her family to promote changes in behavior and to assist the student to achieve success within the school.

Qualifications:

- Minimum of a baccalaureate degree in Social Work from an accredited university.
- Eligibility for registration with the Manitoba Institute of Registered Social Workers.
- Ability to provide standard Social Work service including assessments and consultation, case management, psychosocial counseling, crisis intervention and discharge planning and referral.
- Ability to effectively manage complex task demands and prioritize workloads.
- Excellent skills in verbal and written communication.
- Demonstrated commitment to professional self development

Evaluation

The Coordinator of Student Services shall carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy. The evaluation shall be based on input from the school principals, observations made by the Coordinator of Student Services, and review of the records kept by the Social Worker.



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Duties and Responsibilities of the Social Worker:

The Social Worker shall:

- Work with families to assist in resolving the problems a student is experiencing which interfere with his/her success in school.
- Advocate on behalf of the student and the school.
- Assist students with social, behavior, emotional problems by providing support and advice.
- Consult and collaborate with the school team, parents, and other professionals in sharing information and establishing a plan for each one's role in working with the student.
- Provide workshops for parents/guardians.
- Work with groups of students on a common social, emotional, or behavior concern.
- Act as a liaison between school and parents/guardians.
- Support the school with attendance concerns by making home visits to develop a positive and supportive relationship between parents/guardians and the school.
- Assist parents in the referral of their children to outside agencies.
- Support First Nations students with academic, cultural, social and emotional concerns.
- Promote cultural growth in First Nations students to assist them in their academic success.
- Write diagnostic reports and treatment summaries.
- Be available for Individual Education Plan development and review.

Referral Procedure:

The administrator or the resource teacher of the school will forward a referral form to the Social Worker. A student or parent/guardian seeking support may fill out a referral form which can be obtained from the school office or on the TRSD website. The social worker will prioritize the cases based on need.



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Job Description - Guidance and Counseling

Turtle River School Division recognizes the societal factors which have an impact on the personal, social, educational, and career needs of our students. Such factors include: rising unemployment, high mobility, changing family structures, increasing use and abuse of alcohol and chemical substances, increasing incidents of child abuse, changing careers, and educational demands generated by new technology and the impact of an expanding world market.

These factors create needs and concerns in young people which must be addressed by all areas of the school program. Turtle River School Division has always advocated the education of the whole child, and all subject teachers have a responsibility in this regard. Because of limited trained guidance personnel in the division, guidance services and programs will be delivered largely through integration into existing school programs and practices by a school team consisting of administrators, teachers, and the resource teachers.

Job Description

Four Components of a Comprehensive Guidance and Counseling Program

1. The Guidance Curriculum

Guidance content would consist of expected student learning outcomes in:

- a) Personal/social development
- b) Educational development
- c) Career development

This content would normally be delivered through classroom teaching of a course unit for credit.

2. Individual Planning

Individual Planning refers to the provision of personalized information, direction, assistance, personal/social, educational, and career goals and plans. These activities are delivered on a group or individual basis.

3. Responsive Services

Responsive Services refers to the provision of services which “respond” to students who are experiencing immediate on-going problems, concerns, or crises which interfere with their learning. These activities include individual and small group counseling, consulting with staff and parents, and referral to other agencies.

4. System Support

System Support includes the administrative and management activities necessary to support the Comprehensive Guidance and Counseling Program. It may include consultation and collaboration with community agencies and other support services, staff development, research, budgeting, community relations, and program evaluation



Turtle River School Division Policy Statement

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Section Instructional

Job Description – Guidance and Counseling – Con't

Group Work

A. Large Group Work or Group Guidance

An effective means to

- Deliver Curriculum
- Implement Preventative Programs
- Address Developmental Needs

B. Small Group Work or Group Guidance

An effective means to

- Enhance social skills
- Develop an Awareness and Understanding of Self and Others

Types of Group Work

A. Educational Groups

Provide a means of sharing information on:

- Careers
- Parenting
- Study Skills for Educational Success

B. Training Groups

Allow students to develop knowledge and skills related to specific programs

- Conflict managers
- Peer Helpers
- Peer Tutors

C. Skill Development Groups

Offer a controlled setting where students learn to deal with

- Anger management
- Problem-Solving
- Social Skills
- Self-Assertion

Students at Risk

Include those identified as

- Emotionally and behaviourally disordered
- Potential dropouts performing poorly in school
- Being truant
- Using drugs and alcohol
- Having family problems
- Being neglected
- Having unresolved problems and concerns



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Section Instructional

Job Description – Guidance and Counseling – Con't

The function of the school counselor dealing with at-risk students may include:

- Working as a team member with other support professionals
- Intervening with students with difficult behaviour
- Providing responsive programs
 - Crisis counseling
 - Group guidance and counseling
 - Family support
 - Consultation
- Providing in-service support to staff
- Providing special curriculum programs to strengthen personal and interpersonal skills
 - Problem-solving
 - Decision-making
 - Understanding feelings
 - Self-acceptance
- Providing referrals for additional specialized support services
- Mediating and facilitating effective behaviour change

Students with Special Needs

School counselors work with colleagues to create an inclusive school environment and intervene to help students with special needs in

- Providing social skills training
- Assisting in establishing appropriate individual behaviour programs
- Serving as a consultant and resource to parents and school staff
- Promoting workshops on various disorders for students and staff
- Supporting parents and families
- Providing career planning
- Making referrals to appropriate specialists
- Assisting in the completion of funding applications and individual educational plans

Peer Helping

Peer helping programs enhance the effectiveness of the total guidance and counseling program by expanding services. Students should be trained by counselors in communication and helping skills. The peer helpers can then help provide services, such as:

- Leadership/cross-age groups
- Tutoring in academic areas
- Welcoming new students
- Conflict resolution helpers
- Community and volunteer services
- Alerting counselors to serious problems
- Helping students-at-risk
- Helping students with special needs peer helper trainers
- Career information coordinators

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Turtle River School Division Policy Statement

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Section Instructional

Job Description – Guidance and Counseling – Con't

Qualifications

In Manitoba, proposed certification would require counselors to complete a 30-credit hour certificate, diploma, or degree program in counselor education.

Evaluation

The Guidance/Counselor will be monitored by the School Administrator. The Principal shall be responsible to carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy.

Duties and Responsibilities of the School Counselor

School counselors are responsible for overseeing the development and implementation of a Comprehensive Guidance and Counseling Program. As a specialist in child and adolescent development, he or she brings valuable knowledge and skills, which assist all school personnel to respond better to the personal, social, career, and educational needs of students.

1. Leadership

Counselors play a leadership role in defining and carrying out guidance and counseling functions by problem-solving, planning, developing, and implementing the four components of the comprehensive program.

2. Advocacy

Counselors play an advocacy role for students with staff, families, and outside agencies. They assure that all programs facilitate the educational process and offer opportunity for all students to reach their full potential.

3. Guidance Curriculum

Counselors develop, co-ordinate, and implement various developmental and preventive programs.

4. Responsive Services

Counselors provide essential services to students in need through individual and small group guidance and counseling intervention, crises intervention, and staff/parent consultation required to address immediate, or ongoing concerns of students.

5. System Support

Counselors assist those who work with students. This type of intervention includes conducting workshops for parents and staff, student placement, research, data collection, community outreach, and administration.

Most counselors spend the majority of their time on direct services to students. School counseling programs and the role of the school counselor should be determined by the personal/social, educational, and career needs of the students in their school.

Resolution No. 6, March 9, 2010



Turtle River School Division Policy Statement

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Section Instructional

Job Description – Community School Connector

Manitoba Education under their Community Schools Partnership Initiative offer year to year funding to facilitate creation of designated “Community Schools” located in low socio-economic neighborhoods – helping them develop a comprehensive range of supports and approaches to meet the diverse needs of children, youth, and their families. Turtle River School Division supports this initiative at all schools in the Division that are designated a “Community School” by Manitoba Education. The overall requirement of the Community School Connector is to provide support for the program at the school. The Community Connector works under the direction of the School Principal and is part of the school team providing support to students, parents and the community. Specific qualifications, duties, and responsibilities are as follows.

Qualifications

- High school diploma.
- Experience developing and providing programming for children.
- Public speaking and community networking experience.
- Effective oral and written communication skills.
- Strong organizational and problem solving skills.
- Posse effective time management skills.
- Ability to build strong and effective relationships with people.
- Ability to coordinate and manage volunteers effectively.
- Ability to work independently as part as a team.
- Posse cultural competence, anti racism and anti oppression facilitation skills.
- Ability to work flexible hours, including evenings and weekends.
- Posse computer skills.
- Post secondary education in community work and/or social work and/or volunteer management would be an asset.



Turtle River School Division Policy Statement

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Section Instructional

Duties and Responsibilities

1. Assist students and the whole family by developing and providing programs before, during and after school that assist in areas of social, emotional, and physical need. This includes;
 - a. Coordinate of the school breakfast, lunch, and snack programs and the recruitment of volunteers for those programs.
 - b. Providing the roots of empathy program, respect-ed peer mentorship program and any other program as required or directed by the Community Schools Committee or Principal.
 - c. Coordinating and promoting the use of the parenting room and ensure its use is within the guidelines of the community schools program.
 - d. Providing support to students having social, emotional, physical difficulties.
 - e. Participating in school team activities such as IEP meetings and behavior plans when directed to do so by the Principal.
 - f. Purchase materials and supplies in accordance with the division purchasing policy.
2. Network and engage with service organizations, people of interest and community groups building a share responsibility. Which includes;
 - a. Liasing with outside groups, agencies, and government departments as it pertains to the community schools program.
 - b. Preparing funding proposals and research available grants that support the community schools projects.
 - c. Assisting with the student council.
 - d. Home visits to make home and school connections with parents.
3. Strengthen leadership capacity and skill development to empower parents and community members. This includes;
 - a. Coordinating and promoting cultural awareness within the school and community which includes, yearend celebrations, artists in the school, guest speakers which may be motivational and culturally based.
4. Investigating and researching professional development opportunities for staff, parents, and community members.
5. Act as the recording secretary for meetings and activities pertaining to the community schools program. In addition, prepare the year end reports for the principal for submission to government agencies.
6. Participate in weekly meetings with the principal to discuss upcoming activities and events of the program.
7. Provide monthly written reports of activities to the principal with copies to the superintendent of schools.
8. Perform other duties as assigned.

Resolution # 7 August 30, 2011



Turtle River School Division Policy Statement

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Section Instructional

Job Description- Educational Assistant

Educational assistants are employed by the Turtle River School Division to provide assistance to professional staff and administrators. Support staff shall work under the direction and supervision of the classroom teacher, resource teacher, and the principal. All support staff is directly responsible to the principal.

The educational assistant's position is a term position by necessity. Because the position exists to meet the needs of specific children, it is entirely possible that the position will become redundant during a school year due to the transfer to another school by the student, or the remediation of the special need.

The educational assistant, in many cases, will be privy to confidential information which must be respected at all times. The breach of confidentiality or insubordination will be considered as a serious matter.

The student services coordinator shall take an active role in the selection process. All educational assistants will be informed of the above conditions prior to employment.

Qualifications

- Grade 12 is required.
- Educational Assistant Certificate or post secondary education is preferred.
- Demonstrates ability to work effectively as a team member within a collaborative/consultative service delivery model
- Demonstrates knowledge and understanding of the characteristics and behaviours associated with students with special needs
- Demonstrates ability to respond appropriately to a variety of behavioural situations.
- Demonstrates ability to be flexible and adaptable when working with students and receiving directions from professional staff
- Demonstrates ability to communicate effectively and clearly in an oral and written format

Evaluation

The educational assistant will be evaluated by the principal, using the Turtle River School Division educational assistant evaluation form. In the first and second year of employment, educational assistants will be evaluated twice: before November 15 and April 15. (Educational assistants require an evaluation within the first three months of employment, regardless of their starting date of employment.) Educational assistants will be evaluated every three years after the initial two year period. Should concerns arise, they should be addressed immediately.



Turtle River School Division Policy Statement

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Section Instructional

Job Description- Educational Assistant – Con't

All evaluations shall be signed by the educational assistant and the principal. The signing of the evaluation indicates that the educational assistant has received a copy and that the evaluation was discussed with the evaluator. Educational assistants shall have the right to a rebuttal and due process as any other employee of the Turtle River School Division. A signed copy of educational assistant evaluations shall be forwarded to the student services coordinator.

Duties and Responsibilities of the Educational Assistant

Since Turtle River School Division employs various categories of educational assistants, job expectations will vary from position to position and from school to school. The primary responsibility of educational assistants is to work directly with students. Educational assistants will not be involved with decisions such as student diagnosis, program prescription, evaluation, or student placement.

Educational assistants shall keep a logbook which will indicate the work assigned, work completed, etc. The logbook will be prepared with the help and guidance of the professional staff.

The duties and responsibilities of the Educational Assistant may include:

- Assist with routine student learning drills and review.
- Assist small groups or individuals with speech and language development programs as directed by the teacher or Speech and Language Pathologist.
- Administer physical exercise programs as recommended and trained by OT/PT.
- Assist with the training and supervision of students in the development of life skills.
- Assist professional staff in the development of appropriate student behaviour.
- Guide students in project work and in independent work.
- Listen to the student oral read and/or read prescribed material to the student.
- Assist with specific tasks such as seat work, reading, independent work as prescribed by the teacher.
- Assist with supervision on the playground and in the school building.
- Assist with bus loading and unloading.
- Assist with the dressing and undressing of students.
- Assist with the physically handicapped re: bathroom, lunch, physical education, etc.
- Assist with classroom entry and exit.
- Carry out other duties related to the above as identified by the school principal.
- Provide clerical duties as required by the teachers, as time permits.

March 1990, April 1996, March 1997
Resolution No. 3 February 23, 2010

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Turtle River School Division Policy Statement

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Section Instructional

JOB DESCRIPTION – SCHOOL SECRETARY

The school secretary works under the direction of the principal. The position requires a person who can work independently and organize to meet deadlines while maintaining a high quality of work. The school secretary must be friendly and polite when dealing with the parents, general public, school division employees, and students. The school secretary is required to handle highly confidential information. Complete confidentiality must be maintained at all times.

Qualifications

The school secretary must be proficient in the use of information and communication technology equipment and other office equipment as required including bus radio communication equipment. School secretaries must be familiar with various work processing programs used and if they are not familiar, it is their responsibility to take the necessary training.

Evaluation

The school secretary shall be evaluated as per division policy and receive a written evaluation from the principal.

Duties and responsibilities

- Complete all typing or correspondence to internal and external sources to acceptable standards. I.e. letters, memos, reports, minutes of meetings, policy, etc.
- Use the information and communication technology equipment and other office equipment as required including bus radio communication equipment.
-
- Amend and suggest improvement to supervisors' correspondence. i.e. spelling, sentence structure.
- Compose routine correspondence.
- Schedule appointments and interviews.
- Maintain a complete set of office files so that information can be easily accessed.



Turtle River School Division Policy Statement

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Section Instructional

JOB DESCRIPTION – SCHOOL SECRETARY – Con't

- Phone individuals on behalf of principals/designate to disseminate and acquire information.
- Remind supervisor of up coming meetings and deadlines.
- Prepare, check and verify month end reports for accuracy and note any deficiencies and do immediate follow-up.
- Compose and compile statistical information, i.e. enrollment report, truancy report.
- Answer telephone and relay information to the appropriate individuals.
- Perform photocopying and laminating for the public when time permits.
- Check and maintain school office stock and order supplies when necessary.
- Receive, open, sort, and deliver mail and goods to all school personnel as directed by the principal.
- Compile daily mail, attach appropriate postage, and prepare mail for delivery to the post office, bus depot, etc.
- Organize delivery of items to the division office.
- Send, receive, and monitor electronic mail messages on computer.
- Maintain such records as leaves, inservices for all staff members.
- Assist students in all aspects of school operations.
- Maintain student registry, cumulative files, mark records.
- Perform other duties as required and as assigned by the principal.

January 5, 1993

Resolution No.5 April 27, 2010

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Turtle River School Division Policy Statement

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Section Instructional

JOB DESCRIPTION – LIBRARY CLERK

The library clerk works under the direction of the principal. The position requires a person who can work independently and be organized to meet deadlines while maintaining a high quality of work. The library clerk must be friendly and polite when dealing with the parents, general public, school division employees, and students. The library clerk is required to handle confidential information. Complete confidentiality must be maintained at all times.

Qualifications

The library clerk must understand and have working knowledge of the cataloguing system both manual and electronic and be proficient in the use of information and communication technology equipment and other office equipment as required including bus radio communication equipment. Librarians must be familiar with various word processing programs used and if they are not familiar, it is their responsibility to take the necessary training.

Evaluation

The library clerk shall be evaluated as per division policy and receive a written evaluation from the principal.

Duties and Responsibilities

- Use information and communication technology equipment and other office equipment as required including bus radio communication equipment.
-
- Maintain a complete set of library files so that information can be easily accessed.
- Classify and catalogue library materials.
- Prepare and maintain electronic library materials catalogues.
- Process all materials acquired for the library.
- Order magazines and periodicals as directed by the principal.



Turtle River School Division Policy Statement

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Section Instructional

JOB DESCRIPTION – LIBRARY CLERK – Con't

- Maintain the library in a neat and organized manner.
- Order and maintain career and post-secondary educational materials.
- Assist students from K – S4 in finding appropriate materials upon request.
- Assist students K – S4 in the use of catalogue systems.
- Supervise students who may be on study/research periods in the library.
- Identify and separate research materials and when necessary place materials on reserve where the materials may be loaned on an hourly or daily basis.
- Repair damaged books.
- Order books and library supplies
- Organize and hold Book Fairs
- Sign out books and look after returns and over dues.
- Parkland Books – pass out overdue slips
 - Organized book drop
- Decorate the library with special event displays (posters/books) ie holidays, health promotion week, classroom themes
- Organize elementary story time – read to students
- Implement reading promotions for parents
- Set up lending library for parents.
- Set up and update vertical files.
- Carry out other related duties as assigned by the principal.

January 5, 1993

Resolution No. 6 April 27, 2010

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Turtle River School Division Policy Statement The Role of the French Consultant

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Section Instructional

Job Description

The French Consultant is responsible for the Revitalization of French in the entire division. They are the French Ambassador and represents the division as the lead in regards to teaching and revitalizing French in our division. However, the implementation of the Revitalization plan has the focus being on the following grades as follows (as outlined in the 2013 Division Strategic Plan);

2012/2013 School Year - Focus on Grades K-6 French Revitalization
2013/2014 School Year - Focus on Grades K-8 French Revitalization
2014/2015 School Year - Focus on Grades K-9 French Revitalization
2015/2016 School Year - Focus on Grades K-10 French Revitalization
2016/2017 School Year - Focus on Grades K-11 French Revitalization

The French Consultant is hired under a teaching contract. Her contract will be pro-rated based on the time allocated to this role on a F.T.E. basis.

In order to implement and deliver the program, the French Consultant will have the use of a division vehicle. The French Consultant will be provided with a computer or laptop and the use of an office at the division office. Some office time will be agreed upon with the Student Services Coordinator in order to allow for organization and preparation (as per the Collective Agreement). However, the direction of the French Consultant is focused in being in the schools and classrooms promoting, supporting and teaching French.

The French Consultant will schedule their school visits based on the needs of each school in consultation with each school principal. If the French Consultant is ill or unable to attend work, they will contact their direct supervisor and then advise the planned school of their absence.

Although the division has an expected job description listed below that facilitates the French Revitalization Program in our division, this must be completed in consultation with each schools needs and direction that is ultimately decided as per each school's principal. Schedule consistency will be important in order to provide consistent support in schools, with teachers and with students.

While the French Consultant is under the direction of the school principal, the French Consultant reports to the Student Services Coordinator as their direct supervisor.



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JOB DESCRIPTION – LIBRARY CLERK – Con't

- Maintain the library in a neat and organized manner.
- Order and maintain career and post-secondary educational materials.
- Assist students from K – S4 in finding appropriate materials upon request.
- Assist students K – S4 in the use of catalogue systems.
- Supervise students who may be on study/research periods in the library.
- Identify and separate research materials and when necessary place materials on reserve where the materials may be loaned on an hourly or daily basis.
- Repair damaged books.
- Order books and library supplies
- Organize and hold Book Fairs
- Sign out books and look after returns and over dues.
- Parkland Books – pass out overdue slips
 - Organized book drop
- Decorate the library with special event displays (posters/books) ie holidays, health promotion week, classroom themes
- Organize elementary story time – read to students
- Implement reading promotions for parents
- Set up lending library for parents.
- Set up and update vertical files.
- Carry out other related duties as assigned by the principal.

January 5, 1993

Resolution No. 6 April 27, 2010

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Turtle River School Division Policy Statement The Role of the French Consultant

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Section Instructional

SPECIFIC DUTIES OF THE FRENCH CONSULTANT

- Promote the teaching of French Language and Culture in schools and classes.
- Complete the French Revitalization reports requested by the department
- Find and complete applications and proposals for French Grants
- Complete the yearly application for the French Revitalization grant
- Follow the French Revitalization model described and planned for in the French Revitalization grant submitted.
- Attend the department French Meetings as scheduled.
- Develop Professionally in order to support teachers in French Instruction and Methodology
- Plan and help support each school in attending French Cultural Events and Activities
- Represent the division in regards to French Programming
- Schedule weekly support in each classroom
- Model for teachers French Instruction (every other week)
- Co-Teach and Team-Teach with classroom teachers
- Plan French Lessons to be used in classrooms
- Support Teachers as they teach French in their classrooms
- Communicate effectively with teachers and schools utilizing email and other forms as appropriate.
- Coach and advise teachers on ways to support and continue developing their French programs through reflection and discussion on lessons
- Increase teachers confidence and build strong French Programs and teams.
- Complete and submit a monthly report to their supervisor logs of French programming in order to help support growth and show accountability.
- In addition, a French Revitalization binder needs to be kept every year documenting the division growth and progress as French is revitalizes in our division.
- Gather and provide French resources to schools and teachers.
- Consult and borrow resources from DREF (The department French Library)
- Promote French teaching as fun and engaging.
- Support teachers with implementing technology into their French Instruction
- Provide schools with French Professional Development and Training as needed.
- Organize French Teacher training and Professional Development with outside agencies
- Keep Financial and expense records in regards to the grant and French program



Turtle River School Division Policy Statement The Role of the French Consultant

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Section Instructional

SPECIFIC DUTIES OF THE FRENCH CONSULTANT ‘con’t’

- Order French Resources as needed
- Yearly assess the divisions current French Programming and make suggesting for improving the revitalization of French in the division.
- Ask teachers for feedback through a survey a minimum of two times per year on the French Revitalization program (Fall & Spring).
- Develop and organize French Units based on Themes

Evaluation:

The French Consultant will be evaluated as per the division teacher evaluation policy. The coordinator of student services may become involved in evaluation where necessary and desirable. The feedback based on the evaluation by principals and teachers on the French Revitalization program will be taken into consideration when evaluating.

Resolution # 6 December 10, 2013



Turtle River School Division Policy Statement

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Section Instructional

Dress Code

It is an expectation that Turtle River School Division employees shall dress according to the business casual dress code which means dressing professionally, looking relaxed, yet neat and coordinated. Clothing must allow staff to work comfortably, but a professional image cannot be sacrificed for comfort. All clothing shall be worn within the bounds of decency and good taste. Footwear should be appropriate to the job assignment and conform to match the clothing worn.

Resolution No.4 November 23 2010



Turtle River School Division Policy Statement

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Section Instructional

ACCOUNTING PROCEDURES – SUMMARY

SCHOOL FUNDS

Principals' Responsibility:

The principal is responsible for all funds generated under the auspices of the school, including school student council funds.

Division owned funds must be turned over the division secretary-treasurer.

The Principal shall ensure that all Public Sector Accounting Board requirements are met and reported to the secretary treasurer as per provincial requirements and timelines.

Bank Accounts

1. The bank accounts should be an interest bearing chequing account.
2. Accounts shall require two signatures on all cheques – one being the principal/vice-principal and the second being either another executive member/staff representative/student representative.

Receipts

1. Duplicate numbered receipts shall be issued for monies received. The original should be given to the payer and the second copy retained in the receipt book.
2. When a significant number of students are required to pay for a specific activity (eg. Chocolate bar sales, hot dog day, etc.) a "Master Receipt" may be used for the group.
3. For events where cash collections are received monies should be counted by two individuals and forwarded to the treasurer who will issue a receipt.
4. All receipts of funds are to be recorded in the financial records.

Deposit of Funds

Monies should be deposited on the day they are received. When this is impossible or impractical, funds are to be safeguarded by the principal or treasurer until the earliest time a deposit can be made.

In making a deposit the treasurer will:

1. Verify the deposit agrees with the total of receipts issued since the previous deposit.
2. Note the date of deposit amount on the last receipt covered by the deposit.
3. Prepare a bank deposit slip in duplicate.
4. Submit the deposit to the bank who will retain the original copy of the deposit slip and will validate and return the duplicate for the treasurer's files.
5. Enter the deposit date and amount in the financial records.



Turtle River School Division Policy Statement

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Section Instructional

ACCOUNTING PROCEDURES – SUMMARY SCHOOL FUNDS-Con't

Disbursements

1. All disbursements must be made by cheque numbered and issued sequentially. A two part duplicate cheque shall be used.
2. All cheques must have two signatures. The signing of blank cheques or use of a signature stamp is prohibited.
3. All cheque disbursements must be supported by invoices, vouchers and/or purchase orders and approved for payment by the principal.
4. All invoices/vouchers shall be checked for numerical accuracy. At time of payment the approved invoice shall be matched with the duplicate cheque and filed in cheque number order.
5. Cheque books should be updated when a cheque is written recording date, payer, amount and running bank balance.
6. Each cheque disbursement is to be recorded in the financial records in cheque number order.
7. Prepaid items or expense advances should be limited to unusual circumstances and such items should be filed separately until an invoice or other appropriate document is obtained.
8. Making cheques payable to "CASH" is prohibited.
9. Miscellaneous items such as interest expense or income, etc. that appear on the bank statement should be recorded in the financial records monthly.

Financial Reporting

1. The bank statement should be reconciled with the financial records and the cheque book balance on a monthly basis when received. The treasurer should sign the reconciliation form and forward it to the principal for review. The principal shall approve if correct and return the original to the treasurer.
2. A summary of cash receipts and disbursements should be prepared monthly and a copy provided to the school principal for review. Where this is excessive due to a very few transactions, a principal may increase the time period of these reports but in no instance can the requirement for these reports be for a period greater than three months.
3. As of March 31 each year the school fund accounts will be closed for the current fiscal period. The treasurer will prepare a cash receipts and disbursement statement for the year showing:
 - a) the opening bank balance (April 1)
 - b) the total receipts for the year,
 - c) total disbursements for the year, and
 - d) closing bank balance (March 1)



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Section Instructional

ACCOUNTING PROCEDURES – SUMMARY SCHOOL FUNDS-Con't

4. Upon completion, this report will be forwarded to the principal who will appoint an auditor. The auditor shall be someone who is familiar with general and accepted accounting principals and at arms length from the schools fund being audited.
5. A copy of the cash receipts and disbursement report for the fiscal year signed and dated by the principal and the auditor will be forwarded to the secretary-treasurer's department along with a copy of the March 31 bank reconciliation.

Other

1. At no time shall a principal permit an overdraft in any school funds bank account unless there has been a specific clearly identified plan for removing same. Such a plan shall be made, in writing, by the principal and submitted to the superintendent and secretary-treasurer for their approval prior to the deficit being incurred.
2. Purchase of items by the schools fund account for individual staff members is not permitted.
3. Review of school funds controls and procedures. The secretary-treasurer will review the procedures being followed and the controls in place at each school on an annual basis. The basis of the review will be adherence to the controls and procedures contained in this document. The procedures undertaken to conduct this review should be documented at the same time of the review.

ACCOUNTING PROCEDURES FOR SCHOOL FUNDS

A. GENERAL

Purpose of Funds:

The purpose of in school fund raising should be to promote the general welfare, education and morale of all students and to finance co-curricular activity of the student body or to provide additional supplies and equipment not available through the regular budget. These funds consist of money collected by the principals, teachers, other employees or pupils for a school sponsored or school related activity. The purpose and use of the school funds should be made available to the school staff members, student body and the parent community.



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Section Instructional

ACCOUNTING PROCEDURES FOR SCHOOL FUNDS – Con't

Sources of Funds:

Funds should be raised from the local school community or student body for projects approved by the school principal. Funds derived from the student body, as a whole, shall be expended for the benefit of the student body as a whole, either directly or indirectly. Student body business shall be conducted in a manner that offers minimum competition to commercial establishments.

Responsibility:

The principal is responsible for all school funds. Proper accounting consists of:

- a) Following the prescribed procedures in collecting, receipting, depositing, recording, disbursing, and reporting school funds.
- b) Maintaining complete and accurate records for all receipts and disbursement.

Although responsible, the principal may have any other staff/student representative physically undertake these duties acting as a treasurer.

Types of School Funds

There are three types of school funds:

1. **Division Owned School Funds**
These funds consist of monies that are the property of the school division. These funds must be accounted for separately and the schools' role is holder of the funds. Examples of these funds are the sale of supplies, photocopy fees, driver education fees, etc.
2. **School Fund Raising**
Those funds as described under funds above excluding division owned funds.
3. **Student Council Funds**
These funds are raised by the student council and could include graduation and year book sales and other funds as described in two above.

NOTE: Funds raised by school activities and/or student council remain at the school. Division owned funds must be turned over to the secretary-treasurer of the Turtle River School Division. Division owned funds may be accumulated by the school until March 31, annually. At this time a cheque with a list of receipts must be forwarded to the secretary-treasurer of Turtle River School Division.



Turtle River School Division Policy Statement

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Section Instructional

ACCOUNTING PROCEDURES FOR SCHOOL FUNDS – Con't

B. GUIDELINES

1. Bank Accounts

The principal shall establish bank accounts in the name of the school as required. One account for all school activities and all school funds would be preferable. The accounts should be an interest-bearing chequing account. Accounts shall have signature cards requiring two signatures being one of principal or vice-principal and the second being either another executive member/staff representative/student representative.

2. Financial Record

An appropriate cash receipts and disbursements record should be maintained for all major activities.

3. Receipt of Funds

- a) Duplicate receipts should be issued for all monies received from students, staff or other individuals. The original should be given to the payee and the second copy retained in the receipt book.
- b) At the discretion of the principal, the writing of a receipt to an individual student may be waived and a "Master Receipt" used when significant number of students are required to pay for a specific activity or a "Daily Cash Report" for repetitive food and or supply sales.

Attached is a sample "Master Receipt" (FORM SF-1) and a "Daily Cash Report" (FORM SF-2) to be used in lieu of individual receipts. Collections for various classes/teachers should be turned over to the treasurer every twenty-four hours. Some of the activities in which the "Master Receipt" form may be used are chocolate bar sales, pupil pictures, field trips, class fees, text book/locker rentals, and yearbook sales. "Daily Cash Reports" would be used for canteen sales and lunch programs.

- c) For events where cash collections are made, monies should be counted by two individuals whenever possible, preferably one being a staff advisor, and an appropriate cash count form prepared and signed by both individuals. The monies and form should be forwarded to the treasurer who will verify the monies received, issue a receipt, and prepare the monies for deposit. If such collections are for a special event these monies should be deposited intact as a separate deposit.
- d) Where pre-numbered tickets are used for any event an accountability by ticket number for the tickets issued, sold, and returned is required. Ticket sales shall be reconciled with cash received and the treasurer shall verify such reports and make appropriate entries in all related records. A sample form (FORM SF-3) for use in accounting for ticket sales is attached. This form or an equivalent is to be used.
- e) On occasions where large sums of money are to be handled in the evening, arrangements should be made to use the bank's night depository.



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ACCOUNTING PROCEDURES FOR SCHOOL FUNDS – Con't

4. Deposit of Funds

- a) Funds should be deposited on the day received. When conditions make a daily deposit impossible or impractical, funds are to be safeguarded by the principal or treasurer until deposit can prudently be made.
- b) Procedure for deposit:
 - The treasurer verifies the amount for deposit by actual count of money on hand to be deposited.
 - Agrees this amount with the total of receipts issued from the receipt book since the previous deposit.
 - Notes date and amount of deposit on last receipt covered by the deposit.
 - Prepare bank deposit slip in duplicate.
 - Posts deposit to cash receipts and disbursement record and cheque book.
 - Submit money and both copies of deposit slip to bank . The bank should retain the original and validate and return the duplicate for the treasurer's files.

5. Loss of Funds

Any loss of cash, including cheques, must be promptly reported to the principal, the secretary-treasurer and to the appropriate law enforcement authorities if theft is involved or suspected. A written report must subsequently be submitted to the secretary-treasurer within 24 hours. The written report will include a recitation of the facts and circumstances, steps taken to prevent a recurrence and steps taken to affix responsibility, if any. Assistance should be requested from the secretary-treasurer if necessary.

6. Interest Income

Interest income earned and credited on the bank statement must be recorded in the cash receipts and disbursement record.

7. Disbursements

- All disbursements must be made by cheque. All cheques must have two signatures (as outlined under Bank Accounts) and be supported by invoices, vouchers and/or purchase orders approved for payment by the principal. Cheques should be numbered and issued sequentially. Disbursements cheques should be entered numerically and charged to the appropriate account in the cash receipts and disbursements record on a daily or current basis.

NOTE: The signing of a blank cheques is prohibited.

The use of a signature stamp in fiscal matters, including signing cheques, is prohibited.

- Disbursements to vendors shall be supported by original invoice and signed for approval by the principal once goods or services have been received and found to be acceptable.



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ACCOUNTING PROCEDURES FOR SCHOOL FUNDS – Con't

- Disbursements to reimburse individuals shall be supported by vendor's receipt and /or expenditure voucher (FORM SF-4) and shall contain all information related to the payment.
- The invoice should be checked for accuracy of the price, extensions and additions.
- All invoices/vouchers shall be checked for numerical accuracy. At time of payment the approved invoice shall be matched with the duplicate cheques and filed in cheque number order.
- Cheque book stubs shall be completed when the cheque is written recording date, payee, amount, and running bank balance.
- All invoices and/or requisitions shall be kept and filed in numerical cheque number order.
- Making cheques payable to CASH is prohibited.
- Prepaid items or expense advances should be limited to unusual circumstances and such items should be filed separately until an invoice or other appropriate document is obtained.
- Bank service charges as shown on the bank statement must be recorded in the Cash Receipts and Disbursements Record.
- All returned cheques should be filed numerically each month and retained with monthly bank statement.

8. Purchases

In acquiring goods or services these purchasing procedures should be followed:

- Under \$200 principal or his designate's discretion.
- \$200 – 1,000 obtain a minimum of three telephone quotations (FORM SF-5)
- \$1,000 – 5,000 obtain a minimum of three telephone or written quotations (FORM SF-5)
- Over \$5,000 purchases to be conducted through competitive sealed bidding with adequate specifications and handled through the secretary-treasurer.

All purchases of capital equipment should be processed through the secretary-treasurer. The equipment is then properly accounted for and becomes part of the school inventory. Upon payment, the division will be reimbursed from the school funds for the purchases.



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ACCOUNTING PROCEDURES FOR SCHOOL FUNDS – Con't

C. Financial Reporting Requirements

1. The bank statement shall, upon receipt, be reconciled with the cash receipts and disbursements record and the cheque book balance. Any problem in reconciling the statement should be reported immediately to the principal. The treasurer should sign the form upon completion and forward to the principal for review. The principal will then approve the form (SF-6), and return the original to the treasurer.
2. A summary of cash receipts and disbursements should be prepared monthly and a copy provided to the school principal for his review. The principal may wish to post this report for the information of other staff members. In some instances the monthly reports may be excessive as no or very few transactions will have taken place. In these instances the principal may increase the requirement for this financial report be for a period greater than three months.
3. As of March 31 of each year the school fund accounts will be closed for the current fiscal year. At that time the treasurer will prepare a cash receipts and disbursements statement for the year. This financial report will include:
 - a) the opening bank balance
 - b) total receipts for the year
 - c) total disbursements for the year, and
 - d) closing bank balance (March 31)
4. Upon closing of the records for the year and completion of the above financial report the principal will appoint an auditor to carry out a review of the school records in accordance with the audit program attached as Appendix "A". Such an audit shall also be carried out upon change of principal. Any concerns resulting from such audit/review shall be reported to the secretary-treasurer immediately.
5. Upon completion of the review, a copy of the cash receipts and disbursements report for the fiscal year signed and dated by the principal and the auditor will be forwarded to the secretary-treasurer along with a copy of the March 31 bank reconciliation by June 15.

D. Retention of Financial Records

The following schedule specifies minimum periods for retaining the school funds financial records.



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ACCOUNTING PROCEDURES FOR SCHOOL FUNDS – Con't

1. Permanently
 - Cash receipts and disbursements record
 - Annual cash receipts and disbursements financial report which is signed and dated by the principal and the auditor.
 2. Held seven years from the end of the fiscal year in which the last entry is made:
 - Cancelled cheques and bank statements
 - Duplicate deposit slips
 - Bank reconciliation reports
 - Cash receipts
 - Master receipt reports and/or daily cash reports
 - Vendors' invoices, shipping reports, purchase orders, etc.
 - Monthly or other periodic financial reports.
- E. OTHER**
- At no time shall a principal permit an overdraft in any school funds bank account unless there has been a specific clearly identified plan for removing same. Such a plan shall be made, in writing, by the principal and submitted to the superintendent and secretary-treasurer for their approval prior to the deficit.
 - Purchase of items by the schools fund account for individual staff members is not permitted.
 - If a cheque paid to the school is returned N.S.F. the party issuing the cheque should be contacted by telephone and where necessary followed up in writing. If collected this should be deposited separately and marked as "Re deposit." No entry is required for the transaction. If payment has not been received at the end of ten days, the original cheque and a list of efforts made to obtain voluntary payment should be forwarded to the secretary-treasurer with a copy being retained for the school records. The amount of the returned cheque should be entered as a reduction to receipts and posted in the cash receipts and disbursements record.
 - If a cheque issued from the school fund is lost, a stop payment authorization must be completed at the bank and any costs related to the stop payment should be borne by the payee. A stale dated cheque may be replaced by a new cheque. In both instances an entry should be made in the cash receipts and disbursements records as a reduction before the new cheque is written and recorded. A complete explanation should be included in the financial records and on the cheque book stub.
 - If a cheque issued from the school funds remains outstanding for more than one year without being cashed it should be cancelled and an entry made to the cash receipts and disbursements records with a complete explanation.



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Section Instructional

ACCOUNTING PROCEDURES FOR SCHOOL FUNDS – Con't

- If a decision is made to permanently close a school the principal of such school should plan to restrict fund raising activities for short range needs and/or plan for disposition of any residual funds. As a general rule, residual funds should be distributed to schools receiving students from the closed school based on the number of students going to each such school. Otherwise the principal of the school being closed should present a written proposal for the disposition of the funds to the superintendent or secretary-treasurer for approval.
- Cashing of personal cheques from cash received is prohibited.
- Any costs incurred for maintenance of school funds, example – audit costs, shall be the responsibility of the organization maintaining the school funds.

Review of School Funds Controls and Procedures:

The secretary-treasurer will review the procedures being followed and the controls in place at each school on an annual basis. The basis of the review will be adherence to the controls and procedures contained in this document. The procedures undertaken to conduct this review should be documented at the same time of the review.

APPENDIX A

AUDIT OBJECTIVES:

1. To determine that procedures are followed as per policy.
2. To determine that all payments are properly supported and recorded in the synoptic;
3. To determine that all monies received are recorded and properly deposited in the bank
4. To determine that the synoptic is clerically accurate.

Objective Number 1

1. Check out the continuity of the returned cheques
2. Examine the returned cheques on a test basis and perform the following steps;
 - a) agree the amount of the cheque to the amount recorded in the synoptic;
 - b) see that the signatures on the cheques are the ones of the authorized signing authorities;
 - c) see that the cheque is properly endorsed;
 - d) examine the vouchers supporting the payment and agree the payee and the cheque amount to the details on the voucher.
3. Check the bank reconciliation by:
 - a) agreeing the bank balance to the bank statement
 - b) agreeing the total disbursements and total receipts to the final figures in the synoptic
 - c) checking the reasonableness of any other reconciling items.

Objective Number 2

1. Check the continuity of the cash receipts
2. On a test basis trace from the cash receipts to the synoptic
3. Agree the deposits recorded in the synoptic to the bank statement.

Resolution No. 8 April 27, 2010



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CAUTION FEES POLICY

The Turtle River School Division will not be collecting caution fees at the beginning of each school year. However, students are responsible to take proper care of all school supplies which are issued to them. If any school property is lost or damaged by a student, that student will be responsible to pay for the value of the property as assessed by the school.

January 9, 1990, Reviewed January 5, 2009

SCHOOL LOCKERS

School lockers are the property of the school division. They are issued to students for student use. It is the responsibility of the students to keep these neat and clean. The principal or his/her designate have the right to inspect these lockers at any time.

October 2, 1990, Reviewed January 5, 2009

LOCKS POLICY

In cases where the school supplies locks, the locks are to be used by the students. In cases where locks can be bought or rented from the student council, the payment of fees is to be made directly to the student council. In cases where students receive permission to use private locks, they will be required to supply a second key for the combination to the principal.

January 9, 1990, Reviewed January 5, 2009

ADVERTISING IN THE SCHOOLS

Schools should not be used as a media for advertising for non school related activities, especially those for profit. The principal shall be responsible to determine which advertising is legitimate. All advertising must be authorized by the principal. Any advertising which is not authorized shall be removed by the principal or his/her designate.

Reviewed January 5, 2009

PARENTS AND VISITORS TO THE SCHOOLS

Parents and visitors to the schools must report directly to the principal or the office. The principal or designate will make provision to access to other areas of the school, or to staff members as the principal or designate deems appropriate.

Reviewed January 5, 2009



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STAFF PARTICIPATION IN COMMUNITY ACTIVITIES

In order to become better acquainted with the communities' expectation of the school system, staff members are encouraged to participate in community activities.

Reviewed January 5, 2009

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The board expects each staff member to act politically non partisan in school activities.

Reviewed January 5, 2009

CORPORAL PUNISHMENT

Corporal punishment as a means of discipline shall be banned in all schools in the division.

Reviewed January 5, 2009

STUDENT INSURANCE PROGRAM

Personal injury and life insurance is the responsibility of parents. Parents may purchase insurance that is sponsored by the Manitoba Association of School Trustees.

Reviewed January 5, 2009

SCHOOL DAY

Under regulations of the Public School Act, the instructional day at all grade levels must be a minimum of five and one half hours, unless under special circumstances, the board approve alternate times. This time period includes time spent in recesses but does not include the lunch period. The actual times of opening and closing and the length of the lunch hour may, however, be determined by school board resolution. In grades one to six (1-6) there must be recesses for all students in both the morning and afternoon. These recesses must be at least ten minutes long and must not exceed fifteen minutes.

Reviewed January 5, 2009, Resolution No. 3 September 28, 2010

STAFF STUDENT RELATIONS

The Board expects students and staff members of this division to give each other the respect and courtesy required by the members of any group of people who are required to work together.

Reviewed January 5, 2009

ADMINISTERING MEDICINE TO STUDENTS

Prescribed medicines may be administered to students by staff members ONLY at the request of the parent, in writing, and according to the recommendation of a doctor.

Specific directions shall be provided in writing.

October 23, 1990, reviewed January 5, 2009

COMMUNICABLE DISEASES

A principal, health nurse, or health officer may send home a student who has a communicable disease.

Reviewed January 5, 2009, Resolution No. 4 September 28, 2010

"Learning today for tomorrow"



Turtle River School Division Policy Statement

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Section Instructional

ADMISSION OF RESIDENT STUDENTS TO SCHOOLS OF TURTLE RIVER SCHOOL DIVISION NO. 32

Before the principal of the school admits any new students to the school he/she shall:

- a) Determine that a student is a resident of Turtle River School Division as per conditions spelled out in the Public School Act. If a student is not a resident, the policy for, "Admission of Non Resident Students" shall apply.

If it is determined that the student is a resident, the principal shall;

- a) Check the legal land description of the residence of the parents/guardians and inform them on which bus route they reside. The principal shall inform the transportation supervisor and ask the parents to contact the transportation supervisor and make a request for transportation. If a parent lives on a bus route which is already serviced by bus service to another school, the principal shall not register the pupils but refer them to the school which is serviced by transportation. If the parents insist registering their children at that school, they are to be referred to the division office.
- b) The superintendent may give permission for the students to enroll in another school which is not serviced by transportation but instruct the parents/guardians that transportation will not be provided. The superintendent may also give permission for parents to meet a bus. The superintendent is to inform the secretary-treasurer and the transportation supervisor of the decision. The secretary-treasurer shall reaffirm the decision to parents, in writing, and inform them that the decision is an interim one and will be referred to the board for a final decision. All parents requests shall be made, in writing, and forwarded to the secretary-treasurer.
- c) The transportation supervisor shall be responsible for authorizing all transportation in the division and informing all bus drivers. **Bus drivers are not to pick up students who do not have authorization for transportation.** In cases where there is no transportation provided to any school in the division, the transportation supervisor shall make appropriate transportation arrangements.

In the absence of the transportation supervisor, the secretary-treasurer or superintendent may authorize interim transportation. If neither of the above can be contacted, the principal may authorize interim transportation and inform the bus driver. The principal shall inform a division office administrator as soon as possible of his/her decision.

In cases of emergency, extreme weather conditions, bus drivers may pick up any pedestrians on the route.

October 23, 1990

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Turtle River School Division Policy Statement School of Choice Initiative

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Section Instructional

Parents/students have the right to exercise choice of schools according to the guidelines set by Manitoba Education and Advanced Learning.

In addition to the Manitoba Education and Advanced Learning Guidelines the following shall apply.

CHOICE OF SCHOOLS WITHIN THE DIVISION (other than designated school)

Students must meet the bus along an existing route. Bus routes may be extended or altered at the school board's discretion. The principal may recommend a change of school if it is in the student's best interest.

CHOICE OF SCHOOLS OUT OF THE DIVISION

Transportation may be provided for students exercising school of choice out of Division, if the change of school is in the students best interest and recommended by the Superintendent. The Superintendent is to provide this recommendation, in writing, to the Secretary Treasurer prior to the change of school. In order to qualify for transportation, the student must qualify for the transportation grant as provided by Manitoba Education and Advanced Learning or the grant is to be paid by the parents or guardian.

The transportation fee must be paid or arrangements to pay must be made prior to the start of the school year. If no communication is received the student will not be allowed to ride on the bus. If student no longer requires transportation services, reimbursement may apply upon written notification from parent/guardian at which time the student will no longer have the ability to ride the bus at any time. If reinstatement of bus services is required during the school year, the parent/guardian must reapply for approval and pre-payment of the transportation fee will apply.

Transportation will only be provided on an existing bus route. No additional transportation will be provided.

This policy will apply to all new students wishing to exercise for choice of schools effective fall term 2015.

The Board reserves the right to deny transportation to and from school for any student exercising school of choice.

Feb. 6/01, July 16/02, Resolution # 5 April 28, 2015



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SCHOOL OF CHOICE – INAC STUDENTS

Turtle River School Division may allow students who are funded by the Department of Indian and Northern Affairs to attend school in Turtle River under the following conditions:

1. The division is not obliged to admit INAC funded students unless it has school accommodations and teaching staff in excess of the required for the resident students.
2. All INAC funding received by the First Nations Education Authority is transferred to Turtle River for the student.
3. The principal feels that there is room in the school and that acceptance of the student would not result in any additional staffing or resources, or the transfer would not result in a disruption in the school.
4. Funding is to be transferred on a per semester basis. The Secretary-Treasurer shall determine a payment schedule when the INAC student is accepted.

October 8, 2002



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ADMISSION OF NON-RESIDENT STUDENTS

Those who do not qualify for Choice of Schools or program legislation.

“Non-resident” pupil means a pupil whose parents or guardians do not reside within the Turtle River School Division boundaries. The board must admit non-resident pupils under conditions outlined in the Public Schools Act.

The board is not obliged to admit a non-resident pupil unless it has school accommodations and teaching staff in excess of that required for the resident students.

The division may enter into reciprocal agreements with other divisions regarding the transferring of students between divisions.

Residual costs may be waived where agreements are reached between school divisions.

See the form for “Admission of non-resident students.”

Non resident fees:

Neighbouring Divisions:

Example: A

Students register September 1. Since the student is provincial student and if Turtle River School Division receives grants the fee would be;

Basic grant	\$3,500.00
Special needs	7,000.00
Total grants	<u>10,500.00</u>

Cost to educate;	
Basic	\$5,000.00
Busing	700.00
Additional TA	8,000.00
Total Cost	<u>\$13,700.00</u>

Residual fee $13,7000 - 10,500 = \$3,200.00$

If the student registered in January 1, the cost would be $13,700 - 10 \text{ months} \times 6 \text{ months}$ left in the school year.

Federal students, out of province students and foreign students:
Fees to be charged is equal to the total cost for educating the student.

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FOREIGN EXCHANGE STUDENTS

Foreign exchange students shall be charged the full tuition less the prorated grants as funded by the Public Schools Finance, as per Department of Education and Training schedule.

The number of foreign students accepted will not exceed two per school. Foreign students will be accepted into the school only if, in the opinion of the principal, their presence will make a positive impact on the school.

Registration of all foreign students should occur prior to May 15. All fees should be paid in advance, either monthly or two or three installments. The secretary-treasurer shall determine how and when the fees will be paid.

Foreign students (non Canadian) shall not be eligible to receive graduation awards.

December 13, 1994
June 17, 1997
August 21, 2001

NEWS COVERAGE BY MEDIA FOR REASONS OTHER THAN PROMOTION OF SCHOOL EVENTS

Media or pressure groups shall not be permitted to enter the schools at anytime unless authorized by the board. Students shall not be interviewed at any time while under the care of the Turtle River School Division. Staff is not to be interrupted during working hours.

NEWS COVERAGE FOR SPORTS, ACADEMIC PROGRAMS AND SOCIAL EVENTS

News coverage of sports and social events in connection with school activity will be allowed at the discretion of the principal.



Turtle River School Division Policy Statement General Media Coverage Notice to Parents

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Section Instructional

General Media Coverage Notice to Parents

Turtle River School Division receive requests from mass media representatives (newspapers, magazines, radio or television stations, web sites) to come onto school property to report on and/or photograph/record an aspect of the school or its programs. These may thereafter be digitally manipulated, published, broadcast, re-broadcast, or sold to other media outlets.

Media requests will be carefully considered before being approved by the principal. School may cooperate with the media, within reason to encourage celebration of school achievements and share information with others. However, we recognize that there are instances where you may not wish your child to be recorded. If you do not wish your child to participate in media coverage, school staff will involve your child in other activities during the media's attendance.

In cases where the media wish to interview, photograph, or profile your child in the school, the principal will seek the General Media Coverage Consent Form appendix A section (ii) Page 39. This form shall be fill out annually and filed at the school. If your consent is absent, no such interview will take place.

The Turtle River School Division cannot prevent media outlets from photographing students from vantage points beyond our control, such as outside the school or across the street from the school. Nor can the Turtle River School Division prevent the media from interviewing students in these locations. If this is a concern, you should discuss the matter with your child to alert your child to this possibility.

Similarly, parents and the media may take non-specific, non-identified recordings of children at public events in the school or off-site. In such instances, your child's image or voice or a digital manipulation of the image or audio may be recorded, broadcast or published. Once the photograph or recordings has been taken, the Turtle River School Division cannot restrict or limit subsequent publication or re-broadcast.

Resolution # 11 February 26, 2013



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GUIDELINES FOR REGISTRATION OF STUDENTS PLACED IN FOSTER CARE BY AGENCIES

The Turtle River School Division philosophy of education promotes quality educational programming in the most enabling learning environment for all its regular and exceptional students.

The following guidelines and school registration procedures relating to children placed in foster home by government agencies are designed to facilitate the transition process to the new school, and to ensure that appropriate educational programming and required services and supports are put in place to best meet the needs of the student.

The registration process will also ensure that school personnel have the necessary information, time and resources to plan and implement these special programs and services.

A collaborative approach with school and agency participation will best ensure that the special needs of the student are met in a safe, secure and growth-prompting learning environment.

REGULAR CLASSROOM STUDENT PLACEMENT

NO EXCEPTIONAL NEEDS

If the student being registered:

- a) does not require any special program modifications, and
- b) documentation from his/her former school does not indicate the need for special assistance, materials supports or services, registration may be made at the school level by the agency worker or the foster parent.

IF THE PRINCIPAL DOES NOT HAVE SUFFICIENT INFORMATION TO DETERMINE THAT THERE ARE NO SPECIAL NEEDS, THE STUDENT'S ENTRANCE TO SCHOOL MAY BE DELAYED UNTIL SUCH INFORMATION IS PROVIDED.

SPECIAL NEEDS STUDENT PLACEMENT

PROGRAM MODIFICATIONS AND SUPPORTS REQUIRED

If the student being registered requires program modifications, special assistance or additional material and staffing supports, the following procedures needs to be followed.



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It is necessary for the child's worker to:

1. Communicate with the Division Administrator responsible for student support services before student registration.
2. Provide all necessary documentation to assist the school division in:
 - Providing appropriate placement and educational programming, and
 - Making available supports, materials, and staffing.
3. Collaborate (social worker and foster parents) with the school team and other professionals to ensure a smooth transition and to plan appropriate global educational programming for students.
4. Provide ongoing support and insure the provision of necessary medical and/or therapeutic interventions needed by the student.

IMPORTANT: Prior to the student's entry in school sufficient time will be required (usually two to four weeks) to receive required documentation and to insure that appropriate programming, materials, staffing and training are in place.

5. In cases where a child is apprehended, the case worker will inform the principal.

November 15, 1994



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SUPERVISION OF STUDENTS

On each school day, the school, the playground and the bus unloading and loading areas must be supervised at the appropriate times.

There must be supervision of all bus unloading and loading.

There must be recess and noon hour supervision of the playground.

Classrooms, washrooms, auditoriums and hallways must be supervised during recess and noon hour.

The principal and the school staff are responsible for the students from the time they arrive until they leave for the day.

If any school area is not supervised the principal could be held responsible for any damage or accident.

All students, except those going home for lunch, are required to remain on the school premises unless they receive permission to leave from either the principal or the supervising teacher. A note signed by a parent or guardian is required for the school authorities to consider allowing students to leave school premises. A signed note is not a guarantee that a student may leave school premises.

There is not to be any mass exodus of students during the school day, no matter what the circumstance. The students should be required and encouraged to occupy a part of a roadway while walking to and from school and not to walk several abreast in such a way as to expose themselves to a possible accident or to impede traffic.

If staff members call a meeting or practice (choir, rehearsals, etc.) they should be there before the first children. The children should go straight to the meeting place. Students must never be allowed to roam the school.

Rowdiness and excessive noise are unacceptable. Students causing damage to school property will be required to make restitution.

Indoor supervision cannot be carried out from the home room or staff room.

STUDENT TEACHER AND INTERNSHIPS

The board expects each school in the division, if requested, to accept these students and help them in a professional manner to carry out their assigned tasks.

The final acceptance and number of these student-teachers rest with the principal of the school.



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Section Instructional

TESTING PROGRAM

The board sees value in individual, standardized and standards tests as an aid for grouping students, measuring student progress, and helping in the evaluation of academic programs.

CONTROVERSIAL SPEAKERS

The board will allow controversial speakers into the schools, providing that such speakers:

- 1) Outline beforehand in detail, to the superintendent, the content of their presentation.
- 2) The principal or his/her designate are present at the presentation.

The superintendent may cancel the appointment of the controversial speaker after receiving the outline of the presentation if he/she feels the content of the presentation is detrimental to the division.

A principal or his/her designate may adjourn the presentation at any time if he/she deems the material being presented is detrimental to the division.

SCHOOL VOLUNTEERS

The schools in the Turtle River School Division No. 32 are to conduct a workshop for all volunteers who work with children and that all volunteers who work with children shall be required to take a workshop. These workshops must occur before October 15.

In cases where volunteers perform specific tasks, not working with children, such as sewing costumes, cooking meals, supervision, field trips, etc., the principal may waive the requirement for a workshop at the school level, and may conduct a brief orientation which is specific to the task.

November 1996

STUDENT RECORDS

The student's records shall be kept in confidence. No information shall be released from the student's cumulative records or files except in accordance with provisions of the law.

The student's records will move with him/her when he/she transfers from school to school within the division. If he/she transfers to a school outside the division the student's records will remain at his/her last attended school in the division unless the receiving school requests them.



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It is the responsibility of the home room teacher to provide the school administration with the information required for the cumulative records. The division has the responsibility for providing students with records for kindergarten through grade 12. All students that have either completed their education and or have withdrawn from school will be required to submit their requests for duplicate marks statement to the school or division office. The first transcript will be provided free of charge and a fee of \$10.00 will be charged for subsequent transcript requests.

SUMMER SCHOOLS

The Turtle River School Division grants credit on a student record for courses taken at summer schools providing these courses are given by an accredited educational institution or school division, and such courses have the proper level and subject material to fit into the student's program.

The onus is on the student to insure that credit will be granted by Manitoba Education & Training for courses taken from not accredited institutions.



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DISPOSITION OF SPECIALIST'S REPORTS

1. All reports from specialist agencies outside of the school division will be channeled through the coordinator of student services.
2. A copy of the report will be retained in the central files. The coordinator of student services will be responsible to maintain the file. This file shall be accessible to the superintendent and/or the board in Committee of the Whole.
3. The report will be sent (in most cases) to the principal of the school of that particular student.
4. The principal will convey the report (written or verbal at his/her discretion) to the teacher and resource teacher (guidance counselor).
5. The written report shall be handled as follows:
 - a) Reports of a general nature and of educational concern are to be placed in the student's cumulative record.
 - b) Reports of a confidential nature are to be placed in a separate school file, with a notation made in the cumulative record that additional information is available from the principal at his/her discretion.

Reports of dubious educational value – contain information of private matters and are of no real concern to those who might have access to the cumulative report. These reports would prejudice a student unduly if the information were available in the cumulative record. These can only be released by written parental consent.

- c) Psychological test results, although of educational value shall be excluded from the students' cumulative file and will be filed in the special school file.

The coordinator of student services shall be responsible to retain and destroy reports as set forth in the policy "Record Retention."

June 4, 1991



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ACCESS TO STUDENT RECORDS

Access to a student record, without the written consent of the student who is 18 years of age, or his/her parents or guardian if the student is under 18 years of age, shall be made available to the following:

1. Superintendent
2. Principals and vice-principals
3. Teachers, counselors, resource teachers and other special services personnel to whom the student has been assigned by the principal.
4. Research personnel conducting research after receiving approval by the Turtle River School Division.
5. Officers of the court, acting upon a duly executed court order, addressed to the principal of the respective school.

Access to a student's record, with the written permission of the student who is 18 years of age, or his parent or guardian if the student is under 18 years of age, should be made available to:

1. Courts, where no court order has been presented to the principal of the school.
2. Probation officers, police officers.
3. Parents or guardians if the student is 18 years of age.
4. Post secondary institutions.
5. Prospective employers.
6. Social Agencies.

Where written permission has been obtained, access shall be provided to the record or to such part of the record as specified in the permission. If it is deemed by the principal to be in the student's interest, access shall be provided only in the presence of the principal, teacher or counselor. No record shall be altered or removed. Each time a file has been reviewed a note shall be left in the file. The note shall indicate reasons for file review, date and persons present. The note shall also be signed by the viewer and the supervisor.

June 4, 1991

PARENT ACCESS TO STANDARDIZED TESTS

Parents have the right to view their child's cumulative file. Parents shall have the results of these tests explained to them. Parents shall make an appointment with the school. Schools shall place a note on the report card stating that standardized test results are available and upon request can be seen by the parents.

May 1996



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YOUNG OFFENDERS INFORMATION SHARING PROTOCOL

The Turtle River School Division board supports the Canadian School Boards Association Protocol and Guidelines – Information Sharing Between School Officials and Young Offenders personnel. In dealing with students who fall under the Young Offenders Act, the Protocol and guidelines shall be followed by staff.

POLICY REGARDING TO WHOM DISCLOSURE OF INFORMATION PERTAINING TO YOUNG OFFENDERS MAY BE MADE

As outlined in the “Protocol and Guidelines for Information Sharing Between School Officials and Young Offenders Personnel” Turtle River School Division will notify the provincial director that information under Young Offenders Act, Section 38 (1.13) is to be provided to the coordinator of student services.

The coordinator of student services shall share this information with the superintendent of schools and the school principal.

The school principal may, depending on the nature of the information, inform on a strictly “need to know basis,” the appropriate staff working with the student.

Information regarding the child shall also be provided to the local RCMP.

If deemed necessary, the coordinator of student services will share this information with the board in an “in camera” session.

May 7, 1996



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SPECIAL NEEDS TEAM MEETING

Rationale:

As parent involvement is essential to the development of any student's potential, it is even more critical that parents of special needs students be involved in the academic, and behavioral programming for their child. Team meetings serve the following purposes:

1. Enable parents to meet with the staff that works with their child to discuss concerns, behaviors, attitudes, problems and successes.
2. Enable the team to review and evaluate the individual education program that the child is receiving.
3. Enables the team to share ideas and develop future IEP objectives and strategies.

A minimum of two formal team meetings are to be held in the school year.

FALL IEP MEETING:

By October 15, the team shall meet to review the completed IEP based on discussions from the previous spring's meeting (if not a new case). The team may adjust the program based on changes over the summer and on new information gathered. Minutes shall be taken for all team meetings by the case manager. Team meeting minutes shall be distributed as follows:

- principal
- students file
- resource teacher
- parents
- clinicians
- coordinator of student services

Signatures of all team members shall be obtained on the document. The IEP shall clearly indicate that the IEP may be changed during the course of the year to meet the needs of the student.

SPRING CASE SUMMARY MEETING

By May 31, the team shall reconvene to review the IEP, evaluate specific goals and strategies, and make recommendations and adjustments to the IEP for the upcoming year. The case manager will keep and distribute minutes of the meeting (as outlined above).

It should be noted that policy indicates a minimum for team consultation. Should parents or the school team feel that additional meetings are needed, they may call them. The full team may or may not be convened.

The team may be comprised of parents, the child(at the discretion of parent and team), principal, classroom teacher, teaching assistant(s), resource teacher, clinicians, coordinator of student services, representatives from outside agencies that may be involved.

May 7, 1996



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SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The selection of supplementary materials shall be made by the teachers and school administration staff. Where these materials are to initiate a major change in a program of teaching technique, the superintendent shall be informed by the principal.

TEXTBOOK SELECTION AND ADOPTION

Textbooks shall be recommended by the teaching staff to the principal for his/her approval. The books may be purchased within the confines of the budget.

Textbooks that are not authorized by the Department of Education and Training may be used as supplementary texts.

Under special circumstances the board may approve the purchase of textbooks beyond the budgeted amount.

The superintendent should be informed by the principal of any change in textbooks in the school.

The board has the power to decide which textbooks are used in the school.

SHARING RESOURCES

Instructional resources are located in the schools throughout the division.

Lists of resources in each school should be made available by the principal to the other schools for inter school loan. Such loans shall be authorized by the principal of the lending school.

Monies for instructional resources are provided in the budget.

SCHEDULING OF INSTRUCTION

The principal of each school is responsible for the scheduling of instruction. The superintendent may review scheduling and if necessary mandate changes.

An attempt should be made to have each core course from the high school program have the proper amount of instructional time allotted to it.



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COURSE OUTLINES

All teachers are required to prepare course outlines for all courses grades 7 – S4. School principals may require course outlines for other grades. A course outline should state the goals for the course, list topics to be covered with proposed timelines and a complete statement on how the course will be evaluated. Course outlines should be distributed to all students, the principal and the superintendent, in the first week of school or in the first week of the course in semestered courses.

January 2, 1989, January 1993

COURSE OFFERINGS K–8

Courses which have been approved by the board shall be taken by all students k – 8. In special circumstances, the school principal may recommend to the superintendent or coordinator of student services that a student should be permitted to be absented from the course, take a modified course or be given an alternative. In such cases the teacher, the principal, the coordinator of student services, and any other professional staff shall have involvement. In cases where parents/guardians object to their children taking a course approved by the board, the parents/guardians shall be required to appear before the board and provide reasons why the child should be exempted from an approved course. The board's decision shall be final. If a student does not take a full complement of courses or drops a course, the student may be required to take another course of an equivalent requirement (110 hours). This course shall be evaluated in a regular manner. If this course credit(s) is not made up before the student enters S1, the student will be required to make up any course shortages by taking additional credits in S1-S4.

In cases where students have deficiencies, the principal shall inform the parents in writing and record such deficiencies on the report card.

In cases where the course or topics are classified as controversial, the policy on teaching controversial materials shall apply.

October 3, 1989.



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PROCEDURES FOR THE TEACHING OF CONTROVERSIAL MATERIALS

Teachers in grades 7 – S4 are required to prepare course outlines. The course outlines will list all the topics in a potentially controversial unit. All students shall receive a copy of the course outline, no later than on the third day after classes have commenced. Students shall be responsible to share the outline with parents.

If the parents wish to take their children out from a particular unit of a course, they will be required to inform the principal in writing before September 15 and (February 15 for semestered courses). If necessary the principal shall refer the request to the “Curriculum Review Committee” for evaluation. The committee will then recommend to the board whether the unit should remain or should be replaced with an alternative. If the board decides that an alternative is warranted, the classroom teacher will then be responsible to provide an alternative unit which will be of equal value. The teacher will be responsible for giving direction, setting expectations, determining the assignment and doing an evaluation.

If a teacher is unable to provide a viable alternative project, the student may choose an alternative unit and present it to the “Curriculum Review Committee” with the scope of work. The “Curriculum Review Committee” may approve, make recommendations, or reject the project. Once a project is accepted, student progress will be evaluated by the appropriate school personnel. If the alternatives are not acceptable to the parents of the student and/or board, the student will be excused from class. However, the student will receive a zero for that unit and the year’s mark will be calculated out of a total possible for that course. The school shall record on the student’s mark statement what the student has opted out of and alternative was taken.

Courses in S1 – S4 which are optional, shall be taken as per prescribed curriculum outlines. In courses such as English, if a novel is offensive to the student or student’s parents, an alternative novel may be made available to the student where possible. To provide students, parents, and teachers ample time to explore controversial topics, controversial topics shall be taught later in the school year. Whenever such concerns arise, parents should firstly direct their concerns to the teacher or principal.

Complaints About Instructional Materials

The board of trustees, though it is ultimately responsible for all book purchases, recognizes the right of teachers and administrators to select books and other material in accordance with current trends in education and to make them available in the schools. The selection of material for use in the schools shall be in accordance with the following guidelines:

"Learning today for tomorrow"



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1. Books and other reading material shall be chosen for values of interest and enlightenment of all students in the community.
2. Every effort will be made to provide materials that present all points of view concerning the problems and issues of our times.
3. Suggestions and or complaints regarding books and other instructional material are to be submitted, in writing, to the principal. The principal will bring these complaints to the attention of the superintendent.

In accordance with # 3 preceding, the board has adopted the following practice when dealing with censorship of books or other materials:

1. The final decision for controversial reading matter shall rest with the board after careful examination and discussion of the book or reading material with school officials or anyone else the board may wish to involve.
2. No parent or group of parents has the right to determine the reading material for students other than their own children.
3. The board does, however, recognize the right of an individual parent to request that his child not be required to read a given book, provided a written request is made to the principal concerned.
4. Any parent who wishes to request consideration of the use of any book must make such a request, in writing, to the principal or superintendent on the prescribed form.

Implementation Process of Curriculum Units Which Are Optional For Students

Optional units may be initiated by individual schools, the board or administration.

1. The school principal and staff shall familiarize themselves with the material and review the unit. If there is a need to teach it in the school, the principal shall inform the superintendent of the school's intent.
2. The school principal shall provide a preliminary education plan to the superintendent. The superintendent will make arrangements for a presentation of the preliminary educational plan to the board.

The preliminary education plan will include such information as;

- a) what is the target group
 - b) who will teach it
 - c) how much teaching time will be required
 - d) when will the unit be taught
 - e) statement of how this unit fits curriculum
 - f) how will parents be involved
 - g) outside resources which will be used in the unit (material, human)
 - h) what other options will be available at the parallel time
 - i) any additional information which may be relevant
3. The board will examine the educational plan and will either request additional information, amend it, approve the plan in principle, or reject it.



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- 4 When the teacher has been identified to teach the unit, on-going opportunities shall be provided for in service training.
- 5 If the board approves the educational plan in principle, the principal shall call a parent meeting and present the preliminary educational plan to the parents and any members of the community who choose to attend. (The teacher teaching the unit should be involved in the presentation.)
- 6 The school principal, who shall act as chairperson, shall organize a committee which consists of: a local board member, teachers, parents, and possible other members of the community. This committee will be charged with the responsibility to:
 - a) endorse or amend the preliminary educational plan
 - b) assist the school staff in monitoring and evaluating the optional unit
 - c) make recommendations to the board for future action.(It is recommended that a different board member serve on each committee)
- 7 If a school committee recommends that an alternative to the optional school unit be taught in the school, the committee will develop a complete educational plan for the alternative. The educational plan for the alternative shall contain as much information as the school plan and shall be submitted to the board for approval. (All educational plans must be presented in writing.)
- 8 A final educational plan will be submitted to the board for final approval. The board may then:
 - a) approve the educational plan as presented
 - b) recommend that the committee amend educational plan
 - c) reject the final plan
- 9 The school shall communicate the complete details of the final educational plan to the parents of the target group.

All preliminary educational plans for teaching units which are optional for students shall be submitted to the board before February 1. Final educational plans shall be submitted to the board before May 1. All students and parents shall receive a course outline at the beginning of the year. (No later than at the end of the first cycle. In some circumstances the board may waive these date deadlines.)

Parents shall be given the opportunity to decide whether their own children shall participate in all, in part, or none of the instruction. Parents shall be required to fill out an appropriate consent form. Assessment of pupils' growth and learning in students' optional units of instruction shall not be used in grading students' progress. Student feedback may be solicited for the purpose of determining the effectiveness of units which are optional to students.

March 6, 1990



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LIVING WITH AIDS

Education:

Information on the transmission of AIDS shall be provided as part of the school education program.

- a) Subject to guidelines approved by the Minister of Education and Training, instruction on the transmission and prevention of AIDS shall be included in core curricula at appropriate grade levels
- b) All division personnel shall be instructed on the nature, transmission and prevention of the AIDS virus.

Confidentiality for Students:

The identity of a student infected with the AIDS virus shall be confidential.

- a) The parent of a student infected with the AIDS virus, in consultation with a family physician, may choose to inform the person designated by the school division as responsible for coordinating education services to students with special needs. This special education coordinator can facilitate the provision of any special educational services the student may require.
- b) An individual who is informed in confidence of the health status of a student infected with the AIDS virus shall maintain that confidence at all times. There shall be no release of information without prior written consent from the parent.
- c) The parent, in consultation with a family physician and the representative of the school division identified in (a) above, may invite other resource people to participate in discussions about the education of the student. Inclusion of classroom teachers and the regional medical health officer may be considered.

School Attendance:

A student infected with the AIDS virus shall have the right to attend regular classes.

- a) Those informed by the parent, of the student's status, should participate in an assessment of the student's physical and psychological health status, and identify factors affecting the student's educational experience.

Consideration should be given to the psycho-social benefit of maintaining the student at school, as his or her health status permits.



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Arrangement for Instruction:

Where alternative arrangements are required for instruction of a student infected with the AIDS virus, those arrangements should be recommended by the group identified in guideline C above to the superintendent of the school division.

- a) Alternative arrangements may include a variety of settings ranging from special instruction within the school to home tutoring.
- b) Decisions regarding alternative educational arrangements should be made on a case-by-case basis.

Confidentially for school personnel:

The identity of school personnel infected with the AIDS virus shall be confidential.

- a) The employee infected with the AIDS virus may inform the superintendent responsible for personnel. The regional medical health officer may be consulted for information and advice.
- b) Any individual who is informed in confidence of the health status of an employee infected with the AIDS virus shall maintain that confidence at all times. There shall be no release of information without the written consent of the employee involved.

Employment:

School personnel infected with the AIDS virus shall have the right to continue their employment.

- a) Where an employee with an AIDS related illness is no longer able to work, full access shall be provided to all benefits as described in applicable collective agreements, including sick leave, long term disability, and medical benefits.

Review of Guidelines:

These policies and operating guidelines shall be reviewed at least annually and revised to reflect new medical information regarding AIDS virus infections.

November 22, 1988



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First Aid and Emergency Medical Care Anaphylaxis Procedure

1. Policy

Turtle River School Division Board of Trustees recognizes that some students attending schools may require the administration of medication in response to an acute allergic reaction or for the medical management of chronic diseases. On occasion, emergency procedures are required in life threatening situations, including, but not limited to, asthmatic attacks, anaphylaxis, and response to low sugar emergencies. The Turtle River School Division recognizes the fact that risks can never be completely eliminated in the school setting, but will strive to ensure the safety of students with life threatening allergies by reducing the risks as much as possible.

What is an Allergy?

An allergy is the immune system's excessive reaction to a normally harmless substance, called an allergen.

At its first exposure to an allergen, the body responds by creating IgE antibodies. When the body is exposed to the allergen again, the IgE antibodies cause chemicals (e.g., histamine) to be released from mast cells, which are found in many areas of the body, including the mouth, nose, eyes, and stomach. When mast cells release these chemicals, signs such as hives, itching and swelling are seen.

What is Anaphylaxis?

Anaphylaxis ("allergic shock" or "generalized allergic reaction") is a severe allergic reaction that can result in death due to airway obstruction or a severe drop in blood pressure. It is an extreme total body reaction.

2. School Response

(This policy reflects the guidelines and procedures outlined in the provincial Unified Referral and Intake System (URIS) Manual.)

When a school has been notified that a child has been diagnosed with a life-threatening allergy and may require the immediate injection of adrenaline by auto-injector, this procedure must be followed:

- a. The principal/resource teacher will ask the parent/guardian if the child carries and auto-injector and/or will be storing one at school. Based on this, the parent/guardian will be informed that a URIS application and Authorization for the Release of Medical Information will be completed and signed on an annual basis. The parent/guardian will also be asked to complete the Authorization Form for Administration of Adrenaline Auto-Injector form.
- b. The Resource Teacher will submit the URIS application and the ROMI for approval to the appropriate Regional Health Authority (Parkland RHA for Ste. Rose, École Laurier, McCreary and Alonsa and Assiniboine RHA for Glenella, Grass River, and Parkview).

"Learning today for tomorrow"



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- c. The Resource Teacher will ensure that a Health Care Plan/Emergency Response Plan will be developed by the URIS nurse in collaboration with the parent/guardian, student (if appropriate), classroom teacher, administration, and other appropriate and relevant personnel on an annual basis. The plan will be specific to the age and maturity level of the child, the specific properties of the allergen and the parameters of the program.
- d. If a student does not carry an auto-injector, or have one at school, the parent/guardian must be informed that the student does not qualify for URIS support. In the event of an emergency, an ambulance will be called to transport the student to the hospital and the parent/guardian will be notified.

The Individual Health Care Plan will include:

- a. Student specific allergens and the responses to allergens
- b. Plans for the avoidance of the allergen, including
 - i. Establishment of safe lunchroom and eating areas
 - ii. Procedures including cleaning and washing routines
 - iii. Avoidance of allergens both known and potentially hidden in school activities (e.g., play dough, glue, erasers, kitchen, stuffed toys)
 - iv. Special precautions to be taken during special celebrations in an attempt to plan for activities including foods prepared safely

The Emergency Response Plan will include:

- a. The plan and process for administration of the adrenaline by auto-injector.
- b. Emergency Services to be contacted
- c. List of parents/guardians and back-up contacts with telephone numbers
- d. Precautions to be considered when planning field trips and other activities.

In many circumstances, a student is able to safely, consistently, and competently manage the administration of his/her own medication. Identification of this medical care must take place in order that a child specific Health Care Plan can be developed.

Medication that may be required urgently shall be carried at all times by the student requiring the medication, or the staff responsible for administering the medication, and **shall not be stored in a locked location.**

If conditions of this policy are not met by the parents/guardians, Turtle River School Division may not be in a position to assist the student in case of a medical emergency.

Roles and Responsibilities

Ensuring the safety of children with known risk of anaphylaxis in a school setting depends on the cooperation of the entire school community. To minimize the risk of exposure, and to ensure rapid response to an emergency, parents/guardians, children, and program personnel must all understand and fulfill their responsibilities. The interrelatedness of these roles is vital, for failure of any group to respond appropriately will negatively impact upon all others.



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1. Responsibilities of the Child with a Life-Threatening Allergy:

- a. Take as much responsibility as possible for avoiding allergens, including checking labels and monitoring intake
- b. Eat only foods brought from home.
- c. Wash hands before and after eating.
- d. Use a water bottle, if at all possible
- e. Follow safe toileting practices. (i.e. use a tissue to flush the toilet and open the stall door)
- f. Learn to recognize symptoms of an anaphylactic reaction.
- g. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- h. Wear a medical identification bracelet.
- i. Keep an auto-injector on their person at all times e.g. in a fanny pack if developmentally appropriate
- j. Know how to use the auto-injector (developmentally appropriate)

2. Responsibilities of the Parents/Guardians of a Child with a Life- Threatening Allergy:

- a. Identify the child's allergies and needs to the principal and/or resource teacher.
- b. Ensure that their child has and carries an up-to-date auto-injector, If developmentally appropriate. (The adult responsible for the care of the child will carry the auto-injector if the child is unable to carry it.)
- c. Ensure that their child has and wears a medical identification bracelet.
- d. Submit all necessary documentation as required.
- e. Provide the school with pre-expiry date adrenaline auto-injectors.
- f. Ensure that auto-injectors are taken on field trips.
- g. Participate in the development of a written individual health care plan for their child, updated annually.
- h. Be willing to provide safe foods for their child for special occasions.
- i. Provide support to the school and staff as required
- j. Teach their child to
 - i. Recognize the first signs of an anaphylactic reaction
 - ii. Know where their medication is kept and who can get it;
 - iii. Communicate clearly when he or she feels a reaction starting;
 - iv. Carry his/her own auto-injector on his/her person (e.g. in a fanny pack)
 - v. Not share snacks. Lunch, or drinks;
 - vi. Cope with teasing and being left out;
 - vii. Report bullying and threats to an adult in authority;
 - viii. Take as much responsibility as possible for his/her own safety
 - ix. Understand the importance of hand washing



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3. Responsibilities of the **Principal**

- a. Submit a signed URIS application form and Release of Medical Information form to URIS nurse.
- b. Identify a contact person to liaise with the contracted health care professional, if other than him/herself.
- c. Assist with the implementation of policies and procedures for reducing risk in the classrooms, washrooms, and in the entire school.
- d. Work as closely as possible with the parents/guardians of a child with life-threatening allergies.
- e. Notify staff of the child with known risk of anaphylaxis, the allergens, the treatment, and the entire Health Care Plan.
- f. Post allergy-alert information in the staffroom and other appropriate locations.
- g. Maintain up-to-date emergency contacts and phone numbers.
- h. Ensure that all school personnel and substitute staff are informed of the presence of a child with known risk of anaphylaxis, know where the health care plan is kept, and have received instruction in the use of the auto-injector.
- i. Discuss with parents/guardians and child the importance of informing other parents/guardians that a child with a life-threatening allergy is in direct contact with their child, and ask for their support and co-operation.
- j. Arrange an annual in-service through the URIS nurse to train staff and monitor personnel involved with the child with a life-threatening allergy.
- k. Ensure that an Individual Health Care Plan, including the Emergency Response Plan, is completed and reviewed annually for each child with a life-threatening allergy.
- l. If it is not developmentally appropriate for the child to carry an auto-injector, ensure that it is kept in a safe, unlocked, and easily accessible location.
- m. Ensure safety procedures are developed for field trips and extra-curricular activities.



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4. Responsibilities of the **Teacher**

- a. Ensure you have annual training in caring for the child with a life-threatening allergy.
- b. Display a poster on anaphylaxis in the classroom.
- c. Discuss anaphylaxis with the class in age-appropriate terms.
- d. Encourage students not to share lunches or trade snacks.
- e. Choose products that are safe for all children. (Parental input is required.)
- f. Reinforce hand-washing to all children before and after eating and carefully washing desks after eating.
- g. Facilitate communication with other parents.
- h. Follow policies for reducing risk in classrooms, lunchrooms, washrooms, and common areas.
- i. Leave information in an organized, prominent, and accessible format for substitute staff.
- j. Plan appropriately for field trips, carefully considering the Emergency Response Plan. Ensure that auto-injectors and Health Care Plans are taken on field trips.
- k. Consult with parents when planning field trips, art projects, science projects, class celebrations, in order that alternate plans can be developed, if necessary.
- l. Enforce rules regarding bullying and threats.

5 Responsibilities of the **Bus Driver**

- a. Ensure a copy of the Individual Health Care Plans and the Emergencies Response Plans are on the bus.
- b. Enforce a No Eating Policy on the bus.
- c. Assign a front seat, clearly visible to the driver, to the child with a life threatening allergy.
- d. If at all possible, this specific bus should not be used for extra-curricular activities.
- e. Seat surface and hand rails and walls along the steps should be cleaned routinely with a designated cleaning solution.



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6. Responsibilities of the **URIS Nurse**
 - a. Consult with, and provide information to parents/guardian, children, and school staff.
 - b. Develop an Individual Health Care Plan and an Emergency Response Plan for the child with a life-threatening allergy, in collaboration with parents/guardians.
 - c. Provide anaphylaxis training to all staff.
 - d. Monitor personnel involved with children with known risk of anaphylaxis.
7. Responsibilities of **All Parents/Guardians**
 - a. Respond co-operatively to requests from the school to eliminate allergens from packed lunches and snacks.
 - b. Participate in parent information sessions.
 - c. Encourage children to respect the child with known risk of anaphylaxis and the program policies.
 - d. Inform the teacher before distributing food products to any children in the school.
8. Responsibilities of **All Children in the School** (developmentally appropriate)
 - a. Learn to recognize symptoms of an anaphylactic reaction.
 - b. Avoid sharing food, especially with children with known risk of anaphylaxis.
 - c. Follow rules about keeping allergens out of the school and washing hands and desks.
 - d. Refrain from bullying or teasing a child with known risk of anaphylaxis.

Avoidance of Allergens

1. Establishing Safe Lunchroom and Eating Area Procedures

In order to minimize the presence of substances to which a student is allergic, Turtle River School Division

- a. Requires the student with life threatening allergies to eat only food prepared at home.
- b. Discourages the sharing of food, dishes, and utensils.
- c. Encourages the student with life-threatening allergies to take precautions such as:
 - i. Placing food on a napkin, rather than directly on a desk or table.
 - ii. Taking only one item out of the lunch container at a time to avoid cross contamination or rolling off the napkin.
- d. Encourages the establishment of a hand-washing routine both before and after eating.
- e. Recommends that desks and tables be washed clean after eating with cleansing agent approved for school use.
- f. Recommends that chairs, door knobs, taps, water fountains be washed daily with a cleansing agent.



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2. Allergens Hidden in School Activities

- a. Teachers will attempt to choose activities which will not bring students in contact with food wrappers, containers, or debris, such as recycling or yard clean-ups.
- b. Teachers will attempt to choose products which are safe for all students.
- c. Teachers will attempt to be aware of the possible allergens present in school materials such as:
 - i. Craft supplies, including play dough
 - ii. Pets and pet foods
 - iii. Bean-bags and stuffed toys
 - iv. Manipulatives (beans)
 - v. Toys and books which may have been contaminated out of school
 - vi. Materials for science projects
 - vii. Seasonal projects (garden projects, Easter eggs)
- d. Teachers will allow the student with a life-threatening allergy to keep the same desk, chair, bucket, seat at a lunch table to help avoid contamination.
- e. If at all possible, the student with a life threatening allergy will have sole use of a computer keyboard in order to reduce the risk of contamination.
- f. Students will be discouraged from sharing pencils, erasers, rulers and other school supplies.

3. Holidays and Special Occasions

- a. Require the child with life threatening allergies to eat food brought from his/her home. OR
- b. Have the teacher prepare/purchase food that is safe for all students in the classroom.

4. Field Trips

- a. Ensure the following are taken on each field trip:
 - i. The Epi Pen
 - ii. The Individual Health Care Plan
 - iii. The Emergency Response Plan
 - iv. A Cell Phone or a form of rapid communication
- b. Require that all staff and volunteers be aware of the identity of the child with life threatening allergies, the allergens, symptoms, and the treatment.
- c. Ensure that a staff member is assigned responsibility for the child with a life threatening allergy.
- d. If the risk factors are great, invite the parent to take part in the field trip.
- e. If the risk factors are too great, school staff, in consultation with the parents, may choose to not have the child with a life threatening allergy participate in the field trip.



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First Aid and Emergency Medical Care Anaphylaxis Procedure – Con't

5. Anaphylaxis to Insect Venom

- a. Request removal of insect nests from school property.
- b. Allow students with life threatening allergies to insect stings to remain indoors for recess during bee/wasp season.
- c. Immediately remove a child with a life threatening allergy to insect stings from the room if a bee or wasp enters.
- d. Keep outdoor garbage covered and away from play areas and dispose daily.
- e. Avoid eating and drinking outdoors.

6. Anaphylaxis to Latex

- a. Provide non-latex gloves for use by staff and students (for example: in first aid kits).
- b. Inflate and deflate balls outdoors and away from students.
- c. Do not use balloons in school.
- d. Avoid soft rubber balls and stretchy rubber items, such as pink erasers and rubber bands.

"Reference – TRSD anaphylaxis policy reflects the guidelines outlined in the provincial URIS Manual (1999)"

Resolution No. 6 May 8, 2007

Resolution No. 3 April 27, 2010



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

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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DUTIES OF THE PRINCIPAL

The duties of a principal are those duties outlined in the applicable sections of the Department of Education Act and related regulations.

In addition, the board expects each principal:

- to provide educational and administrative leadership in the school
- to carry out such duties as the superintendent may assign
- to accept the responsibility under the direction of the superintendent for the selection and evaluation of the teaching staff personnel.
- To encourage teachers to achieve and maintain a high level of classroom instruction through good managerial techniques.
- To have good fiscal management in own budget and a working knowledge of the financial operations of the division in order to obtain the best possible facilities and supplies for his/her staff and students.
- To manage expenditures which include such concerns as:
 - purchase specifications
 - expenditure reports
 - supply management
 - petty cash
 - inventory control
 - student organization funds
- To insure that personnel is in place to respond immediately to the alarms.
- To accept the responsibility to account for bus arrivals.
- To cooperate with the board and its staff officers in establishing division wide programs and standards.

Duties of Vice-Principal

- 1) To acquire a working knowledge of the school and the provincial curriculum.
- 2) To carry out those duties as assigned by the principal
- 3) To act in place of the principal during the principal's absence.

Duties of the Head Teacher

- 1) To act in place of the principal during the principal's absence and a vice-principal is not available.
- 2) To make only those major decisions that would be absolutely necessary at the time and defer all other decisions for the principal and/or vice principal, as the case may be.



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EVALUATION OF PRINCIPALS

As a purposefully defined goal seeking system a school division must engage in a continuous process of assessing its total performances as well as the performance of each of its components. One of the components of the school division as an organization which requires regular attention relative to evaluation is the principal. The requirement for periodic assessment and evaluation of principals is acknowledged by teachers, administrators and school boards and it is expected by the public.

Goals of Evaluation Procedure

1. Formative:
 - a) To improve professional instruction
 - b) To promote professional growth
2. Summative
 - a) To facilitate staffing decisions

Evaluation Procedures

Due to the complexity and diverse nature of a principal's job description. It would be impossible and unfair to the principal and the board, if principals were to receive mandatory written evaluations in their first year.

The superintendent should be dialoguing with beginning principals on an ongoing basis. If the superintendent has concerns about a principals effectiveness and general ability to perform his or her duties, the superintendent will inform the principal at anytime during the year and follow up with a formal letter before April 30 informing the principal that his or her duties will be no longer required. Should a serious problem surface after April 30 the superintendent shall recommend to the board one of:

- a) reassignment of duties and position
- b) a probationary period
- c) dismissal

In the second year the superintendent shall provide a copy of a written report to the principal no later than April 30. This report shall be discussed by the evaluator and the person being evaluated and copies signed by both.

The principal shall seek feedback data for the purpose of improving effectiveness. The evaluator shall be a member of the superintendent's department.

1. A general conference between the superintendent's department and the principal will be held to discuss goals as set out by the principal, as well as evaluation in general as per criteria indicated. The principal shall provide in writing an annual school plan to the superintendent for his/her school.
2. Visitations would consist of formal and informal visitations over a period of time to provide data for the assessment of performance.



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- 3 The "Formal Written Evaluation" shall address both strengths and weakness. The areas of weakness where improvement is needed shall be accompanied by recommendations for improvement. Subsequent evaluations shall address themselves to those recommendations and comment of previous reports but not limited to them.
- 4 The "Formal Written Evaluation" shall be narrative in style and shall address itself to the performance criteria as approved by the board.
- 5 The superintendent may write formal additional reports as often as he/she deems necessary.
- 6 The signature of the person being evaluated signifies only receipt of the report and not necessarily concurrence. The principal shall have the opportunity to comment on the report. The principal shall have the right to submit a formal rebuttal in writing to the superintendent within seven days of receiving the report.

Performance Criteria

1. **The educational needs of the school and community**
 - assesses students' needs
 - defines appropriate goals, aims and objectives
 - assesses community needs as related to education
 - cooperates with community agencies
 - plans for long term area needs
2. **Curriculum implementation**
 - provides for staff involvement
 - encourages innovation
 - establishes a climate for teaching and learning
 - supervises the instructional program
 - maintains and updates materials and equipment
 - evaluates the instructional programs
3. **Staff supervision and direction**
 - maintains an effective staff, evaluates program
 - stimulates good staff morale
 - communicates effectively
 - delegates duties and responsibilities effectively
 - strives for staff cooperation and mutual respect
 - assigns staff to facilitate student needs
 - assesses staff's needs (as they pertain to carrying out their duties)



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4. **Staff hiring, development, release**
 - supervises, evaluates staff performance effectively
 - supports an effective P.D. program
 - hires for school needs (short and long term)
 - promotes staff development through individual and staff evaluation
 - communicates school and division needs and policies effectively
5. **Communicates with division office**

Maintains records as required re:

 - accounts
 - personnel
 - students
 - inventories as required
 - informs division office of changes in program or operational procedures
6. **School public relations**
 - cooperates with external community agencies involved in education
 - involves parents
 - communicates effectively with the community and other schools in the division
7. **Workplace operation**
 - takes initiative in maintaining physical plant and grounds
 - makes effective use of school facilities
 - maintains good support staff morale
 - maintains workplace safety and health standards in cooperation with the designated committee
8. **Student evaluation, reporting**
 - maintains an effective student evaluation system
 - maintains student records
 - maintains student reporting procedures as per division policy
9. **Principals' council development**
 - contributes to development of division program/policy
 - assumes effective role with SAG
 - assists in the organization and leadership of principals' council
 - assists in maintaining contact with feeder and other schools in the division
10. **Budget development**
 - plans, prepares and monitors school budget



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11 School organization

- organizes school timetables, schedules and routine
- show evidence for short and long term planning
- maintains clear lines of authority and responsibility
- provides support services to staff and students

12 Relations with students

- stimulates good student morale
- understands and accommodates individual students
- informs students of school goals, aims, objectives, procedures, policies, rules, events and activities

13 Personal characteristics

Demonstrates:

- | | |
|------------------------|------------------------------------|
| - flexibility | - capacity and willingness to work |
| - poise and confidence | - initiative |
| - responsibility | - professional commitment |

14 Personal professional development

15 Performance in stated goals.

February 21, 1989



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DUTIES OF THE CLASSROOM TEACHER

A classroom teacher shall perform such duties as stated in the Public Schools Act and related regulations and such other duties as assigned by the division administration.

In addition to these duties, the board expects a teacher to present to the public a professional attitude towards education. The teacher should be aware of current educational philosophies and be able to evaluate educational programs. The board encourages each teacher to contribute time toward the school's extra curricular programs. Each teacher is required to establish and follow sound evaluation practices. These must be in keeping with the policies of the school and should be clearly defined and understood by the parents and students.

The progress of all pupils must be continuously evaluated. This evaluation should include assessment of daily work and assignment;

- a) The material students have been asked to submit should be evaluated and returned to the students as soon as possible so that the students will have feedback on his/her achievement.
- b) Oral and/or written evaluations shall occur at the conclusion of units, chapters; special projects, assignments, and examinations. Fair Assessment Practices" shall be practiced as endorsed by the Council of Ministers. high standards should be maintained in all assessment of student work.

Further and in addition to the above, the teacher shall:

- a) teach diligently and faithfully according to the terms of his/her agreement with the school board and according to this Act and the Regulations;
- b) keep a record of attendance in the manner and in such form as required by the school board;
- c) maintain order and discipline in the school;
- d) furnish to the minister, or to a field representative, any information respecting anything connected with the operations of the school or in any way affecting its interest;
- e) notify the principal who shall notify the appropriate local health authority of the area in which the school is situated or where there is no local health authority the school board that he/she has reason to believe that a pupil attending the school has been exposed to or is suffering from a communicable disease as defined in the Public Health Act and Regulations made thereunder;
- f) seize or cause to be seized and take possession of any offensive or dangerous weapon that is brought to school by a pupil and hand over any such weapon to the principal who shall notify the parent or guardian warning him/her that the pupil may be suspended or expelled from the school;
- g) deliver or cause to be delivered or provide the parent or guardian of each pupil taught by him/her reports of the pupil at the times and in the manner determined by the school board;
- h) admit to his/her classroom student teachers enrolled in teacher education institution approved by the minister, for the purpose of practice teaching and observing instruction.



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Supervision and Evaluation of Professional Staff: Teachers

Turtle River Board of Trustees believes that the functional purposes of supervising and evaluating Teachers are:

1. Growth and continued improvement in classroom instruction which will lead to enhanced student learning.
2. Accountability, which will assist administrators and senior administration to make decisions regarding competency or dismissal.

Turtle River Board of Trustees also believes that the supervision and evaluation of teachers is based on the premise that teachers should take primary responsibility for their own professional growth.

The Turtle River Board of Trustees recognizes that the quality of instruction and the learning environment set up by the Teacher are reflected in student learning. The evaluation and supervision of Teachers may take one of the following forms:

1. Formal Evaluation
2. Professional Growth Plan
3. Teacher Improvement Procedures

I. Formal Evaluation

Goals of Formal Evaluation

1. To ensure effective teaching practices
2. To develop and maintain the best possible student learning environment
3. To facilitate ongoing professional dialogue
4. To provide a Formal Evaluation Report of Teacher performance and to provide recommendations, when necessary

Domains of Formal Evaluation

Teachers will be evaluated using the Framework for Professional Practice. The following domains will be evaluated, with recommendations made, when necessary:

1. The Classroom Environment
2. Instruction
3. Planning and Preparation
4. Professional Responsibilities



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Process for a Formal Evaluation

1. Supervision and evaluation of Teachers will be conducted on an ongoing basis, both inside the classroom and during school related activities, by the Principal.
2. Formal evaluations will be conducted for the following Teachers:
 - a. Teachers new to the profession will be evaluated in their first and second year.
 - b. Experienced Teachers new to the Division will be evaluated in their first year.
 - c. Term Teachers will be evaluated each year.
 - d. All other Teachers will be evaluated on a five-year cycle.
 - e. Teachers requesting a formal evaluation will have one completed.
 - f. Teachers, whom the Principal believes are experiencing difficulties meeting an acceptable level of performance, will be evaluated.
3. All Teachers involved in the evaluation process will be informed of the criteria, procedures, and purpose of the evaluation.
4. During a Formal Evaluation, the following steps will be taken:
 - a. A pre-visitation conference
 - b. A minimum of three pre-arranged formal classroom visitations between beginning of October and the end of April
 - c. The teacher will complete a Self-Assessment of Professional Practice prior to the post-visitation conference.
 - d. A post-visitation conference as soon as possible after the third pre-arranged classroom visitation. A Summative Evaluation will be written by the Principal. The Self Assessment of Professional Practice will be returned to the teacher.
5. The Summative Evaluation Report must be signed by both parties and retained in the teacher's file. A copy of the report will be given to the teacher.
6. Timelines:
 - a. Teachers new to the Division will receive the completed Interim Report on Professional Staff by November 30th of their first year.
 - b. All Teachers on formal evaluation will receive their Summative Evaluation Report by April 30th.



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Appeal Procedure

If a Teacher wishes to appeal the Summative Evaluation Report:

1. The Teacher will first discuss the report with the Principal.
2. Failing a satisfactory resolution to the above,
 - a. The Teacher may appeal the report in writing to the Principal within five teaching days of signing and receiving a copy of the report.
 - b. The Principal must respond in writing to this appeal within ten teaching days of the Teacher signing the report and receiving a copy of it. The response may be an amended report OR written notification that the report will not be amended.
 - c. Subsequently, the Teacher may appeal the report in writing to the superintendent within fifteen teaching days of signing and receiving a copy of the report.
 - d. The superintendent shall discuss the report with the Teacher within five teaching days of receiving the appeal.
 - e. The Teacher may request an alternate evaluation from the superintendent.

II. Professional Growth

Goals of Professional Growth

1. To develop and maintain the best possible student learning environment
2. To ensure effective teaching practices
3. To facilitate ongoing professional dialogue among Teachers
4. To promote professional development to meet the unique needs of each Teacher.



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Components of Professional Growth

Professional Portfolios

Scrapbooks, albums, folders, binders, CDs, or other media may be used to maintain a record of personal and professional pursuits.

Self-Directed Professional Development

The Teacher may select one or more professional development activities that support his/her professional growth plan and discuss them with the Principal. These might include workshops, visitations, or conferences.

Professional Learning Communities

This may include school level professional development, group area meetings, or other activities where a group of Teachers focus on a P.D. topic related to the Teacher's professional growth plan.

Action Research

The Teacher selects an area of study and gathers information at the school level. This may be done individually or in a small group. The project should result in a report and may be part of a post-secondary course.

Post-Secondary Work

This involves university or community college work related to the Teacher's professional growth plan.

Educational Committee

The Teacher serves on a local or provincial committee relevant to the Teacher's growth plan.

Presenting Professional Development Sessions

The Teacher presents a professional development session on a topic relevant to teaching.

Other

Any area of professional development that is related to personal, professional, school, and Divisional goals.

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Process for Professional Growth

1. A formal professional growth plan will occur every year, subsequent to the first year.
2. Growth plans must be connected to personal, professional, school, and Divisional goals. The Teacher and Principal will discuss the Teacher's plan for professional growth.
3. The Teacher must identify goals, develop strategies to meet these goals, and select a method of collecting data to indicate the success of each goal.
4. The Teacher will complete the Professional Growth Plan. Both the Teacher and the Principal must sign it and each will keep a copy of it.
5. The Principal and Teacher must mutually agree upon any changes in the plan during the year.
6. The Teacher will meet with the Principal mid-year to discuss progress.
7. The Teacher will complete the Reflective Summary by May 31 and discuss it with the Principal. The Teacher and Principal will sign the form and it will be placed in the Teacher's personnel file.

Professional Portfolios

Goals of Professional Portfolios

1. To promote reflective practice.
2. To provide teachers with a means of keeping a record of professional growth activities and teaching artifacts.
3. To provide an instrument for the celebration of personal and professional achievements

Components of Professional Portfolio

The components and format will be determined by each Teacher.



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Process for Professional Portfolios

1. All Teachers will maintain a professional portfolio after their first year working in the Division.
2. The professional portfolio will serve as a record of personal and professional activities and achievements. It will be shared with the Principal as part of the reflective process on an annual basis.

III. Teacher Improvement Procedures

When a Principal has reason to believe that a teacher's competency is deemed unsatisfactory or is in question, the Principal may initiate the Teacher Improvement Procedures after consulting with the superintendent.

Goals of Teacher Improvement Procedures

1. To identify and document unsatisfactory teaching performance.
2. To assist teachers to correct or improve unsatisfactory teaching performance.
3. To provide an instrument by which a recommendation for dismissal may be made.

Responsibility for Teacher Improvement Procedures

The primary responsibility of the Teacher Improvement Procedures rests with the school Principal. The superintendent must be consulted and kept informed throughout the process.

Process for Teacher Improvement Procedures

1. The Principal will establish a process to identify the concerns regarding the performance and/or the work habits of the Teacher. The documentation on the process should include the following information:



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- a. The dates, times, and durations of classroom visits
 - b. A summary of recorded observations made during the visits which lead to the determination of the concerns. (classroom management, teaching methodologies, for example)
 - c. A summary of the post visit conferences held with the Teacher indicating that the concerns and/or observations have been discussed with the Teacher.
 - d. A summary detailing remedial actions and/or development of action plans which have been recommended to the Teacher to address the concerns identified (seminars and/or in-services recommended and/or attended, arranged visits to other classrooms, role modeling provided, etc.). A list of dates and action taken by the Teacher should also be included.
 - e. A summary which identifies whether the process was repeated and that sufficient progress has not been made at the school level.
 - f. A summary which identifies whether the process was repeated and that further progress cannot be made at the school level.
2. When the Principal has determined that the identified concerns have not been adequately addressed and that the teacher should be considered for the Teacher Improvement Process, the Principal will submit the above documentation to the Superintendent.
3. If the Superintendent determines that the concerns identified remain and have been appropriately documented, have been brought to the attention of the individual, and that adequate attempts have been made to remedy the concerns, he/she will send a letter to the teacher to:
 - a. Indicate that the teacher is at risk
 - b. Request the teacher attend a meeting with the Superintendent and the Principal
 - c. Inform the teacher of the right to be accompanied by a representative of the Turtle River Teachers' Association.
 - d. Outline the purpose of the meeting



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4. The agenda of the meeting with the Teacher will include:
 - a. An outline of the concerns
 - b. Remedial action attempted
 - c. Description of the present situation
 - d. The teacher's response to the concerns identified

If probationary procedures are determined necessary, the meeting will further:

- a. Outline expectations, reporting dates, etc. for the probationary period.
 - b. Outline support available.
 - c. Clarify procedures and expectations for all those concerned.
 - d. Clarify possible consequences of the evaluation, depending on the outcome.
 - e. Establish a date for a final meeting to decide outcome of probationary period.
5. The Superintendent will send a summary of the meeting to the Teacher in writing and will outline:
 - a. Expectations
 - b. Timelines
 - c. Possible outcomes
6. The Superintendent will determine the person responsible for the assessment. If he/she determines it to be in the best interest of the school Division or the teacher, the Superintendent may transfer the teacher to another school, or another administrator may be assigned to the evaluation. In accordance with the timelines established, the Principal will complete ongoing assessments and discuss them with the teacher, in the presence of the Superintendent. A representative of the Turtle River Teachers' Association may be included in these meetings upon an invitation from the teacher.



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7. The decision on the outcome of the Teacher Improvement Procedure will be made in sufficient time to meet the requirements of the Collective Agreement and The Public Schools Act. This probationary process would normally last one year except where it is deemed necessary to alter the length of the process in the best interest of the Division or the Teacher.

Discipline and Discharge

The Turtle River School Division believes that standards for acceptable conduct of employees are necessary for the orderly operation of the Division and for the benefit and protection of the rights and safety of all students, employees, and the community.

1. **Employees Covered by Collective Agreements**
Where provisions regarding discipline and discharge exist with the collective agreement, they shall apply.
2. **Progressive Discipline**
When an employee violates the rules, policies or procedures of the Division or acts in an insubordinate manner, committing an offence warranting disciplinary action, the Administrator shall begin progressive disciplinary action.
3. **Notification to Superintendent**
If the offence involves an allegation of physical/sexual assault/abuse against an employee, the Superintendent should be informed immediately.
4. **Documentation Requirements**
Employee discharge requires adequate records defining an employee's misconduct and, if appropriate, previous warnings/discussions. It is the Division's policy that a uniform progressive discipline procedure be followed by its Administrators which will ensure that:



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- a. A copy of all written warnings given and disciplinary measures taken is forwarded to the Superintendent for inclusion in the employee's personnel file.
- b. The employee has been provided with a notice that a continuance of improper actions will result in a recommendation for discipline or discharge.

5. Suspension

Suspension of an employee, with or without pay, shall only be made on the authority of the Superintendent. The Board shall be informed of such suspension at a subsequent meeting.

6. Demotions

- a. Demotion of an employee, other than an employee directly appointed by the Board of Trustees, shall be made by the Superintendent. The Board shall be informed of such demotion at a subsequent board meeting.
- b. Demotion of an employee directly appointed by the Board of Trustees shall be made by the Board of Trustees on the recommendation of the Superintendent.

7. Termination of Employment

Termination of an individual's employment or employment contract shall be made only by the Board of Trustees.



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Appendix A Framework for Professional Practice

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b: Demonstrating Knowledge of Students

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

1c: Selecting Instructional Goals

- Value
- Clarity
- Suitability for diverse students
- Balance

1d: Demonstrating Knowledge of Resources

- Resources for teaching
- Resources for students

1e: Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f: Assessing Student Learning

- Congruence with instructional goals
- Criteria and standards
- Use for planning

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Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction

2b: Establishing a Culture for Learning

- Importance of content
- Student pride in work
- Expectations for learning and achievement

2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

2d: Managing Student Behaviour

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e: Organizing Physical Space

- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

Domain 3: Instruction

3a: Communicating Clearly and Accurately

- Directions and procedures
- Oral and written language

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3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

3c: Engaging Students in Learning

- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

4b: Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional program

4c: Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

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4d: Contributing to the School and Division

- Relationships with colleagues
- Service to the school
- Participation in school and district projects

4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f: Showing Professionalism

- Service to students
- Advocacy
- Decision making

References:

Danielson, Charlotte – *Enhancing Professional Practice, A Framework for Teaching*, 1996

Danielson, Charlotte and McGreal, Thomas L. – *Teacher Evaluation to Enhance Professional Practice*, 2000



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Appendix B

Self-Assessment of Professional Practice

Name: _____ Date: _____ Teaching Assignment: _____

Each of the following categories regarding your performance:

U = Unsatisfactory
B = Basic level
P = Proficiency level
D = Distinguished level

Domain 1: Planning and Preparation

1a: Demonstrates Knowledge of Content and Pedagogy	U	B	P	D
1b: Demonstrates Knowledge of Students	U	B	P	D
1c: Selects Instructional Goals	U	B	P	D
1d: Demonstrates Knowledge of Resources	U	B	P	D
1e: Designs Coherent Instruction	U	B	P	D
1f: Fairly Assesses Student Learning	U	B	P	D

Comments:

Domain 2: The Classroom Environment

2a: Creates an Environment of Respect and Rapport	U	B	P	D
2b: Establishes a Culture for Learning	U	B	P	D
2c: Manages Classroom Procedures	U	B	P	D
2d: Manages Student Behaviour	U	B	P	D
2e: Organizes Physical Space Effectively	U	B	P	D

Comments:

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Domain 3: Instruction

3a: Communicates Clearly and Accurately	U	B	P	D
3b: Uses Questions and Discussion Techniques	U	B	P	D
3c: Engages Students in Learning	U	B	P	D
3d: Provides Meaningful Feedback to Students	U	B	P	D
3e: Demonstrates Flexibility and Responsiveness	U	B	P	D

Comments:

Domain 4: Professional Responsibilities

4a: Reflects on Teaching	U	B	P	D
4b: Maintains Accurate Records	U	B	P	D
4c: Communicates with Families	U	B	P	D
4d: Contributes to the School and Division	U	B	P	D
4e: Grows and Develops Professionally	U	B	P	D
4f: Shows Professionalism	U	B	P	D

Comments:



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Appendix C **Levels of Performance**

Unsatisfactory:

The teacher does not appear to understand the concepts underlying the component. The teacher needs to work on the fundamental practices associated with the elements in order to grow in this area.

Basic:

The teacher appears to understand the concepts underlying the component and attempts to implement its elements. The implementation is sporadic, intermittent, or not entirely successful. The teacher needs to do more reading on the component, have discussions, visit other classrooms, and perhaps be supported by a mentor to enable him/her to become proficient in this area.

For Supervision and Evaluation, this level is minimally competent – improvement is likely with experience.

Proficient:

The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will be regarded by others, and will rate themselves, as performing at this level.

Distinguished:

The teacher at this level is a master teacher and makes a contribution to the profession, both in the school and the community. His/her classroom will consist of a community of learners, with students being highly motivated and engaged and taking considerable responsibility for their own learning.



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Appendix D Summative Evaluation Report

Name: _____ Date: _____ Teaching Assignment: _____

Each of the following categories:

U = Unsatisfactory

B = Basic level

P = Proficiency level

D = Distinguished level

Domain 1: Planning and Preparation

	U	B	P	D
1a: Demonstrates Knowledge of Content and Pedagogy				
1b: Demonstrates Knowledge of Students				
1c: Selects Instructional Goals				
1d: Demonstrates Knowledge of Resources				
1e: Designs Coherent Instruction				
1f: Fairly Assesses Student Learning				

Comments:

Domain 2: Classroom Environment

	U	B	P	D
2a: Creates an Environment of Respect and Rapport				
2b: Establishes a Culture for Learning				
2c: Manages Classroom Procedures				
2d: Manages Student Behaviour				
2e: Organizes Physical Space Effectively				

Comments:



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Domain 3: Instruction

	U	B	P	D
3a: Communicates Clearly and Accurately				
3b: Uses Questions and Discussion Techniques				
3c: Engages Students in Learning				
3d: Provides Meaningful Feedback to Students				
3e: Demonstrates Flexibility and Responsiveness				

Comments:

Domain 4: Professional Responsibilities

	U	B	P	D
4a: Reflects on Teaching				
4b: Maintains Accurate Records				
4c: Communicates with Families				
4d: Contributes to the School and Division				
4e: Grows and Develops Professionally				
4f: Shows Professionalism				

Comments:

Summary comments:

Signature of Principal

I have discussed this report with the Principal. This signature does not necessarily indicate agreement.

Signature of Teacher

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Teacher comments and plans for further professional growth:



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Appendix E

Interim Report on New Professional Staff

To be completed by the administrator and returned to the Superintendent by November 30th (or 60 days after employment).

Name: _____ ☐ New Teacher to Profession
School: _____ Teaching Assignment: _____

From my observations of the work of this teacher, based on classroom visits and other contacts, I have formed the judgment checked below:

- ☐ I am satisfied with the progress this teacher is making.
- ☐ Although this teacher is having some difficulties, reasonable progress is being made.
- ☐ This teacher is encountering serious difficulties and is requiring further assistance.
- ☐ This teacher must show considerable improvement to merit recommendation for a second year. *(This applies only to a teacher new to the profession.)*

School Administrator's comments:

Date: _____ Signature: _____

Teacher's Comments:

Date: _____ Signature: _____

cc. Personnel File

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Appendix F

Summative Evaluation Report Sources of Information

Component of the Framework for Teaching	Possible Sources of Data
Domain 1: Planning and Preparation 1a: Demonstrates Knowledge of Content and Pedagogy 1b: Demonstrates Knowledge of Students 1c: Selects Instructional Goals 1d: Demonstrates Knowledge of Resources 1e: Designs Coherent Instruction 1f: Fairly Assesses Student Learning	Pre-conference, unit/lesson plan, classroom observation Pre-conference, lesson plan, IEP, Classroom observation Pre-conference, unit/lesson plan, artifacts Pre-conference, unit/lesson plan Pre/post-conference, unit/lesson plan, artifacts Pre/post-conference, unit/lesson plan, artifacts
Domain 2: The Classroom Environment 2a: Creates an Environment of Respect and Rapport 2b: Establishes a Culture for Learning 2c: Manages Classroom Procedures 2d: Manages Student Behaviour 2e: Organizes Physical Space Effectively	Classroom observation Classroom observation Classroom observation, artifacts Pre/post-conference, observation, artifacts Pre/post-conference, classroom observation, artifacts
Domain 3: Instruction 3a: Communicates Clearly and Accurately 3b: Uses Questions and Discussion Techniques 3c: Engages Students in Learning 3d: Provides Meaningful Feedback to Students 3e: Demonstrates Flexibility and Responsiveness	Classroom Observation Classroom Observation Classroom observation, artifacts, post-conference Classroom observation, artifacts, post-conference Classroom observation, post-conference



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Domain 4: Professional Responsibilities	
4a: Reflects on Teaching	Post-conference
4b: Maintains Accurate Records	Classroom observation, post-conference, artifacts
4c: Communicates with Families	Post-conference, artifacts
4d: Contributes to the School and Division	Post-conference, artifacts
4e: Grows and Develops Professionally	Post-conference, artifacts.
4f: Shows Professionalism	

Artifacts That Might be Used	
Classroom rules and procedures	Logs of parent contacts
Behaviour management/discipline records	Samples of communication with parents
Seating plans	Records of in-services and workshops
Descriptions of activities	Record of professional reading
Handouts and worksheets	Reflection journal entries
Reading lists	Record of professional courses taken
Copies of assessment tools and rubrics	Record of professional writing or publications
Assessment data	Evidence of progress on PGP goals
Samples of comments written back to students	



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Appendix G Suggested Pre-conference Planner

Name: _____ Principal: _____	
Grade/Class/Course: _____ Date of Pre-conference: _____ Date: _____	
1. Briefly describe the students in the class including a description of any special academic or behavioral needs. (Component 1b)	7. How will students, EA's, and volunteers contribute to the learning environment? (Component 2c)
2. What are the goals of the lesson(s)? What will the students learn? (Component 1c)	8. What difficulties might students experience, and how do you plan to deal with them? (Component 1a)
3. Are the goals suitable for these students? (Component 1c)	9. What are your expectations of students' behaviour? (Component 2d)
4. How do the goals fit into the general learning outcomes of the curriculum? (Component 1c)	10. What instructional materials or other resources will you use? (Component 1d)



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5. Do the goals of the lesson(s) relate to broader goals in the discipline or in other disciplines? (Component 1c)	11. How will you assess student learning? What procedures will you use? (Component 1f)
6. How will you engage the students in the content of the lesson(s)? What will you do? What will they do? (Component 1e)	12. How do you plan to use the results of the assessment? (Component 1f)
Are there any items you would like to bring to the attention of the Principal?	
Do you have any questions about the format of the classroom observation?	



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Appendix H Suggested Pre-Conference Principal's Record

Teacher: _____	Principal: _____
Grade/Class/Course: _____	Date of Pre-conference: _____ D:
1. Knowledge of the students in the class including knowledge of special needs. (Component 1b)	
2. Selection of the Instructional goals of the lesson(s). (Component 1c)	
3. Suitability of the goals of the lesson for the students in the class. (Components 1b and 1c)	
4. Connection of the lesson goals to the general learning outcomes of the curriculum. (Component 1c)	
5. Connection of the goals to broader goals in the discipline or in other disciplines. (Component 1c)	
6. Plan to engage the students in the content of the lesson(s). (Component 1e)	



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7. Plan for students, EAs, and volunteers to contribute to the learning environment. (Component 2c)
8. Knowledge of instructional materials and other resources. (Component 1d)
9. Plan to assess student learning. (Component 1f)
10. Plan to use the assessment results with students. (Component 1f)
11. Clarification of the focus of the classroom observation.



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Appendix I Suggested Post-Conference Teacher's Reflection Guide

Teacher: _____	Principal: _____
Date(s) of Observation(s): _____	
1. As I reflect on the lesson, to what extent were students productively engaged? (Components 1e, 3c, 4a)	
2. Did the students learn what I intended? Were lesson goals met? How do I know? (Component 1f and 4a)	
3. Did I alter my goals or my plans as I delivered the lesson? If so, why? (Components 1e and 3e)	
4. Did classroom procedures provide for smooth operation of the classroom and efficient use of time? (Component 2c)	



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5. Was student behavior managed in a way that allowed students' learning to be maximized? (Component 2d)

6. If I could teach this lesson again to the same group of students, what would I do differently? Why? (Component 4a)

7. Provide samples of student work from this lesson. Try to have the work reflect the full range of student ability in your class. Include feedback that you provided to the students. (Component 3d)



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Appendix J Professional Growth Plan

Teacher: _____
School: _____
School Year: _____
Teaching Assignment: _____
Years of Teaching Experience in this Division: _____
Total Years of Teaching Experience: _____

Goals: (be specific)

Divisional or School Goal(s): (please relate to one or both)



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Strategies: (i.e. self-directed, professional learning communities, action research, postsecondary work, committees, peer coaching, mentorship, presentation)

Indicators of Success: (evidence or data to support achievement of goals)

Teacher's Signature: _____ **Date:** _____

I have discussed these goals with: _____

Principal's Signature: _____ **Date:** _____

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Appendix K Reflective Summary

(To be submitted by June 15th)

Name: _____

School: _____

Teaching Assignment: _____

School Year: _____ Date: _____

Goal Attainment: (including indicators of success)



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School Administrator's Comments:

Teacher's Signature: _____ **Date:** _____
I have discussed this Reflective Summary with: _____
Principal's Signature: _____ **Date:** _____

The original remains with the teacher; a copy is placed in the school personnel file.

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Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements:

✱ Knowledge of content ✱ Knowledge of prerequisite relationships ✱ Knowledge of content-related pedagogy

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Teacher makes content errors or does not correct content errors of students.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.



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Domain 1: Planning and Preparation Component 1b: Demonstrating Knowledge of Students

Elements:

- ✱ Knowledge of intellectual, social, and emotional characteristics of age group ✱ Knowledge of students' varied approaches to learning
✱ Knowledge of students' skills and knowledge ✱ Knowledge of students' interests and cultural heritage

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Intellectual, Social, and Emotional Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group, as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with learning styles, modalities, and different "intelligences" and other approaches to learning.	Teacher displays general understanding of the different approaches to learning that students' exhibit.	Teacher displays a solid understanding of the different approaches to learning that students exhibit.	Teacher uses knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and gives no indication that such knowledge is valuable.	Teacher recognizes the importance of understanding students' skills and knowledge but displays this knowledge for the class as a whole, only.	Teacher recognizes the importance of understanding students' skills and knowledge and displays this knowledge for most students.	Teacher displays knowledge of each student's skills and knowledge, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests and cultural heritage and gives no indication that such knowledge is valuable.	Teacher recognizes the importance of understanding students' interests and cultural heritage, but displays this knowledge for the class as a whole, only.	Teacher recognizes the importance of understanding the students' skills and knowledge and displays this knowledge for most students.	Teacher displays knowledge of each student's interests and cultural heritage.



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Domain 1: Planning and Preparation Component 1c: Selecting Instructional Goals Elements:

✱ **Value:** Goals represent high expectations for students and reflect important learning and conceptual understanding, curriculum standards and frameworks ✱ **Clarity:** Goals are clearly stated as student learning and permit sound assessment

✱ **Suitability for Diverse Students:** Goals reflect needs of all students in a class ✱ **Balance:** Goals represent opportunities for different types of learning and coordination or integration within or across the disciplines.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Value: Goals represent high expectations for students, and reflect important learning and conceptual understanding, curriculum standards and frameworks	Goals represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either: their expectations, their conceptual understanding for students, or their importance of learning.	Goals are valuable in their level of expectation, conceptual understanding, and importance of learning.	The goals are valuable AND the teacher can clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity: Goals are clearly stated as student learning and permit sound assessment	Goals are not clear. Goals do not permit viable methods of assessment.	Goals are moderately clear or include a combination of goals and activities. Some goals do not permit a viable method of assessment.	Most of the goals are clear and most permit a viable method of assessment.	All goals are clear, are written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students: Goals reflect needs of all students in a class	Goals are not suitable for the needs of all students in the class.	Most of the goals are suitable for most of the students.	All the goals are suitable for most students in the class.	Goals take into account the variety of learning needs of individual students in the class.
Balance: Goals represent opportunities for different types of learning and coordination or integration within or across the disciplines.	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect an opportunity for student initiative in establishing important learning.



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Domain 1: Planning and Preparation Component 1d: Demonstrating Knowledge of Resources

Elements:

✱ Resources for Teaching ✱ Resources for Students

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available through the school or division.	Teacher displays limited awareness of resources available through the school or division.	Teacher is fully aware of all resources available through the school or division.	In addition to being aware of school and division resources, teacher actively seeks other materials to enhance instruction; for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or division.	Teacher is fully aware of all resources available through the school or division and knows how to gain access for students.	In addition to being aware of school and division resources, teacher is aware of additional resources available through the community.



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Domain 1: Planning and Preparation Component 1c: Designing Coherent Instruction

Elements:

✱ Learning Activities ✱ Instructional Materials and Resources ✱ Instructional Groups ✱ Lesson and Unit Structure

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students or do not reflect instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or support instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional growth.	Most of the learning activities are suitable to students and support instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional growth.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflect recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning	All materials and resources support the instructional goals, and most engage students in meaningful learning	All materials and resources support the instructional goals, and engage students in meaningful learning
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups where appropriate.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different strategies, according to students' needs. Time allocations are appropriate.

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Domain 1: Planning and Preparation Component 1f: Assessing Student Learning Elements:

✱ Congruence with instructional goals ✱ Criteria and standards ✱ Use for planning

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with instructional goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear, or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards..
Use for planning	The assessment results affect planning for the students only minimally.	The teacher uses assessment results to plan for the class as a whole.	The teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in a plan for the next steps.



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Domain 2: The Classroom Environment Component 2a: Creating an Environment of Respect and Rapport Elements:

✱ Teacher Interaction with Students ✱ Student Interaction

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguis hed
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to the developmental and cultural norms. Students exhibit respect for the teacher.	The teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual and as their teacher.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.



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Domain 2: The Classroom Environment Component 2b: Establishing a Culture for Learning

Elements:

✱ Importance of Content ✱ Student Pride in Work ✱ Expectations for Learning and Achievement

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Importance of Content	The teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	The teacher communicates the importance of the work, but with little conviction; and there is only minimal apparent buy-in by the students.	The teacher conveys genuine enthusiasm for the subject, and the students demonstrate consistent commitment to its value.	The students demonstrate, through their active participation, curiosity, and attention to detail, that they value the content's importance.
Student Pride in Work	The students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task, rather than do high-quality work.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Students take obvious pride in their work and initiate improvements in it. (Revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.)
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and the teacher establish and maintain, through planning of learning activities, interactions, and the classroom environment, high expectations for the learning of students.

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Domain 2: The Classroom Environment Component 2c: Managing Classroom Procedures

Elements:

- ✱ Management of Instructional Groups ✱ Management of Transitions
- ✱ Management of Materials and Supplies
- ✱ Performance of Non-Instructional Duties ✱ Supervision of Volunteers and Paraprofessionals

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behaviour when the teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are smooth, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are smooth, with students assuming some responsibility for efficient operation.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or are not working most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.



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Domain 2: The Classroom Environment Component 2d: Managing Student Behaviour

Elements:

✱ Expectations ✱ Monitoring of Student Behaviour ✱ Response to Student Misbehaviour

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behaviour	Student behavior is not monitored, and the teacher is unaware of what students are doing.	The teacher is generally aware of student behavior, but may miss the activities of some students.	The teacher is alert to student behavior at all times.	Monitoring by the teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehaviour	The teacher does not respond to misbehavior. Or, the response is inconsistent, overly repressive, or does not respect the student's dignity.	The teacher attempts to respond to student misbehavior but with uneven results. Or, no serious disruptive behavior occurs.	The teacher's response to misbehavior is appropriate and successful and respects the student's dignity. Or, the student behavior is generally appropriate.	The teacher's response to misbehavior is highly effective and sensitive to students' individual needs. Or, student behavior is entirely appropriate.

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Domain 2: The Classroom Environment Component 2e: Organizing Physical Space Elements:

✱ Safety and Arrangement of Furniture ✱ Accessibility to Learning and Use of
Physical Resources

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Safety and Arrangement of Furniture	The classroom is unsafe, and/or the furniture is not suited to the lesson.	The classroom is safe, and the classroom furniture is adjusted for a lesson; or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	The teacher uses physical resources poorly, or learning is not accessible to some students.	The teacher uses physical resources adequately, and essential learning is accessible to all students.	The teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both the teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.



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Domain 3: Instruction Component 3a: Communicating Clearly and Accurately Elements:

✱ Directions and Procedures ✱ Oral and Written Language

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	The teacher's directions and procedures are confusing to students.	The teacher's directions and procedures are clarified after initial student confusion or, are excessively detailed.	The teacher's directions and procedures are clear to students and contain an appropriate level of detail.	The teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	The teacher's spoken language is inaudible, or, written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	The teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.



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Domain 3: Instruction Component 3b: Using Questioning and Discussion Techniques Elements:

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
☼ Quality of Questions	The teacher's questions are of poor quality.	The teacher's questions are a combination of high and low quality. Only some questions invite a response.	Most of the teacher's questions are of high quality. Adequate time is available for students to respond.	The teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions
☼ Discussion Techniques	Interaction between the teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	The teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with the teacher stepping to the side, when necessary.	The students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
☼ Student Participation	Only a few students participate in the discussion.	The teacher attempts to engage all students in the discussion, but with only limited success.	The teacher successfully engages all students in the discussion.	The students, themselves, ensure that all voices are heard in the discussion.



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Domain 3: Instruction Component 3c: Engaging Students in Learning Elements:

✱ Representation of Content ✱ Activities and Assignments ✱ Grouping of Students
✱ Instructional Materials and Resources ✱ Structure and Pacing

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Assignments and activities are inappropriate for students in terms of their age or backgrounds. Students are not engaged.	Some assignments and activities are appropriate to students and engage them.	Most assignments and activities are appropriate to students. Most students are cognitively engaged in them.	All students are cognitively engaged in the assignments and activities in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are partially appropriate to the students; or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of the lesson.	Instructional groups are productive and fully appropriate to the instructional goals of the lesson. Students take the initiative to influence instructional groups to advance their understanding.

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Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students.	Instructional materials and resources are partially suitable to the instructional goals; or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage the students.	Instructional materials and resources are suitable to the instructional goals and engage the students. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure and/or the pacing of the lesson is too slow or rushed.	The lesson has recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has clearly defined structure around which the activities are organized. Pacing of the lesson is inconsistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.



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Domain 3: Instruction Component 3d: Providing Feedback to Students Elements:

☼ Quality: accurate, substantive, constructive, and specific ☼ Timelines

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timelines	Feedback is not provided in a timely manner.	Feedback is sometimes provided in a timely manner.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.



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Domain 3: Instruction Component 3e: Demonstrating Flexibility and Responsiveness Elements:

✱ Lesson Adjustment ✱ Response to Students ✱ Persistence

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Lesson Adjustment	The teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	The teacher attempts to adjust a lesson, with mixed results.	The teacher makes a minor adjustment to a lesson, and the lesson runs smoothly.	The teacher successfully makes a major adjustment to a lesson.
Response to Students	The teacher ignores or brushes aside students' questions or interests.	The teacher attempts to accommodate students' questions or interests. The effects on the coherence of the lesson are mixed.	The teacher successfully accommodates students' questions or interests.	The teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up, or blames the student or the environment for the student's lack of success.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies.	The teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	The teacher persists in seeking effective approaches for students who need assistance, using an extensive repertoire of strategies and soliciting additional resources.



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Domain 4: Professional Responsibilities Component 4a: Reflecting on Teaching Elements:

✱ Accuracy ✱ Use in Future Teaching

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	The teacher does not know of the success of a lesson and its goals; or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which the instructional goals were met.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. He/she can cite general references to support the judgment.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the strength of each.
Use in Future Teaching	The teacher has no suggestions for how a lesson may be improved.	The teacher makes general suggestions as to how a lesson may be improved.	The teacher makes some specific suggestions of what he/she may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions complete with probable successes of each approach.



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Domain 4: Professional Responsibilities Component 4b: Maintaining Accurate Records Elements:

✱ Student Completion of Assignments ✱ Student Progress in Learning ✱ Non-instructional Records

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	The teacher's system of maintaining information on student completion of assignments is in disarray.	The teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	The teacher's system for maintaining information on student completion of assignments is fully effective.	The teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	The teacher has no system for maintaining information on student progress in learning; or, the system is in disarray.	The teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	The teacher's system for maintaining information on student progress in learning is fully effective.	The teacher's system of maintaining information on student progress in learning is fully effective. Students contribute to its maintenance.
Non-instructional Records	The teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	The teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	The teacher's system for maintaining information on non-instructional activities is fully effective.	The teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.



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Domain 4: Professional Responsibilities Component 4c: Communicating with Families Elements:

✱ Information about the Instructional Program ✱ Information about Individual Students
✱ Engagement of Families in the Instructional Program

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Information about the Instructional Program	The teacher provides little information about the instructional program to families.	The teacher participates in the school's activities for parent communication but offers little additional information.	The teacher provides frequent information to parents, as appropriate, about the instructional program.	The teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about Individual Students	The teacher provides minimal information to parents and does not respond, or responds insensitively, to parent concerns about students.	The teacher adheres to the school's required procedures for communicating to parents. Response to parent concerns are minimal.	The teacher communicates with parents about students' progress on a regular basis and is available, as needed, to respond to parent concerns.	The teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	The teacher makes no attempt to engage families in the instructional program; or attempts are inappropriate.	The teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful	The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.



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Domain 4: Professional Responsibilities Component 4d: Communicating to the School and Division

Elements:

✱ Relationships with Colleagues ✱ Service to the School ✱ Participation in School and Division Projects

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Relationships with Colleagues	The teacher's relationships with colleagues are negative or self-serving.	The teacher maintains cordial relationships with colleagues to fulfill the duties that the school or division requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. The teacher takes initiative in assuming leadership among the faculty.
Service to the School	The teacher avoids becoming involved in school events.	The teacher participates in school events when specifically asked.	The teacher volunteers to participate in school events, making a substantial contribution.	The teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and Division Projects	The teacher avoids becoming involved in school and division projects.	The participates in school and division projects when specifically asked.	The teacher volunteers to participate in school and division projects, making a substantial contribution.	The teacher volunteers to participate in school and division projects, making a substantial contribution, and assumes a leadership role in a major school or division project.



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Domain 4: Professional Responsibilities
Component 4e: Growing and Developing Professionally
Elements:

✻ **Enhancement of Content Knowledge and Pedagogical Skill**

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	The teacher engages in no professional development activities to enhance knowledge or skill.	The teacher participates in professional activities to a limited extent when they are convenient.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	The teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.



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Domain 4: Professional Responsibilities

Component 4f: Services to Students

Elements:

☐ Service to Students

☐ Advocacy

☐ Decision Making

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Service to Students	The teacher is not alert to the needs of the students.	The teacher's attempts to serve students are inconsistent.	The teacher is moderately active in serving students.	The teacher is proactive in serving students, seeking out resources when necessary.
Advocacy	The teacher contributes to school practices that result in some students being ill served by the school.	The teacher does not knowingly contribute to some students being ill served by the school.	The teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	The teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored.
Decision Making	The teacher makes decisions based on self-serving interests.	The teacher's decisions are based on limited, though genuinely professional, considerations.	The teacher is open-minded and participates in team or departmental decision making.	The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

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Resource Teacher Evaluation Form

Name: _____ Report Period: _____

School: _____

S = Satisfactory I = Improving NI = Needs Improvement NA = Not Applicable

1. Professional and Personal Attributes

- _____ demonstrates enthusiasm for resource teaching
- _____ strives to improve resource teaching competence
- _____ exhibits confidence in performing resource teacher role
- _____ maintains confidentiality
- _____ assumes responsibility
- _____ relates positively with staff, students, and parents

2. Professional Preparation

- _____ demonstrates knowledge and understanding of the role and functions of a resource teacher
- _____ demonstrates knowledge and understanding of a variety of diagnostic techniques
- _____ attends a variety of professional development sessions to expand knowledge of role

3. Assessment and Observation of Learner Competence

- _____ demonstrates an understanding that assessment is completed in order to develop programs, not to classify the learner
- _____ utilizes appropriate assessment procedures based on the reasons for referral
- _____ demonstrates awareness/knowledge of student's learner strengths and styles and makes recommendations accordingly
- _____ recognizes abilities, weaknesses, and interests of learners
- _____ consults/collaborates with support staff as required and lets them know their information is valuable
- _____ utilizes observation procedures effectively in a variety of settings



Resource Teacher Evaluation Form – continued

4. Management of Direct Teaching Situations

_____ teaching sessions have lesson plans containing specific objectives supported by rationale

_____ demonstrates the ability to analyze and use the data collected from a direct teaching session to plan future sessions or adapted/modified instructional programs

_____ keeps accurate and adequate records

5. Program Implementation and Evaluation

_____ always utilizes the team approach, (school team includes a minimum of the parents, classroom teacher, and principal)

_____ effectively collaborates with the school team to identify specific needs

_____ assists with the development of resource program goals regarding provision of resource teacher services

_____ assists with the development of program goals for individual student needs

_____ meets regularly with team members to ensure programs are being delivered effectively

_____ provides support in the form of: direct teaching (in class or one-on-one), consultation (with teachers and parents), materials, and coordinating support personnel (educational assistants, clinicians, outside agencies)

_____ evaluates the effectiveness of individual programs in collaboration with the school team

_____ uses regular classroom observation in identifying, developing, and evaluating program effectiveness.

6. Conferencing and Collaboration Skills

_____ demonstrates the ability to provide data and information in a way which is easily understood

_____ demonstrates the ability to maintain objectivity when dealing with a crisis situation



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Resource Teacher Evaluation Form – continued

- _____ demonstrates the ability to facilitate the group decision making process
- _____ demonstrates the ability to develop teams of parents, students, and professionals that can implement recommendations collaboratively
- _____ collaborates in a professionally respectful manner
- _____ demonstrates the ability to advocate for the individual student differences
- _____ demonstrates the ability to act as a change agent

7. Professional Development Sessions Attended

Date	Workshop

Goals for the year:

Comments:

Principal's Signature _____ Date _____

Resource Teacher _____ Date _____



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GUIDELINES FOR TEACHER EXCHANGE PROGRAM

PREAMBLE

The purpose of the teacher exchange guidelines is to provide information which will make teachers aware of their responsibilities and expectations so that they can perform their teaching task more effectively.

Turtle River School Division No. 32 board participates in the teacher exchange program in the spirit that this program will provide professional development for the teacher and exposes students to new experiences. If students' learning is hindered by the program, the purpose of the program is defeated.

Teacher Responsibility:

1. To inform the principal of the interest in the program and to make a request to participate in the exchange program. This should be done as soon as possible. If the principal is not in favor of the exchange, the principal will provide reasons why the exchange is not recommended.
2. After approval in principle is granted the teacher shall prepare four typed copies of pertinent information regarding:
 - a) teacher's responsibility within the school regarding supervision, extra curricular, discipline
 - b) class rules, expectations
 - c) course outlines
 - d) any other materials requested by the principal or superintendent
 - one copy for the teacher exchange office
 - one copy for the principal
 - one copy for the superintendent
 - one copy for the exchange teacher

Information will be forwarded to the principal for approval.

Exchange approved:

1. Teachers should meet personally to share pertinent information so that a better understanding of systems is achieved.
2. The exchange teacher assumes the responsibilities to do all activities that are expected of all other teachers.
3. The exchangee shall work under the supervision of the principal and shall follow all guidelines as set by the principal and or the Turtle River School Division No. 32.
4. It is the exchange teacher's responsibility to keep informed about activities and procedures in the school.



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Principal Responsibilities

1. a) Inform the superintendent of the teacher's request and make a recommendation to the superintendent.
b) If the recommendation is accepted by the superintendent, the principal with the superintendent shall meet with the teacher and review the teacher's past performance and shall in writing point out the weaknesses to the teacher so that the teacher can use this information to do a better job while on exchange.
2. The principal shall evaluate materials provided by the teacher going on an exchange, make changes, recommendations, etc. and present a final copy to the superintendent for approval.

Exchange approved:

1. Meet with the exchange teacher as soon as possible to welcome the teacher and provide an orientation to the school. The principal shall provide school regulations and make the teacher aware of the division policy manual.
2. Facilitate for a staff liaison person.
3. Provide ongoing support, direction, evaluation. The evaluation procedure shall apply as it does to non-tenured teachers.

Division Responsibility:

1. a) The superintendent shall arrange a meeting with the teacher and principal to discuss the exchange.
b) If the superintendent's recommendation to the board is positive, the board may approve the exchange in principle. If the superintendent's recommendation is negative, the teacher applying for the exchange may appeal the decision by appearing at a board meeting and presenting his/her case to the board.
2. The superintendent shall review all materials as required by policy. If materials are approved, the superintendent will forward one copy to the teacher exchange office and one copy to the teacher exchangee. Included will be a covering letter which will state the liabilities to the teachers if the exchange is terminated, expectations for performance and conduct, and any other information relevant to teacher exchange. Once documentation has been completed to the satisfaction of the two educational jurisdictions, the Turtle River School Division No. 32 may pass a resolution officially accepting the exchange.
3. One copy of all documentation shall be filed.

Exchange approved:

1. Meet with the principal and exchange teacher and provide an orientation to the division.
2. The superintendent will assume the same responsibilities and expectations as to any other teacher

November 21, 1989



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SUBSTITUTE TEACHERS

That before substitutes are permitted to work in schools, they must attend the workshop organized by the division for substitutes.

That all new substitute teachers and/or substitute teacher assistants be required to attend an orientation session before being authorized to substitute. Substitutes which have been approved by the board will be required to take a refresher once every three years or as requested by the principals and superintendent.

SUBSTITUTE TEACHERS – IF CALLED AND NOT REQUIRED TO WORK

If a substitute reports for work and a cancellation occurs without adequate notice, the substitute shall be paid a half day salary on the condition that the substitute stays at the school and performs duties as assigned by the principal. If a substitute does not stay for the half day, the substitute will not be paid.

A half day shall be considered as an equivalent of 4 x 40 minute teaching periods. Principals may call substitute for ½ days not necessarily starting at 9:00 am or 1:00 pm.

Sept. 22. 1998

TEACHER TRANSFERS:

Teacher transfers shall remain a management prerogative. When transfers are made the board shall take as a primary consideration the needs and best interests of the students and the best interests of teachers shall be taken as a secondary consideration. The board will endeavor to transfer teachers in one or two room schools every four years.

Change in teaching staff in one or two room schools provides new experiences for children as well as professional growth and development for teachers.



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GUIDELINES FOR SUPERVISING PRINCIPALS AND ITINERANT TEACHERS

Building Principal:

The principal in which school the program is taught.

Program Principal:

The principal whose students spend the majority of their time for instruction in the home school but are sent to another school for the purpose of instruction in a course(s) and or participation in a school related activity.

Itinerant teachers:

- a) Teachers who may provide instruction in two or more schools
- b) Teachers who provide instruction in one school but receive students from two or more schools.

Responsibilities for the building principal:

- 1. Inform teachers and students of the rules, regulations and expectations of the school.
- 2. Set up a supervision procedure in the school.
- 3. Provide an instructional area in the school and to insure that the facility is in good condition.
- 4. Provide a timetable to the teachers, the program principal and the students.
- 5. Inform the transportation supervisor as to the days and times busing is required.
- 6. Provide assistance to the teachers in emergency situations.
- 7. Insure that the teachers allotted time is dedicated to each slotted class.
- 8. Work closely with the program principal.

Responsibilities of the program principal:

- 1. Provide the building principal information which may be necessary and relevant for planning.
- 2. Provide to teachers guidelines as to course expectations, evaluation procedures, dates and times of parent teacher meetings.
- 3. Assist teachers with the program planning, course outlines, evaluation format and instrument.



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4. Provide support and assistance to teachers in marketing the program to parents and students.
5. Provide support and assistance to teachers in discipline matters, completion of assignments, bringing materials to class.
6. Respond to parents when concerns are raised about the courses.
7. Provide an opportunity for the parents to meet the teacher.
8. Evaluate the performance of the teacher and the effectiveness of the program.
9. Work cooperatively with the building principal.

Responsibilities of the itinerant teacher:

1. Teach faithfully and diligently as per terms of the form 2 or 2A contract.
2. Keep the program principal informed of the objectives, content and evaluation of the program.
3. Keep the building principal informed of any discipline problems, outstanding assignments and other matters related to the program.
4. Attend parent teacher meetings set up in all the feeder schools.
5. Attend parent teacher reporting days at the feeder schools.

February 21, 1989



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PROFESSIONAL DEVELOPMENT & ADMINISTRATION DAYS

The Turtle River School Division No. 32 supports professional development activities for all its employees. It is an expectation that employees attend professional development activities that are organized or are supported by the division. The principal, supervisor, or superintendent shall be responsible to organize and provide on going professional development for all employees and shall be responsible to inform various staff members whether attendance is compulsory, optional or not expected.

Substitute Teachers:

Substitute teachers are welcome and encouraged to attend all professional development activities. In cases where they are expected to attend, they will be paid substitute rates. Substitute teacher may apply to the superintendent to participate in additional professional development opportunities. In such cases, substitute teachers will be reimbursed one day substitute pay for every two days attended at inservices.

Part Time Teachers (kindergarten)

In cases where classes are small, less than ten students, part time teachers will not be required to attend parent/teacher days. Interviews with parents will be conducted after school. The attendance at administration days will be subject to the principal's request and the approval of the superintendent. Attendance at professional development activities, which are organized by the division, is an expectation as part of employment. Professional development days will be prorated, .5 per 10 days of instruction. In cases such as prorated kindergarten where a class generates a certain number of instructional days, i.e. 40, the teacher will be paid for the 40 days. The students will receive 38 days of instruction and the teacher will be entitled to 2 days of professional development.

The principal, as the education leader in the school, shall be responsible to use his/her direction as to whether a teacher or other employees working under his/her direction should be required to take additional professional development training. Remuneration in these cases may or may not be made.

Professional Development Incentive Grant:

An additional fund will be made available for professional development summer programs. Turtle River School Division teachers may apply to the superintendent for a summer program grant to a maximum of \$500.00. This grant is to help defray tuition, travel and lodging expenses for courses of study (of any duration taken by teachers during the summer holidays.) To be eligible, teachers must have a recommendation from their school principal. The course must relate to their present teaching assignment. The intent of the course must be to improve classroom instruction. Courses that lead to improving grant status do not qualify for reimbursement. Applications should be filed with the superintendent's office by June 15th.



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Teachers carrying out professional development activities during a weekend, Saturday and Sunday, as per conditions as described above, may apply to the superintendent for reimbursement of expenses.

July 28, 1992 amended September 19, 1995

STAFF DEVELOPMENT OPPORTUNITIES

The board encourages its staff to maintain and further develop its professional competence. This can be done by a variety of ways.

- 1) University professional courses
- 2) Short courses, and/or
- 3) Professional development sessions.

The board requires its administration to insure there is an active Professional Development Committee in place to plan for the professional development needs of its staff. To this end the board will make available annual financial support as well as make provision for teachers to participate, on an individual basis, in various inservice programs.

BOARD ADMINISTRATOR'S CONFERENCES

In cases where administrators are required to make presentations, the presentations will be in writing and will be forwarded to all participants two weeks prior to the conference occurring. Principals are to check with the superintendent as to the format that is to be used.



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INSERVICE REMUNERATIONS:

Guidelines –staff visitation and conferences

Attendance of staff members at conferences is with the approval of the superintendent if within the Province of Manitoba and with the approval of the board of trustees outside the Province of Manitoba.

The individual staff member shall complete a professional development request form to be approved by the principal of the school and, subsequently, sent to the superintendent for final approval.

If reimbursement is considered, it may be in whole or in accordance with the following:

- a) Accommodation: A maximum of \$55.00 per day. If two or more stay together, the actual room rate if less than \$70.00. (Receipts required). An employee who stays with friends, etc. may claim \$25.00 per day without receipt.
- b) Meals: A maximum allowance per full day of \$30.00 or part days as follows:
(Receipts required.)

1) Breakfast (maximum)	\$6.00
2) Lunch (maximum)	\$9.00
3) Supper (maximum)	\$15.00

 - Breakfast expense is not reimbursed at hotels that provide this service included with the room rate.
- c) Transportation: Mileage reimbursement at the Superintendent's discretion to a maximum of the division mileage rate.

At the time the superintendent approves the request, and if subsidy is considered, it will be indicated on the approval form.

Since a portion of the inservice budget is controlled by the principal, the principal may designate inservice remuneration based on the above guidelines.

Teachers who attend summer school programs which will enhance classroom instruction, and who have prior approval of the superintendent shall be reimbursed \$50.00 per week after showing evidence of successfully completing the program. Courses which will improve grant scales for salary purposes do not qualify for reimbursement.

October 23, 1990

January 7, 1992

July 28, 1992

June 19, 2001



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GUIDELINES FOR REIMBURSEMENT FOR EMPLOYEES SUPERVISING STUDENTS ON EXTRA CURRICULAR ACTIVITIES

Preamble:

As a recognition for service to the division, employees working with students in extra curricular and sporting activities will be reimbursed for meals subject to the following guidelines.

1. The activity must be one that is approved by the board or the superintendent.
2. Reimbursement will occur when the activities occur after 3:30 on school days and anytime on non school days.
3. To qualify for reimbursement receipts must be provided. The reimbursement will be the lesser of actual cost or a maximum as provided by board policy. Breakfast \$6.00, lunch \$9.00, and Dinner \$15.00. In cases where it is necessary to have all three meals, a claim for the day of up to \$30.00 may be made.
4. In cases where the activity is at the home school and it is not possible for the supervisor /coach to get away for a meal, due to supervision or coaching commitments, the supervisor/coach will be eligible to make a claim. (School canteens should be equipped with receipts.)
5. Reimbursement for out of province trips may be made if the principal recommends to the superintendent that reimbursement be made and the superintendent approves the reimbursement. The approval is to be obtained prior to the trip taking place.

The principal shall approve all claims and make a recommendation to the division office for payment.

The form P-25-I with receipts, is to be submitted to the secretary-treasurer at the end of December and end of June. Payments will be made twice a year.

January 7, 1992



STUDENT ASSESSMENT

Board Governance Policy Cross Reference:

- Assess to Learn – Learn to Assess – Anne Davies (2004)
- Feed Back.. Feed Forward: Using Assessment to Boost Literacy Learning Anne Davies (2003)
- Classroom Assessment and Grading that Work – Robert Marzano (2006)
- Rethinking Classroom Assessment with Purpose in Mind – MECY (2006)
- How to Grade for Learning – Ken O'Connor (2002)
- Portfolios: More than just a file folder – Saskatchewan Professional Development Unit
- Student-Involved Classroom Assessment – Rick Stiggins (2001)
- Evergreen School Division Student Assessment (2008)

Legal Reference:

Date Adopted: pilot program 2010-2011

Turtle River School Division believes that assessment, evaluation and communication of student achievement are essential to the teaching and learning process. These practices should be carried out in a positive way that supports continuous learning, development and personal growth for students. The ultimate goal of assessment is to help develop independent, lifelong learners, who regularly monitor and assess their own progress.

Guiding Principles of Assessment

1. The primary purpose of assessment is to support learning and to inform instruction.
2. Students must understand that the test/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated.
 - Teachers are to communicate and reinforce expectations of academic honesty with students. (cheating, lying, plagiarizing)
 - Teachers are to respond appropriately to academic dishonesty. Academic dishonesty could result in one or all of the following: contacting the parents, documentation of the incident in the student's file, report this behavior on the report card, enforce loss of privileges for the student, disciplinary measures, redo the work and deduct marks for academic dishonesty.
 - Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation.



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3. Assessment requires a critical professional skill to plan for assessment, observe student learning, interpret the evidence of learning, and then provide feedback to the learners. Teachers should use assessment information to revise and guide their teaching in order to improve student learning.
4. Assessment practices should recognize all educational achievement, learning styles, and intelligences that involve students in the process, enabling all learners to achieve their best in all learning activities. This includes self-assessment and self-reflection, which assists students in determining the next steps in their learning.
5. Assessment promotes the understanding of goal setting where learners understand what it is they are trying to achieve, and have a role in deciding the learning goals and the criteria for assessing their progress.
6. Feedback to students should be descriptive and clear, identifying areas of strength and improvement, should be fair and appropriate to the developmental needs of the learner, and should be frequent and immediate. Numerous and various opportunities should be provided to students to improve upon their learning.
7. Assessment should foster motivation by building on student success and self-confidence, with its focus on achievement and progress rather than failure. Assessment strategies enhance motivation by providing choice, descriptive feedback, and opportunities for student direction as well as learning from each other.
8. Assessment should be flexible, sensitive and constructive in order to respond to a variety of ideas emerging from observations, discussions and student learning as student's progress through their educational experiences.



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Turtle River School Division is committed to the guiding principles of assessment through the implementation of Assessment **OF** Learning, Assessment **FOR** Learning and Assessment **AS** learning practices. These terms are defined as follows:

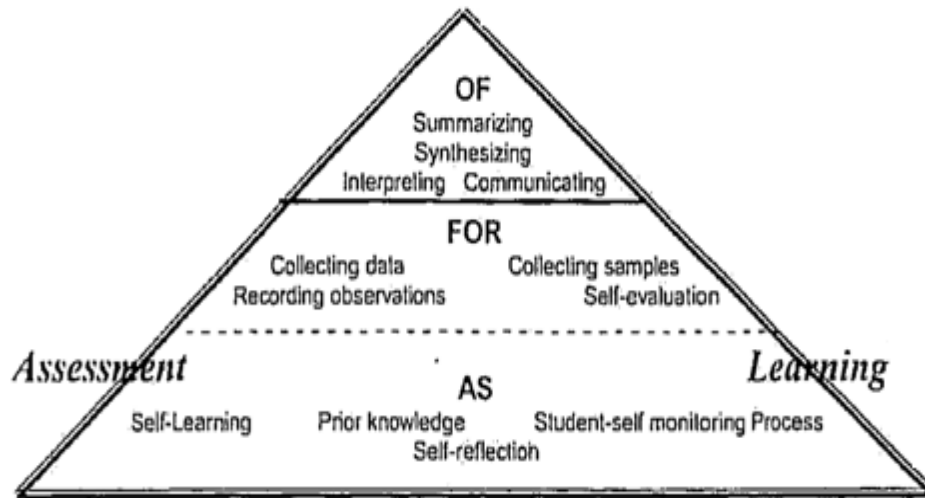
Assessment for learning: is designed to give teachers information to modify and differentiate teaching and learning activities. It acknowledges that individual students learn in idiosyncratic ways, but it also recognizes that there are predictable patterns and pathways that many students follow. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know. Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

Assessment as learning: is a process of developing and supporting metacognition for students. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. It requires that teachers help students develop, practice, and become comfortable with reflection, and with a critical analysis of their own learning.

Assessment of learning: is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others. Teachers concentrate on ensuring that they have used assessment to provide accurate and sound statements of students' proficiency, so that the recipients of the information can use the information to make reasonable and defensible decisions.



Evidence of Learning



Note: This diagram is representative of the amount of time teachers should spend with each of the three forms of assessment.

Varied methods should be used to gather accurate evidence about student learning. There are three general sources of assessment evidence gathered in classrooms: **Observations** of learning, **products** students create and **conversations** – discussing learning with students. When evidence is collected from three different sources over time, trends and patterns become apparent.

Adaptations and Modifications

Adaptation - The act of making changes in the teaching process, materials or student products to help students achieve the expected learning outcomes.

Modification - Altering the curricular outcomes the student is expected to meet in the provincial curriculum as per subject table handbook.

Accommodations - A means of identifying, preventing and removing barriers that impede students with disabilities from participating fully in the educational environment in a way that is responsive to their unique circumstances; the principles of accommodation involve three factors: dignity, individualization, and inclusion (source: Ontario Human Rights Commission); accommodations include adaptations such as alternate format, alternative settings, technology, more time, American Sign language, and scribes.



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Given these definitions, when a student requires “adaptations” the student is working to achieve all of the curricular outcomes of that subject and/or course. The adaptations can be applied to all or any of the outcomes used by teachers to instruct and/or assess, and by students to demonstrate their learning. Adaptations are not a reduction in expected learning outcomes.

All students are to be evaluated and graded based on their demonstrated achievement of expected learning outcomes. Students who require and receive adaptations are assessed and evaluated on their achievement of the same outcomes as their peers. However, the manner in which they demonstrate their learning may differ.

Modified designation requires a determination of “significant cognitive difficulty” (as per psychological assessment). The Specific Outcomes can be altered or modified to meet the needs of those individuals. The student must have an Individual Education Plan (IEP). The evaluation of the student is based on the work the student does in relation to his/her specific plan.

When a student receives adaptations or modifications, parents must be informed. This information may be communicated through an Individual Education Plan and/or through regular reporting procedures. Adaptations may not require an IEP, and may be reported to parents through the use of an insert or anecdotal comments in the report card.

Resolution No.7 January 23, 2017

"Learning today for tomorrow"



Turtle River School Division Policy Statement Final Exam Regulation Policy

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Final exams are an important tool used by educators to cumulatively assess student learning. All students in grades 9 to 12 must write a final exam as part of their course evaluation. Final exams allow students to demonstrate their growth, knowledge, and understanding of the course content being studied. As the final exam is an assessment that is cumulative of all of the course outcomes it is a way for students to submit evidence of learning. All final exams will be weighted accordingly at 30% of a student's final grade as per division policy. In all courses, the final exam weighting/mark should be clearly indicated on the course outline/syllabus.

In some specialty courses it may be more appropriate for students to do a cumulative project in lieu of a final exam. This is more common for elective courses; however there are certain courses where this is not the case. For example, there are no final exams in Physical Education courses; but the Health portion of this course does have a final exam/test. The use of a cumulative project instead of a final exam is only available for certain courses as noted by the courses curricular outcomes. Compulsory courses usually have a final exam.

Turtle River School division does not have any mid-term exams in any of their courses. In addition, there are no provisions for supplemental exams.

The division supports students and schools in writing final exams as an assessment of learning. It is important for students to prepare in advance of their exam in order to reduce pressure and time constraints. Exam time can be stressful and requires a lot of work, preparation and study by both students and teachers.

PROVINCIAL & DIVISIONAL EXAMS

In grade twelve, students write a Provincial Final Exam in Mathematics and English Language Arts. This exam is designed by the province to be administered following specific guidelines as set out by the province. In some courses, the division has developed common exams that all schools use when assessing student learning in these courses. These divisional common exams have been developed by a group of lead teachers from every school in that course subject. These exams are reviewed yearly by the lead teachers in that subject area and a marking rubric has been established in order to have clear, consistent, and fair evaluation of student learning across all of the schools.

ADAPTATIONS & ACCOMMODATIONS

Adaptations and Accommodations are to be utilized during an examination only if they are outlined in a student's Individualized Education Plan (IEP). A student should be provided with the same or similar adaptations and supports as they are provided with in the classroom during their examination. For example, if a student has a scribe in the classroom, then they should be provided a scribe for the exam. If a student requires extra time, then extra time should be provided. It is the Subject Teacher, Resource Teacher, and Principal's job to ensure that students receive the appropriate adaptations and accommodations for their examinations.



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EXEMPTIONS

Turtle River School Division does not grant students exam exemptions. It is expected that all students write final exams. Students are only exempt from a Final Exam or a Provincial Exam if an exam exemption is requested at the beginning of the course by the subject teacher or resource teacher. In order to be exempted, the student must meet the eligibility for an exemption. In order for a student to be exempted from a final exam, they must be on a “Modified” or “Individualized” program and it should be stated in their IEP.

FINAL EXAMINATION EXPECTATIONS

All teachers shall submit a copy of their Final Exams to their school principal a minimum of one week prior to the final exam. The school principal will review the exam and ensure that it meets the expected exam criteria (cumulative of the course content, appropriate length, etc.).

Teachers are expected to mark exams using a rubric to ensure that each evaluation is fair and consistent.

If a student has an excused absence on the day of the exam, they must write an alternative exam. Students who have an excused absence on the day of a provincial standards exam will write the same exam, but the mark will not be recorded as a provincial mark.

It is expected that teachers review the exam guidelines below with students in their courses prior to the exam/date of administration.

FINAL EXAM GUIDELINES

The following exam assessment procedures are to be used as guidelines for administering examinations within Turtle River School Division:

1. All schools will run their final exams either in the school gymnasium or a multi-purpose room. The exams must be written in a central location within the school. Exams will not be written in the classroom without prior special permission from the Superintendent.
2. All exam dates will be decided upon by school principals in June of the prior school year and noted on the divisional calendar. Exams must be scheduled on the dates as noted on the divisional calendar unless special permission is given by the Superintendent to deviate from these dates.
3. All exams must be written on the day they are scheduled. Students are expected to be present on their exam date and write their exams. In the case of an emergency, an exam may be deferred to a later date, but no exam may be written before its actual date of administration.



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4. It is highly expected that students write their final exams as it is evidence of learning. Cumulative assessment of course content is a requirement with most provincial courses and mandated as such.
5. If a student either doesn't write an exam or misses an exam without valid reason, they will be assigned a grade of *zero* out of thirty percent as part of their final mark. This mark of *zero* may jeopardize their successful acquisition of receiving this credit and may require them to retake the course. If their final mark is still calculated to be above 50%, then they will be granted the course credit with a notion of such documented on their report card.
6. If a student is ill on the day of a final exam, they will be required to contact the school and bring in a medical note indicating such illness. They will be required to write their final exam(s) on the next day that they return to school.
7. In extraordinary circumstances a student may have to be absent during a scheduled exam due to an unforeseen circumstance, for example, attend a funeral or a scheduled medical procedure with a specialist. If a student must be absent during an exam, they must meet with the principal and their parent/guardian prior to request permission to miss the exam and determine a date to write their exam.
8. If an exam is postponed by the division or school due to unforeseen circumstances such as: inclement weather, no busses running, etcetera; the exam date will be automatically rescheduled to the next school day. Where students have a conflict occur where they need to write two exams on the same day, then the principal and teacher will schedule an appropriate date for the student to write their final exam.
9. Students will not be asked to write *more than two exams* in any given day.
10. Students should return all textbooks to their teacher before they write their final exam. In a case where a student doesn't submit their textbook, they will make arrangements to do so with their teacher.
11. Talking to other students or referring to prohibited notes while the exam is in progress will result in the removal of your exam. A mark of zero will be assigned for that subject's exam. Academic honesty is viewed as very important and cheating and plagiarism will not be tolerated. If a student is found to be engaging in academic dishonesty, the principal will follow the school and division policy which may result in further consequences as deemed appropriate by the principal.
12. Principals will create and distribute to students and teachers a final exam schedule a minimum of one week prior to the first exam. ***Exam schedules*** and these ***Exam Guidelines*** should also be posted within the school buildings in visible locations and on school websites.



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13. Unless otherwise noted, all morning exams will start at **9:00am** and all afternoon exams will start at **1:00pm**.
14. All students must remain in the exam room for a minimum of one hour after the exam begins; regardless of if they are completed prior to that time.
15. Students who are late may enter the exam room if they arrive before 10am in the morning or 2:00pm in the afternoon. After one hour, no students are permitted to enter the exam room. In the cases where a student has a legitimate excuse, for example, car troubles, a late bus, etcetera, the school principal may permit the student to enter the exam room at their discretion. Being late as a result of studying is not a legitimate excuse and these students will not be permitted to write the exam. Time lost for lateness will be deducted from the total exam time.
16. Exams are scheduled to be written during a three hour period. In cases of certain exams, such as the grade twelve English Language Arts exam, the exam may be written over a period of days and times as set out by the teacher and province.
17. Hats and jackets are not allowed in the exam room. They must be taken off and left in a student's locker. Any materials or personal belongings should be kept in a student's locker or in their bag, left at the front or back of the exam room. Students are only allowed to bring into the exam the permitted items
18. All subject teachers will supervise and run their own exams. In special circumstances where the teacher is unavailable to supervise their own exam, they will leave instructions for the school principal who will supervise or delegate another teacher to administer the exam(s).



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Appeal of Assessment

A student who disagrees with an assessment of their work may, within three school days, appeal the result according to the following procedure:

1. The student and or parent must verbally request a re-evaluation from the subject teacher.
2. The teacher will re-evaluate and communicate the result. It is understood that the mark may be raised, lowered or remain the same.
3. The student (or parent) may request a second re-evaluation by submitting a written request to the school principal. This should occur within five school days after the results of the first appeal are made known.
4. The principal may request a re-evaluation by a second teacher with knowledge of the subject area. The evaluation criteria and/or scoring rubric must be provided.
5. The mark allocation as a result of the re-evaluation will be considered the final mark whether the mark is raised, lowered or remains the same.

Standards Test Reread

If a student disagrees with a mark from a standards test, a reread may be requested according to the following procedure:

1. The request for reread must be made in writing to the school principal within five school days of the date the final standards test mark was reported to the student. A \$100.00 administration fee must be included with this request. The central marking team from the Division will reread the exam.
2. The mark given on the reread of the standards test will be the final mark issued, whether the mark is raised, lowered, or remains the same. This standards test mark will then be recalculated into the student's final course mark by the classroom teacher and communicated to the Department of Education.



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Appeal of Final Grades

A student who disagrees with a final grade may, within three days of the grade being issued, request a re-calculation of the grade according to the following procedures:

1. The parent or adult student must submit a written request for mark re-calculation to the principal of the school.
2. The principal will conduct a mark recalculation. This mark will be considered the final mark for that course, whether the mark is raised, lowered or remains the same.

Note: In order to properly review a final grade, the teacher shall make course outlines available with assessment items, weighting and a record of grades as requested. All student assessment records must be maintained according to student records retention guidelines.

Recording and Reporting

In accordance with The Public Schools Act, Turtle River School Division has an obligation to conduct regular assessments of student learning, record that data and to report to parents at regular reporting periods.

There are a minimum of three reporting periods in a school year for Early and Middle Schools. For High Schools, there are a minimum of two reporting periods per semester. Students are encouraged to participate in conferences. Conferences will occur twice a year.

Teachers should keep their principal informed of the progress of all students. Whenever a student is achieving below grade or course expectations, parents must be kept fully informed through regular parent-teacher contacts.

Promotion and Retention of Students

Students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. Turtle River School Division shall provide for the continuous progress of students from grade to grade.



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Students who achieve the required learning outcomes for a grade will be promoted to the next grade. Students who do not achieve the required outcomes will have alternatives considered, grade retention being the last option.

Should teachers suspect that a student will not be successful in completing grade or course expectations, parents will be informed prior to March parent teacher conferences for K-8, mid-semester for high schools.

Criteria for Retention

Retention should be considered only after all other instructional avenues have been explored. Rarely would a student be retained more than once between kindergarten and grade 8.

All of the following criteria need to be met in order for retention to be considered:

- The student is in early years or middle years .
- The student is achieving significantly below grade level outcomes as determined by the classroom teacher, resource teacher and in consultation with the principal.
- An adaptations or accommodations list, which incorporates alternatives, is established for the student's year of retention. Grade retention should not be only grade repetition-there should be a clear focus on mastery of required skills.

Alternatives for K-8 students include:

1. Adaptations or modifications.
2. Promotion with intensive remediation services as outlined in an Individual Education Plan.
3. Promotion with individualized instruction, peer tutoring and/or a parent involvement program, modular work package.
4. Placement in an un-graded program or partially graded program with an Individual Education Plan.
5. Computer assisted instruction.
6. Placement in an alternative setting.

When student retention is deemed appropriate, the teacher(s) shall confer with the principal. The parent(s)/guardian shall receive an explanation of their child's current academic standing in relationship to grade expectations, the school's assessment of the student's learning difficulties and interventions the school has used in attempts to increase the student's achievement to expected levels.



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The final decision will be made by the principal. All recommended retentions must be communicated to the superintendent by May 31.

If parent(s)/guardian(s) insist that a student be promoted against the recommendation of school staff, they must submit a written appeal to the superintendent within five school days.

If parent(s)/guardian(s) insist that a student be retained against the recommendation of the school staff, they must submit a written appeal to the superintendent within five school days.

Grade 9 – 12

Students who achieve the required outcomes of a course at senior years will receive a credit for that course. Students who do not achieve the required outcomes will have alternatives for acquiring the credit.

Alternatives for senior year's students include:

- Repeating the course.
- WebCT.
- Independent study option.
- Teacher mediated option.
- Summer school.

Special Needs Programming

In accordance with Appropriate Education Programming, Regulation 155, accommodations will be made for assessing all learners to assist them in meeting the expected learning outcomes.

Assessment Regulations

1. A principal must ensure that a student is assessed as soon as reasonably practicable if he or she is having difficulty meeting the expected learning outcomes.
2. A principal must ensure that a student is referred for a specialized assessment if his/her teacher and the resource teacher, or other applicable in school personnel are:



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- a. Unable to assess why the student is having difficulty meeting those outcomes.
 - b. Of the opinion that differentiated instruction and adaptations are insufficient to assist the student in meeting those outcomes.
3. Parental consent must be obtained prior to a specialized assessment.
4. A specialized assessment must be:
 - a. Coordinated by a person who has been designated by the school board or, if the board has not designated such a person, by the principal.
 - b. Conducted by one or more qualified practitioners, as designated by the circumstances, taking into account school reports and other information obtained
 - i. From the student's file.
 - ii. From or with the consent of the students's parent/guardian.
5. A specialized assessment must identify the following, as applicable:
 - a. Other methods of differentiated instruction and adaptations that can be used to assist the student in meeting the expected learning outcomes
 - b. The expected learning outcomes or what the student requires.



Appendix A

Middle and Senior Years Grading Guidelines: Assessment of Learning

- Adapted from Ken O'Connor- How to Grade for Learning (2002)
- Student-Involved Classroom Assessment – Rick Stiggins (2001)
- Rethinking Classroom Assessment with Purpose in Mind – MECY (2006)

Introduction

Assessment OF Learning refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students' future programs or placement. It is designed to provide evidence of achievement to parents, other educators, the students, and sometimes to outside groups (employers, other educational institutions).

Assessment OF Learning is the assessment that becomes public and results in statements of symbols about how well students are learning. It often contributes to pivotal decisions that will affect student's futures. It is important, then, that the underlying logic and measurement of Assessment OF Learning be credible and defensible.

Effective Assessment OF Learning requires that teachers provide:

- A rationale for undertaking a particular assessment of learning at a particular point in time.
- Clear descriptions of the intended learning.
- Processes that make it possible for students to demonstrate their competence and skill.
- A range of alternative mechanisms for assessing the same outcomes.
- Public and defensible reference points for making judgments.
- Transparent approaches to interpretation.
- Descriptions of the assessment process.

Strategies for recourse in the event of disagreement about the decisions



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Assessment OF Learning methods include not only tests and examinations, but also a rich variety of products and demonstrations of learning-portfolios, exhibitions, performances, presentations, simulations, multimedia projects, and a variety of other written, oral and visual methods. It is important that Assessment FOR Learning practices, the Assessment OF learning practices and the Assessment AS Learning practices that support systems needs are not in conflict. Specifically the grading practices, how, when and if percentages grades are used in reporting student progress, need to be clearly aligned to the current assessment and philosophy research.

The following guidelines have been developed to provide teachers with clear expectations so that they assess, evaluate and report student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications.

Guidelines for Evaluations

1. Assessment procedures should be related directly to curriculum learning outcomes or clusters of outcomes.
2. Sample student performance using a variety of methods. Do not include all assessment in final evaluation. Provide ongoing feedback on formative performance using words, rubrics, or checklists, not grades.
3. Assessments must be derived from clear descriptions of curriculum outcomes and standards (criterion referenced). Bonus marks and extra credit will not be used on any assessments.
4. Assessment should only be based on individual achievement of the targeted learning outcomes. Report on behaviours such as effort, participation, and attitude, for example, separately, unless they are a stated curriculum outcome.



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5. Establish, communicate, and apply consequences for late and missing work. Students must understand that there will be consequences for not completing assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers may apply the following strategies based on their professional judgment.
 - Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons.
 - Develop an agreement with the student to complete the work.
 - Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.
 - Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.
 - Provide additional supports for students who are learning English or French as an additional language.
 - Provide alternative assessment tasks that accommodate diverse learning needs.
 - Deduct marks for late or missing assignments.
6. Grade five through grade eight students will submit compulsory work prior to the last day of classes. Grade nine through grade twelve students will submit compulsory work prior to the final exam. Compulsory work not submitted will result in a zero in that assignment.
7. Where repetitive measures are made of the same or similar knowledge or skills, the higher mark should replace the previous marks for grade determination. These opportunities will be at the teacher's discretion and subsequent conditions.

Guidelines for Weighting

1. Student marks are cumulative and should not be based on an average of terms.
2. Grades should be weighted carefully to ensure the intended importance is given to each learning outcome and to each assessment.



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Assessment Instruments

1. Teachers should use quality assessment instruments, ie: each assessment should meet five standards of quality (Stiggins, 2001)
 - i. Must arise from a clearly articulated set of achievement expectations.
 - ii. Serve an instructionally relevant purpose.
 - iii. Rely on a proper method.
 - iv. Sample student achievement in an appropriate manner.
 - v. Control for all relevant sources of bias and distortion that can lead to inaccurate assessment.
2. Teachers should properly record evidence of student achievement on an ongoing basis.

Methods of Assessment and Criteria/Scoring Scales

1. Teachers should discuss assessment with students, in an age appropriate manner, prior to instruction.
2. When feasible, students should be involved in decisions about methods of assessment and criteria or scoring scales.
3. During the first week of classes teachers will provide students and parents with a clearly written overview of assessment procedures, indicating how each summative assessment throughout the course will be evaluated before each assessment is administered.

Resolution Number 4 April 26, 2011



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GRADUATION REQUIREMENTS

- a) In order to graduate from S4 in the Turtle River School Division No. 32 a student must obtain at least 28 credits as prescribed by the program of studies by Manitoba Education & Training.
- b) A school may graduate students who were not enrolled in a program of studies approved by the province but were enrolled in school developed modified courses, alternative programs, or individualized education plans. (I.E.P.'s) the school shall endeavour to assure that when students are enrolling in modified course or I.E.P.'s that the student take the compulsory courses as set by Manitoba Education & Training. (The compulsory courses may be modified to meet the student's needs). In order to graduate with modified courses or I.E.P.'s student shall be required to obtain 28 credits. Modified courses and I.E.P.'s shall be designated by a 05M. This shall apply until Manitoba Education designates the numbering system for students who will be on the 28 credit system.
- c) The principals and staff shall develop a registration procedure for all students. The registration process shall include the following:
 - a) All courses shall be explained to all students
 - b) Before students enter into the credit system, parents shall be afforded the opportunity to attend a registration meeting with their children. At the registration meeting the principal shall explain the high school program and make parents aware of the intent and purpose of all courses. This meeting should occur in the spring of the year. Once the students are on the credit system the parent meeting is not a requirement, however registration forms shall be filled out annually and whenever a course change is made. It is recommended that parent and student meet with the principal whenever there is a program or course change.
 - c) The principal shall inform all students who take courses that the modified course may be limiting as certain post secondary institutions may require approved provincial prerequisite courses. The student's parents should also be informed.
 - d) Students will be given an opportunity to take a provincially approved course to replace a modified course if they so desire. However, they will not be able to get double credits. Example: If English 205M was taken and a student takes English 200, English 205M would appear on the mark statement but would not count as one of the 20 or 28 credits.



Turtle River School Division Policy Statement READING ASSESSMENT

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Philosophy

Turtle River School Division believes that literacy is part of the cornerstone to all learning and as a result continual reading assessment to direct teaching is also important. It allows for students to continue excelling by using prescribed reading programming that reflects their individual growth and needs. Teachers are then able to develop classroom profiles that reflect a students' current growth and allow for appropriate balanced literacy strategies to be utilized promoting continued growth. This assessment data is also utilized for planning not only in the classroom, but also in the school and throughout the division. Reading Assessment is imperative in determining both the student needs and in directing a teachers programming and planning within the classroom. Important decisions both at a school and division level need to be made based on good educational data in order to promote literacy gains for all students.

Reading Assessment Roles and Responsibilities

Reading Assessments will be completed in all K-8 Classrooms on a regular basis in all of our schools throughout our division. This assessment will consist of a running record in order to level a students' reading ability and determine comprehension. Two suggested Assessment tools include the Fountas & Pinnell Reading Assessment Tool Kit or the PM Benchmark Reading Assessment Kit.

Classroom teachers will be responsible for assessing all K-8 students on a bi-monthly basis for a total of **four times a year**. Resource Teachers will be responsible for supporting classroom teachers, helping analyze data, organizing assessment results, and compiling it so they can submit to the division office. The results must be submitted to the division office no later than the **15th day** of the following months; **October, March, and June**. Principals will oversee that the above process is occurring.

Training

If any teacher requires training in doing Reading Assessments, the divisions Student Service Coordinator or schools Resource Teacher will provide training to that teacher. Where possible, school teams will receive training yearly in order to ensure that reading assessment is accurate and correct.

Resolution # 5 April 8, 2014

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- e) The schools shall develop registration forms for all students on the credit system. The registration forms shall have an explanation of all the codes which will be used. The registration form shall be signed by the student and parent. The signing of the form acknowledges the student has committed himself/herself to the courses selected and the parent acknowledges and supports that the student enrolls in the courses selected. Each school is responsible for designing its registration form.
- f) Each school shall be responsible to design its own report card. The codes used shall be explained on the report card. This report card shall serve as official mark transcript for the student. A copy of the student's mark statement shall be submitted to the division office.
- g) For S1-S4 schools must use the division approved official transcript form P-44-I.
- d) Students will be permitted to mix provincial approved courses with modified courses and I.E.P.'s.
- e) All registrations are to be updated when courses are changed. Student registration forms are to be kept at the school until a student graduates or quits school.

January 7, 1992

GRADUATION:

Schools may permit former students, who attended most of their schooling in the Turtle River School Division but may have completed their final year or several years in another institution, to participate in the graduation exercises with their peers provided that they have met the graduation requirements, Individual schools may access a graduation fee.
May 2, 1989

GRADUATION AWARD

The Turtle River School Division board shall sponsor an annual cash award of two hundred dollars to each graduating student, with an average of 80% or higher, who wins the Governor Generals Award. In addition, the Turtle River School Division board shall sponsor an annual cash award of one hundred dollars to each graduating grade 12 student, with an average of 80% or higher The award should be presented by a trustee of the division. Graduating students shall qualify for only one of the above awards and not be entitled to receive both.

Resolution No.11 April 8,2008

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STUDENT AWARDS AND SCHOLARSHIPS

The division board encourages the professional staff to maintain a set of criteria and procedures for presenting letters or other suitable awards to students for scholarships and distinguished service in any school activity.

An approved awards program will receive financial support from the division board which will be \$1.00 per student enrolled in the school.

The professional staff is authorized to review and approve, or reject, proposed trophies, prizes, scholarships, or other awards from non school donors.

STUDENT ORGANIZATIONS

The Turtle River School division recognizes that social and recreational activities promote individual personal growth. The division agrees that student participation in organizations such as the student council provides opportunities to develop leadership skills and other personal skills.

As the board is responsible for the activities and programs presented in the school, it reserves the right to require approval of such activities and programs whenever necessary. It also relies on the school administrators and superintendent to evaluate the proceedings and to control the activities as they see fit.

STUDENT SOCIAL EVENTS

Student social events are under the responsibility of the individual schools.

The board grants the student the privilege of the use of school facilities for student social events provided that such events are authorized by the school administration and properly supervised.



Turtle River School Division Policy Statement School / Student Fees

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Currently, The Public Schools Act - subsections 48(1)(f), (h), (j) and (w); section 73; and section 75 - authorizes school divisions/districts to impose fees in certain circumstances.

In addition, Manitoba Education, Citizenship and Youth has developed the Manitoba Public School Fee Policy to provide guidance to divisions/districts regarding fees and charges not specifically referenced in the Act.

It is the intention of this policy to enhance student's learning experience and assist parents and guardians with meeting their children's educational needs as they relate to the payment of fees associated with the learning experience. Schools may charge fees as per the public schools act and the Manitoba Public School Fee Policy except for as outlined in the remainder of this policy.

Fees may be charged for any out of Division activities such as sports tournaments, sports exhibition games, travel club trips, etc on a cost recovery basis. Schools may also do fundraising to pay for such trips and activities. . Students may be charged for superior materials or work beyond basic projects. Funding is being provided to schools so that fees are not required to be charged

In addition, at no time shall any child in Turtle River School Division be denied access to a service or activity due to an inability to pay. Parents / Guardians need just to contact the principal if finances are an issue so that a solution may be worked out. The privacy of the parent and student will be respected. School Principals or Vice Principals must sign all letters sent home requesting money.

Course Fees Including Home Economics and Industrial Arts

In The Turtle River School Division there are no fees for basic materials for projects that are necessary to meet course requirements. Students may be charged for projects with material costs that enhance (over and above the basic course) the prescribed learning outcomes of the course. Students may be charged for superior materials or work beyond basic projects. Funding is being provided to schools so that fees are not required to be charged

Band Program Fees

Schools in Turtle River School Division shall not charge fees for services provided to students of school age without which the student could not meet the required learning outcomes or assessment requirements of the educational band program provided by Turtle River School Division. This includes instrument rentals. The Division provides specific funding to schools for this program so that fees are not required to be charged.



Turtle River School Division Policy Statement School / Student Fees Con't

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Sports Fees

Schools in Turtle River School Division shall not charge fees for sports activities and services provided to students of school age without which the student could not meet the required learning outcomes or assessment requirements of the educational sports program provided by Turtle River School Division. This includes all curricular and extra curricular activity within the Division and any activity related to MHSAA Provincial competition. Funding is being provided to schools so that fees are not required to be charged. Fees may be charged for any out of Division activities such as tournaments and exhibition games on a cost recovery basis.

Elementary Activity Fees.

Schools in Turtle River School Division shall not charge fees for activities and services provided to students of school age without which the student could not meet the required learning outcomes or assessment requirements of the educational program provided by Turtle River School Division. This includes fees for agendas, plays, presentations etc. Funding is being provided to schools so that fees are not required to be charged.

Advisory councils, parent councils and/or student councils shall not charge fees that are in violation of the above policy.

Resolution No. 4 April 28, 2009



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COMMUNITY AND /OR STUDENT FUND ACTIVITIES

Providing the fund raising activities are reasonable and lawful and the use of the funds raised is approved by the school principal, the board has no objections to the students fund raising projects.

The board will match funds to promote the development of school playground facilities and/or school equipment. Such funds will be available to all schools on an annual basis and will be limited to an amount not to exceed \$ 500.00 in any one year. The school portion of the planned project funding will be raised through student/community projects and may exceed a \$ 500.00 contribution. Any request for support must be approved by the board and should be used for items which will serve to increase the enjoyment of the students. It is desirable that the funds are used in the year designated. However, schools may budget over a three year period. If this is to occur, a letter is to be sent to the secretary-treasurer explaining the project in detail.

STUDENT ACTIVITIES FUND MANAGEMENT

All student funds shall be audited by a competent adult authorized by the principal. The cost of the audit is the sole responsibility of the student council.



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STUDENT CONDUCT

The board expects that a student conducts himself/herself in such a manner as to impose no hardships on other students, the staff, or facilities of the Turtle River School Division. The board expects each student to show proper courtesy and common sense in dealing with the public at large.

CARE OF SCHOOL PROPERTY BY STUDENTS

The board requires each student to treat all school property with care and respect. Any willful or careless damage to school property may be charged to the students, or his/her parents or guardians. All restitution is to be paid to the division through the principal.

The student council also may be held responsible for willful damages or neglect by the student body or individual students.

VANDALISM OR BREAK INS

All staff members shall report cases of vandalism of school property or break in to the principal immediately.

The principal shall report all cases of vandalism, in writing, to the secretary-treasurer.

The secretary-treasurer shall insure that, where appropriate and necessary, the police are informed. The secretary-treasurer shall report all cases of vandalism or break ins to the board. The police shall be notified in all cases where vandalism has occurred to exterior school property. Where immediate action is required any employee may contact the police.

July 20, 1993



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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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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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UNACCEPTABLE BEHAVIOR

GUIDELINES FOR DETERMINING UNACCEPTABLE BEHAVIOR

The following are some areas of conduct that may lead to disciplinary action, including suspension or expulsion from attending school in the division.

- a) Stealing, causing damage to or destroying school or student property.
- b) Causing or attempting to cause, physical injury or harm to any student, teacher or other school employee or visitor on school grounds at or during a function on or off school grounds sponsored by a school
- c) Threatening or intimidating any student, teacher or other school employee or visitor.
- d) Interfering with school purposes or with the orderly operation of the school by using, threatening or use or counseling other persons to use violence, force, coercion, intimidation, fear or disruptive means.
- e) Possessing, using or transmitting any object that in fact or under the circumstances can reasonably be considered to constitute a weapon.
- f) Possessing, using, selling, buying, transmitting or secreting any alcoholic beverage, narcotic or hallucinogenic drug, marijuana, barbiturate, amphetamine, intoxicant or any other illegal substance.
- g) Possessing, using, selling, buying or transmitting any of the following:
 - 1) Materials or items, whole or in part, the contents of which appeal to base or other prurient sexual interests or are offensive to prevailing standards in the general community.
 - 2) Materials or items, the contents of which in whole or in part, contain language commonly referred to as "profanity" or "vulgarity", which is offensive to prevailing standards in the general community.
 - 3) Materials or items, the content of which, in whole or in part, are libelous or slanderous of any person or institution, or which is intended to hold any student, teacher or other employee, race, ethnic group or religion to scorn, ridicule or contempt.
 - 4) Materials or items, the content of which, in whole or in part, poses a clear and present danger to health or safety of other student, teachers, other employees or visitors.
- h) Involvement in any conduct on school premises or during a school function or event which violates local, provincial, or national law, where such conduct or the likelihood of engaging in such conduct, poses a clear and present danger to the health, welfare or safety of other students, teachers, employees or visitors.



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- i) Refusal or failure to comply with provincial and local attendance laws, including but not limited to, truancy from specific classes and tardiness to school in general or to specific classes.
- j) Smoking on school premises or on any school bus.
- k) Willful failure to comply with the directions of teachers, student teachers, teacher assistants, bus drivers, principals or other authorized personnel.
- l) Repeated violation of any rules or regulations governing student conduct.
- m) Participation in any activity which substantially disrupts or materially interferes with or is likely to so disrupt or interfere with, any school function, activity or purpose.
- n) Dressing or grooming in a manner which presents a clear and present danger to a student's health and safety, or in a manner which causes an interference with school work or which creates a classroom or school disruption. This code of student conduct is to be applied and enforced in addition to other rules in effect at any individual school in the division.



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STUDENT DRESS CODE

A dress code is not mandatory in the Turtle River School Division. Each school is responsible for encouraging its students to dress in a neat and clean manner. The board expects each student to use discretion in his/her dress and appearance as these considerations are conducive to a proper atmosphere for learning.

STUDENT BICYCLE USE

Students may ride bicycles to and from school but should not ride on school grounds during school hours.

STUDENT PHOTOGRAPHS

The board shall permit student photographs to be taken on school premises by a commercial photographer.

WELCOMING OR INITIATING NEW STUDENTS TO A SCHOOL OR TO ANOTHER LEVEL

Schools may hold welcoming activities. All initiation activities which may be deemed as inappropriate or demeaning are to be officially banned from all schools.

Sept. 10, 1996



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SUSPENSION OF STUDENTS

The board regrets that from time to time it maybe necessary to suspend a student from the privilege of attending school. When this form of disciplinary procedure is required the board authorizes the principals to suspend a student(s) for up to five days. Upon review the superintendent may extend such suspensions for up to thirty days. The parents should be informed as soon as possible verbally. All suspensions must be reported to the parents and superintendent, in writing, within twenty-four hours. The principal shall use his/her discretion as to the time of the suspension depending on the severity of the offense.

Suspensions in a school year:

First suspension:	1 – 5 days
Second suspension	3 – 5 days
Third suspension	5 days

Before a student is reinstated to the school he/she must meet at the conditions as set by the principal. Some of these conditions may be having parents come to the school, have all work completed, etc.

If a student is suspended for the fourth time he/she will not be permitted to return to school before the student has met with the principal, the parents and the superintendent. The onus to set up such a meeting shall rest with the parents. The superintendent shall set the conditions for the student's return to school and shall report to the board.

If a student is suspended for the fifth time the student shall not be permitted to return to the school before the student and the parents/guardians have met with the board. The board's decision shall be final.

Each time a bus student is suspended, the bus driver is to be informed.

June 19, 1990, January 1993



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POLICY AFFECTING SUPPLYING, POSSESSION AND/OR USE OF ALCOHOL AND ILLEGAL DRUGS IN SCHOOLS

Turtle River School Division believes that in order to provide the greatest opportunity for growth and development the school environment must be alcohol and drug free. The school board also believes that it shares this responsibility with the community for addressing the alcohol and drug issues.

In assuming its responsibility, the Turtle River School board has adopted the following principles, policies and procedures:

1. The school environment shall be alcohol and drug free.
2. To help prevent the use of alcohol or illicit drugs the Turtle River School board will implement into the schools of the division the education programs available through Manitoba Education and Training.
3. The board believes that other community agencies have a major responsibility for providing counseling and rehabilitative programs for those who abuse alcohol and drugs. The schools of the division will assist these agencies in fulfilling their responsibilities wherever possible and refer students to them whenever necessary.
4. The board believes that if a student is an abuser of drugs and alcohol, the student will be required to take counseling and participate in rehabilitative programs before being reinstated in school. All attempts and opportunities shall be provided to student to participate in counseling and rehabilitative programs.
5. The board believes that the following policy provides appropriate consequences for those students who use, possess or traffic alcohol or illicit drugs while under school supervision:
 - Student possession and/or consumption of alcohol, other intoxicants or illegal drugs during any part of the school day, including noon hour and recess is not permitted. Any possession and/or consumption of alcohol, intoxicants and/or illegal drugs on any school sponsored field trips, sports trip or any school sponsored event is prohibited. Offenders will be punished severely.



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- Except in very exceptional circumstances, student in grades V – S4 involved in the possession and/or use of alcohol, intoxicants or illegal drugs will be subject to suspension from school by the Turtle River School board for a period of not less than two weeks and not more than four weeks in the case of alcohol and not less than three weeks and not more than six weeks in the case of drugs which are banned under the provisions of Narcotics Control Act. In addition, students will be subject to a one week in school suspension upon returning to school.
- Students in grades K – 4 will be subject to a minimum one week in school suspension and denied school privileges for an addition one week.
- Upon recommendation of the principal any student who is a supplier of alcohol or illicit drugs shall be subject to a suspension of up to five months.
- In the exceptional circumstances as aforementioned, the school principal may impose additional, lessor or alternative penalties.
- When a student is suspended the onus lies with the student to have all work completed to the satisfaction of the principal.

October 23, 1990

Amended January 21, 1992

Amended September 19, 1995



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PERMISSION TO BE AWAY FROM SCHOOL DURING THE SCHOOL DAY

The Turtle River School Division board has adopted a policy that requires students to be at school when they register or are sent to school on the school bus. Unless parents give permission for the student to be absent subject to the following conditions, students will be required to be at the school for the entire day. Students who are not bus students may leave the school for lunch without supplying a formal permission form.

1. Grades I – IV – permission to leave the school will only be granted if:
 - parent/guardian provides a written note indicating when the child will be absent
 - a telephone call
 - picking the child up in person (the school will not release children to strangers)
2. Grades VII – S3
 - Same as for grades I - VI, in addition
 - Grades VII to S3 may have up town privileges during the noon hour if the parent makes request as per attached form.
3. Senior 4
 - In addition to privileges granted for grades VII – S3, S4 students may be absent during the instructional day during spares.
 - Students who are eighteen years or over all subject to the same rules as other students. They may, however, fill out their own “Permission Form” to be absent.

In special circumstances, the principal may allow S3 students the same or similar privileges as S4 students.

4. Mature students:
 - Shall be required to the same regulations as other students subject to privileges as sanctioned by the school principal.

Parents and guardians are advised to encourage their children to stay at school as the time spent at school can be used to get involved with school activities, study and research. If parents want to give their children yearly permission, to be away from school premises, they are required to fill out the attached form. (One form per student is required.)

NOTE: If yearly permission is not granted, occasional absence may be granted as outlined in this policy.



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DISCIPLINARY ACTION FOR SMOKING ON DIVISION PREMISES: STUDENTS

Disciplinary Action for Infraction of Policy

First infraction: The principal shall counsel the student, advising the student of the regulations. The administration will send a letter to the parents/guardians of the student outlining the policy, regulations and consequences as per school and division policy.

Subsequent infractions: Will be dealt with in accordance to school division policy.

December 1990

ANIMALS IN THE SCHOOLS

Animals may be brought into the school for instructional purposes upon approval from the principal. These animals must have provisions for proper care and attention at school before they can be brought into the school.

HOMEWORK

The division expects each of its students to do the homework assigned to them, providing such homework is reasonable for the grade level of the student.

November 1, 1988
Resolution No. 10 January 26, 2016



Turtle River School Division Policy Statement **Learning to 18 Policy and Student Truancy**

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Section Instructional

Purpose

All student under the ages of 18 years of age are mandated to attend school until they either turn 18 years of age or graduate high school.

Mandate

It is up to schools and divisions to provide school programs and equivalent alternatives in order to keep students in schools.

Policy/Protocol/Process

1. If a school becomes aware of a student who is in their catchment area that is under 18 and not attending school, they must make contact the student and their parents/legal guardians informing them of the law and encourage students to attend school.
2. If after 3 days the student fails to attend school, the principal will send home a formal letter to the parent/guardian encouraging attendance and compliance with the law.
3. If the student is still not attending school after 7 school days after initial contact is made, the principal will write a 2nd formal letter stating the importance of attending until they are 18 and quoting the law and possible consequences (fine, referral to Manitoba Education, authorities, and the Division Social Worker). The school will then refer this student and family to the Division Social Worker so that they can contact the family and initiate a home visit.
4. The Division Social Worker will then make contact and do a home visit, collecting data on why the student isn't attending school. The Social Worker will then provide the school with a summary report so that the school could use this information to develop a plan for said student.
5. The School must then use data and information available to create an IEP (Individual Education Plan) that will meet both the needs of the school and student (family). Contact will be made and a date and time will be communicated within 3 days of receiving the Division Social Workers report. This plan may contain special arrangements and alternative education programs that will keep said student involved and attending school. The IEP meeting will be created with the school's student support team (principal, Division Social Worker, resource teacher, Division resource consultant, teacher, student and parent).



Turtle River School Division Policy Statement **Learning to 18 Policy and Student Truancy**

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6. If the student is still not attending school after 14 school days since the initial contact, then the new plan will be mailed to the student and support team members with a 3rd letter stating the plan and support the school and division can provides so the student can attend and be successful at school.
7. If the student has still not attended school 21 days after the above process was followed, then the school principal will write the parent a letter informing them that they have referred them to Manitoba Education (proper authorities). The principal will then contact Manitoba Education and the proper authorities.
8. Where a student moves out of your catchment area, where knowledge of the location a student is moving, the onus is on the principal to ensure the receiving school catchment area is notified of the student moving into the area.

*Please note, schools and principals are required to keep all documentation and letters.

(Referral form Appendix A Section ii Page 40)

Resolution # 5 February 12, 2013

Resolution # 6 May 27, 2014



Turtle River School Division Policy Statement Usage of Online Courses for Teaching

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Philosophy

Turtle River School Division believes that learning is a social experience that occurs in a school with interaction between peers and an educator. You cannot duplicate a classroom or replace the interactions between a students and teachers. Furthermore, we believe that school is not only academic learning in nature but also comprises of social and emotional learning. Student Engagement in their learning is one of the biggest key components in the overall success and achievement on student learning.

That being said, it is also understood that under specific and certain circumstances alternative learning is required. The use of independent student learning, utilizing an online, Independent Course(s) when used appropriately can allow students to achieve success, encourage school attendance, increase student engagement, and support students with graduation requirements. In addition, it allows students to learn at their own pace.

Purpose

The use of WebCT or PLATO as tools to educate and support students achieve success needs to be used ethically in order to optimize student learning and engagement in schools and in the classroom. The use of this method of teaching and learning needs to be considered dependent on the circumstances and needs of each student independently.

How Online Courses Should Be Used

Courses offered using this method of delivery needs to reflect a specific need or circumstance for that individual student. It is not a sole method of teaching students nor should it replace teacher instruction. Please see the list below of acceptable criteria/reasons for a student taking a course using this method of learning:

- A student who is credit deficit and the course is not being offered between present day and graduation.
- A method to replace Distance Education (as our success rate using this method is low)
- A student who is credit deficit in order to graduate at their scheduled graduation date (the year of their grade nine peers) and needs to complete course/program requirements.
- A way to facilitate mature student programs and learning in schools.
- As a tool to draw in students that may not currently be attending school.
- As a tool for the Learning to 18 Coordinator to use to assist in motivating and connecting students back into schools.
- As a tool to keep students connected and in school.
- A student who drops out of school and returns mid course.

"Learning today for tomorrow"



Turtle River School Division

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Usage of Online Courses for Teaching

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- A student who transfers or registers in a school and has already successfully achieved all credits being offered.
- A student who transfers in from a school taking credits that the school is not currently being offered. *For example, a student taking Grade 11 History and that course isn't being offered at the school. During that empty period, the student may attempt to complete the course online as opposed to losing their progress in this specific course. *Please Note: This is dependent on each situation*
- In special cases that are approved by the Superintendent

How Online Courses Should Not Be Used

Courses offered using this method of delivery shouldn't be part of a school course selection. This method of delivery should not be used to replace a teacher. The demographic of students who would qualify for and be utilizing this method of instruction should be comprised of a small percentage of school students. Courses should only be offered using this method of delivery in special circumstances on an individual basis, as highlighted above.

Policy/Protocol/Process

1. The Division Online Course Program(s) are facilitated through the division Student Services Program. Student Services will allocate teacher and student courses, passwords, and program support. They will monitor and provide teacher support in offering students course and help support teachers as they build individual courses applicable to each school, teacher, or division. Their role is as a moderator of the Online Course Programs.
2. If a school is interested in utilizing an online independent course, it will need to complete an application form requesting access to the use of this program with each student. This application will be forwarded to the divisions Student Services department for both approval and in order to help setup school program access and support with program setup.
3. Each school will appoint a teacher in charge of running their online course(s). This person will be responsible for monitoring and running the course with each student using this method of delivery at their school. Teachers will create and build the course for each student, provide them with a username and password and facilitate their overall learning. As course facilitator, they will assess, mark, provide support and feedback to each student in their course and prepare report cards and submit final marks to the school principal.
4. If a student doesn't complete a course, it will remain inactive, allowing said student a chance to complete it at their own pace, or at a future time. It will remain active for 4 years from the date they began the course or until they confirm their diploma.



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KINDERGARTEN

According to all research children pick up language in their primary years. Individual schools shall have the option of offering French in kindergarten.

Kindergarten students shall be factored into each school's funding formula. The Board shall provide resources to each school based on the budget for each school year. Each school shall then determine the kindergarten program it will provide subject to the following conditions:

- If less than 10 students, a prorated kindergarten may be held – 10 days per pupil.
- Kindergarten students may be integrated with other classes.
- Kindergarten students from small communities may go to larger communities if busing exists.

ALL CHILDREN OF THE DIVISION SHALL HAVE AN OPPORTUNITY TO ATTEND KINDERGARTEN.

Children must be five years of age before December 31 to be eligible to enroll in Kindergarten. (consideration will NOT be given to early admission.)

NOTE: Schools shall have varied options for kindergarten implementation. Kindergarten classes, however, will not exceed an equivalent of 100 days per school year. Special circumstances may be considered by the board.

The board shall determine class size and additional support at the time of budget.

May 23, 2000, January 22, 2004



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BAND

Band in grades 5 – S4 shall be taught as an optional course. The instructor shall provide a course outlines to each student with goals, objectives, course content and evaluation procedure. Students who enroll in the course are expected to participate in all aspects of the course as outlined in the course outline.

Specific Guidelines

1. At the grade 5 and 6 level, all students shall receive music in some form; eg. Band, orff, instrumental or choral.
2. All pupils in the Turtle River School Division No. 32 shall have an opportunity to enroll in band in any of the grades 5,6,7,8, or S1 provided the program is offered at the school in those grades. They shall have the right to continue in band from year to year on the same basis as any other subject in the curriculum. Students from within the Turtle River School Division No. 32 school system should be encouraged to opt in to the program no later than grade 8. In exceptional cases students may be permitted to start the program at grade 9. Students coming from outside the system need to be considered on the basis of their interest, commitment, or past musical experiences, and may be permitted to enter the band program after S1.
3. At the S2 level, band is taken as a credit and students must achieve the standards as established by curriculum and course outline requirements in order to be granted credit for the course. A student, who by the end of S1 has not made satisfactory progress in band, shall be advised (counseled) that registration for S2 band, might not be academically the most advantageous choice.
4. Evaluation of pupil progress shall be based primarily on class participation, theory and skills learned. Pupils' participation in "after school" band activities or lack thereof, shall not be a factor in evaluation of progress at the grade 5,6,7 or 8 level. At the high school level (S1 – S4) attendance at practices, participation in extra curricular performances and/or festival competition may be a requirement as outlined. Such decisions shall be at the instructor's discretion subject to the approval by the program principal. 25% - 40% of the final mark shall be assigned to extra practices and extra curricular performances at the S1-S4 level.
5. Out of province or out of country trips shall not be considered as part of the extra curricular program. Schools shall be responsible to do long range planning and it is recommended that an out of province or out of country trip does not take place more than once in every four years. All out of province or out of country trips are subject to board approval.
6. Annually, the band instructor shall file a course outline with the program principal. Schedule for extra curricular trips, practices, and performances shall be submitted for approval by the specified dates.



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7. Reporting by the band instructor shall be in a format as prescribed by each principal and shall be anecdotal in nature to cover the specifics of students' strengths and weaknesses in the program.. A summative letter grade or percentage as per divisional policy on "pupil evaluation" may be included for students in grades 5 to S4

Band Auxiliary – Purpose

The band auxiliary exists for the sole purpose of financially supporting the school band. All decisions, other than strategies for raising auxiliary funds, related to the band are the responsibility of the board and its administrators. It is the board's desire that the principals and instructors work closely with the auxiliary.

Instruments:

- Purchased by the division
- Rented
- Bought
- Band Auxiliary

See Appendix A (ii) form P-43-I for rental of division owned instruments and maintenance fee for all instruments.

June 20, 1989

PRACTICAL ARTS PROGRAM ATTENDANCE

The practical arts program offered in McCreary and Ste. Rose schools are available to all junior high school students in the division. At the S2-S4 levels practical arts will be offered as an option course subject to availability of teacher time and accommodation and adequate student interest.



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TURTLE RIVER FRENCH IMMERSION AT ECOLE LAURIER

Program Objective:

The French Immersion Program enables students to interact spontaneously, autonomously, and confidently in French with pride and ease. They seek opportunities to engage in the Francophone community. Their identity as Canadian citizens, competent in both French and English, creates lifelong opportunities and fosters openness to other languages and cultures.

1. The following table indicates the percentage of the school day a child spends in Classes taught in French in Manitoba.

Kindergarten	100% of the time
Grade 1 to 6	75-80% of the time
Grade 7 to Senior 4	50-80% of the time

2. The program will maintain a French cultural component.
3. At Ecole Laurier, Grade 1 students receive French instruction 100% of the time. The 20-25% English instruction will commence at the grade 2 level as mandated by Manitoba Education.
4. Ecole Laurier has been designated by the board as a K – 8 French Immersion school.
5. All parents are eligible to serve on the Comite de Parents Executive. Meetings may be conducted in French or English as per agreement of the committee members.
6. All class instruction and communication in the classroom is to be conducted in the language in which the course is taught.
7. Students and staff are encouraged to communicate in French during recesses and noon hours.



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USE OF TURTLE RIVER SCHOOL DIVISION FACILITIES AND EQUIPMENT

RE: TEACHING AND ADMINISTERING OF COURSES FROM OTHER INSTITUTIONS AND/OR AS PRIVATE CONSULTANTS

PREAMBLE:

The Turtle River School Division supports offering courses in various communities, from external organizations such as Assiniboine Community College and Universities or private consultants.

Instructor's Remuneration:

- To be negotiated with the administration by the institution offering the course or set by the individual consultant.

Tuition:

- Tuition would be set by the institution or consultant.

User Fees:

- At the discretion of the instructor, depending on the nature of the course, i.e. costs of photocopying, floppy disks, special materials, maintenance of equipment. Fees may vary from course to course.

Accounting Procedures:

- The instructor of the course is responsible for collecting and forwarding and accounting all monies.
- The funds collected are as follows to the appropriate authorities;
 - Tuition fees – to be collected and forwarded to the institution or directly to the private consultant.
 - Textbooks – to be collected and forwarded to the institution
 - User fees – to be collected and forwarded directly to the division office.
- An accounting record of each transaction shall be forwarded to the division office on form P-33-I.
- The secretary-treasurer shall adjust the appropriate school budget by the amount of the user fees.
- The instructor shall inform the principal of the schools as to the supplies required, etc. The principal shall access, in consultation with the instructor, the user fees.

March 1994 / April 1996



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TURTLE RIVER SCHOOL DIVISION STUDENTS ATTENDING "PROGRAMS NOT OFFERED" AT THE DAUPHIN REGIONAL COMPREHENSIVE SECONDARY SCHOOL

Turtle River School Division recognizes the importance of offering the opportunity to its students to take a vocational education program. The purpose of this policy is to encourage students who chose this option to successfully complete their program.

"Program not offered" includes vocational and French Immersion programs. Turtle River School Division will sponsor only those students intending to graduate with a vocational or language diploma.

This policy will apply to all new students enrolling in a vocational program effective fall term 2015

TURTLE RIVER SCHOOL DIVISION REQUIREMENTS FOR PAYMENT OF RESIDUAL COST AND TRANSPORTATION PROVIDED

1. Any student wishing to attend Dauphin Regional Comprehensive Secondary School must start the application process before May 15.
2. Annual approval of timetables is required before residual fees will be paid. Timetables may only be approved after written notification of acceptance is received from Mountain View School Division. **Fees will not be paid unless timetables are pre approved annually.**
3. A student is required to be enroll/receive credits in a minimum vocational course load of 3 credits per school year in the student chosen vocational program. The student must be able to demonstrate that he/she will be able to obtain the required eight cluster of vocational courses to qualify for a vocational diploma. If at any time a review determines that the student will not qualify for a vocational certificate, funding and transportation will be terminated.

Eligible Approved Vocational Programs are as followed

- Carpentry – 8 courses at the Grade 10,11 and 12 level
 - Culinary Arts – 8 courses at the Grade 10,11 and 12 level
 - Automotive Technology – 8 courses at the Grade 10,11 and 12 level
 - Auto Body– 8 courses at the Grade 10,11 and 12 level
 - Hairstyling – 12 courses at the Grade 10,11 and 12 level
 - Welding – 8 courses at the Grade 10,11 and 12 level
 - Advertising Arts – 8 courses at the Grade 10,11 and 12 level.
4. Students enrolled in Introduction to Heavy and Light Vocational Programs-Grade 9, will be considered choice of schools (see School of Choice Policy page 34a).
 5. A student is required to be enroll/receive credits in a minimum Language course load of 3-4 credits per school year in the French Language program. The student must be able to demonstrate that he/she will be able to obtain the required fourteen courses to qualify for a language diploma. If at any time a review determines that the student will not qualify for a language certificate, funding and transportation will be terminated
 6. Student wishing to discontinue or change course selections must have the approval of the Superintendent of Turtle River School Division.
 7. Regular attendance, acceptable behavior, and satisfactory achievement are requirements for payment of residual fees by Turtle River School Division.
 8. Attendance and progress reports will be forwarded to the Superintendent of Turtle River School Division by the Dauphin Regional Comprehensive Secondary School.
 9. Copies of letters of a disciplinary nature from Dauphin Regional Comprehensive Secondary School will be forwarded to the Superintendent of Turtle River School Division by the Dauphin Regional Comprehensive Secondary School.
 10. If at any time a review determines that the student will not qualify for a vocational certificate, funding and transportation will be terminated. Students wishing to still attend DRCSS will be considered as exercising school of choice. (see guidelines and policy on page 34a)
 11. Behavior while riding the Turtle River School Division bus must be acceptable.



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EXTRA CURRICULAR TRIPS

A. **Inter divisional sports:**

Once the board approves a program the funding will be provided and monitored by the secretary-treasurer.

B. **Inter divisional education activities:**

Example: Arts Festival, Science Fair, etc., same as A

C. **Sporting activities or educational activities at the zone, provincial or national levels.** Same as A and B

D. **Out of division sporting activities**

Junior high – 150 kilometers

Senior high – 550 kilometers

Senior high – 800 kilometers bonus for schools in double A

E. **Field Trips:**

Five kilometers per pupil in the school as per September 30th enrollments.

The school principal, upon using up a designated category, may in consultation with the superintendent transfer kilometer allotment between categories D and E. The onus is on the principal to inform the secretary-treasurer and transportation supervisor.

Division buses do not travel outside the Manitoba boundaries unless authorized by the board.

NOTE: In sections D and E the kilometers will be calculated from the nearest school of departure from the division. The schools shall be as follows:

Glenella, Kelwood, McCreary, Laurier, Ste. Rose Alonsa, and Amaranth.

Example: Ste. Rose going to Brandon, - kilometer count begins at Kelwood.

August 21, 1989, January 9, 1990, March 1992, March 1995, March 1996

POLICY FOR SCHOOLS PAYING FOR ADDITIONAL BUS SERVICE

Schools may charge students a fee for extra curricular trips or purchase trips from fund raisers. Instructional budgets may not be used for extra curricular travel.

.50 per kilo if no charge for bus driver

.75 per kilo if charge for bus driver

In cases where division vehicle or privately owned vehicles are used the current use of personal vehicle on division business reimbursement rate policy will be used (page 71 Administration Section).

May 7, 1996, June 12, 2012

* Cross Reference Instruction – page 22 green



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Activity Days

1. Before a school may participate in an activity day 65% of the students, in the grades which are eligible, must participate in some event as authorized.
2. It is recommended, if possible to split the activity days between the first and second term.
3. Schools shall adhere to all aspects of the Youthsafe Manitoba School Field Trip Resource when planning student activities.
Any activities that are not specifically addressed in the Youthsafe Resource will be reviewed on an individual consideration basis.
4. Activities and sports played or conducted on ice such as skating, broomball. Hockey, etc shall not be undertaken without the participant wearing a CSA approved helmet. (There are no exceptions to this rule. Parents cannot sign off this requirement.)
5. Transportation for activities occurring outside of the Division may be provided to a school upon the approval of the Superintendent. All requests must be made at least six weeks prior to the activity occurring and if possible pool transportation if more than one school is participating in the activity.

Resolution No.10 December 14, 2004

Resolution No. 3 March 7, 2006



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FIELD TRIPS

Each school is to prepare an extra curricular plan for the entire year and submit the plan to the superintendent by the end of the first week in October. The plan shall include destination, sites visited, date, number of students and any other relevant information. The superintendent will circulate a copy of each school's plan to other schools. Wherever possible, the transportation supervisor shall be responsible to coordinate similar trips.

OUT OF PROVINCE TRAVEL

The board will allow up to two school days per year. A school could accumulate up to three school days over a three year period. The board encourages that trips be taken in conjunction with school breaks, long weekends, etc.

June 4, 1991

In cases where students are required to be lodged for additional time due to weather conditions or breakdown of the bus, parents shall be liable for extra expenses incurred for their child's lodging, food, etc.

BOARD APPROVAL OF PROPOSALS

That the school principal shall insure that activities which require board approval are to be submitted to the board as proposals, and that students are not to be informed until board approval is obtained in principle or in full.

May 27, 1997



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OUT OF PROVINCE & OUT OF COUNTRY TOUR POLICY & GUIDELINES

STUDENT EXCURSIONS TO THE UNITED STATES USING SCHOOL BUSES ARE PROHIBITED.

1. Out of province tours shall be restricted to junior and senior high students only. (Grades 7 – S4 students.)
2. All out of province tours should be limited to a maximum of two schools days. (In special circumstances additional time off can be granted.)
- A. **Initial Planning:**
 1. All initial contact must be with the principal. This applies to the initial planning of trips by student councils, staff, and tour companies.
 2. In the case of tour companies, the contract will remain with the principal only until such time as the principal is prepared to delegate some responsibilities to staff members.
 3. The principals shall acquaint all staff with the possibility of proposed trips to ensure an adequate level of support and approval. In the case of a proposed trip via a tour company, the principal shall also ascertain which staff members might like to organize/chaperone such a trip.
 4. The principal shall select staff organizers/chaperones bearing in mind:
 - a) teacher/student relationship
 - b) subject field relationship
 - c) demonstrated maturity, responsibility
 - d) interest of the teacher
 - e) compatibility

NOTE: All tours having male and female students shall have at least one male and female chaperone unless otherwise approved by the board. At least one member shall be a adult division employee.

- 5. The selected chaperones/organizers, in conjunction with the principal, shall determine:
 - a) costs
 - b) reputations of and proposals from several companies
 - c) educational value
 - d) pre tour plans
 - e) post tour plans
 - f) insurance coverage available
 - g) insurance coverage required by the school board
- 6. If possible, the principal, chaperones and organizers should attempt to meet with the company representatives.



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OUT OF PROVINCE & OUT OF COUNTRY TOUR POLICY & GUIDELINES

7. If the principal and chaperones feel the tour is possible and educationally desirable, the group should ask to appear before the school board to receive “approval in principle.” Such initial appearance before the board should precede the actual tour date by a minimum of three months. Special circumstances may require the three month period be waived. If the board accepts, the superintendent can present the proposal on behalf of the principal.

NOTE: To this point no deposits should be made to travel agencies.

8. If “approval in principle” is granted by the board, the organizers proceed to step B.

B. Student and Parent (Guardian) Involvement:

1. The staff organizers of the tour should meet with those students who might be interested in being involved with the trip at the time outline:
 - a) venues
 - b) pre-tour programs
 - c) costs
 - d) possible dates
 - e) post tour
 - f) expectations
 - g) consequences if students breach the rules and expectation of the school and chaperones.

This preliminary information should be distributed to parents.
2. The number of interested students/parents should be ascertained.
3. Descriptive and accurate information must be obtained from the tour agency.
4. Meetings must be held with all students and parents to clarify details of the trip and the responsibilities of the school, parents, and students. (Most agencies are willing to have their representatives present at such a meeting). All rules which have been drawn up either by the tour company or the school must be made clear; as must the consequences of violations of such rules. All school board and school policies apply to students while on tour.
5. The number of students/parents prepared to commit themselves to the trip must be confirmed and the number of teacher supervisors determined.
6. The supervisor(s) and principal shall screen students and if there is any concern about a student’s possible behaviour, that student shall not be allowed to be part of the group. This decision shall be made solely at the discretion of the principal. General school performance as well as past behaviour should be part of the criteria considered.
7. Parents and /or guardians must provide the school with a signed statement, as provided to them, indicating their acceptance of the regulations, expectations, and decisions made by sponsors of the tour and waiving any claims against the school division. Waiver forms shall be printed for this purpose. (need to be developed)



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OUT OF PROVINCE & OUT OF COUNTRY TOUR POLICY & GUIDELINES

8. Deposits may be collected and/or money raising projects activated with principal's approval.

NOTE: TO THIS POINT IT SHOULD BE MADE CLEAR TO STUDENTS AND PARENTS THAT THE TRIP IS STILL IN THE PROPOSAL STAGE AND THAT THE SCHOOL BOARD MUST GIVE FINAL APPROVAL.

C. Final Board Approval

1. Once all plans have been completed, a final report must be submitted to the board. This report should contain the complete itinerary, insurance details, names of students, names of chaperones, and any other particulars or regulations established for the proposed trips. It is recommended that this report be presented at least one month prior to departure.
2. On the return to the division, a written report should be prepared by the students involved, a copy of which should go to the school board and to the school files. Shortly after the return, a presentation could be made in the school for students, parents, teachers and others. Individual students should also be expected to make presentations to classes and groups within the school.

D. In-School Preparation Guidelines

1. The initial planning should take place at least six to eight months prior to the time of the proposed project.
2. The tone and atmosphere for the trip is set by the adults involved. Prepare students to be adaptable and to accept the differences which they will find.
3. Students should be instructed to discuss the trip with individual subject teachers.
4. Intense preparation should begin so that students may be aware of the difference in cultures, geography, languages, weather, etc., that they will encounter.
5. The assistance of resource people should be sought. Whenever possible, presentation of slides, films, photographs and records should be made available to those participating on the tour.
6. Specific assignments can be given, especially in a class involved in the tour. One of the most valuable is a daily journal.
7. As the time approaches for the tour, a meeting should be called for parents, students, and adults who will be travelling. The program should include such items as the following: health requirements, packing lists, currency regulations (Canada and abroad), the need for teachers to know the ailments or allergies that students may have, and whether or not they are in need of medication. Students on medication should carry double prescriptions – one in handbags, and one in luggage. The rules for students and the consequences which will follow if rules are broken must be spelled out clearly in writing. The itinerary and foreign addresses should be issued. Parents should be advised of the problems encountered on the international phone systems.



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OUT OF PROVINCE & OUT OF COUNTRY TOUR POLICY & GUIDELINES

8. The planning committee should, prior to departure, make provision for meeting any unforeseen expenses which may arise during the tour.
9. Parents must be advised, that while supervisors will take all reasonable precautions, it is understood that parents and students accept responsibility for the students' actions while on tour.
10. Supervisors for tours planned in any one year are advised to meet as a group to compare tours, discuss tour problems, etc., during the planning stages.

A publication of the Manitoba Governments "Travel to Education" is available to each school and it is a useful reference. Reading it is highly recommended.

E. Behavioural Guidelines for Field Trips

It is expected that students will behave with common courtesy to their peers, to the teachers, and to everyone with whom they come in contact on the trip. They should dress and act according to and with respect for the customs and religion of the countries involved. (Any act against the law of the land is strictly prohibited and may result in penalties and/or incarceration.)

Students should be encouraged to participate in all aspects of the educational tour. Student should be asked to keep a diary, which briefly explains the activities and events of each day.

The supervisor(s) must be prepared to be on a 24 hour duty and, so far as foreseeable, to be prepared for the unexpected. There must be no smoking allowed in confined areas, which might result in discomfort to non-smokers. Non-smokers should room together and smokers should room together. At no time should non-smokers be made to suffer inconvenience caused by smokers. NOTE: Smoking in designated areas will be permitted and shall not be deemed as breach of school policy. Parents permission shall be required if students may smoke.

Prior to departure there must be a clear understanding between students, parents, and the tour organizers of the expectations in relation to the consumption of alcoholic beverages.

There must be no consumption of alcohol by any student or chaperones (chaperones / parents / teachers or any adult accompanying the students) at any time.

Curfew must be set indicating the time that students must be back to quarters. As well, curfews must be set indicating the time students must be in their own rooms. These curfews may be extended if students are involved in teacher supervised activities. There shall be no male-female visitations in rooms without the permission of the supervisors.



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OUT OF PROVINCE & OUT OF COUNTRY TOUR POLICY & GUIDELINES

Students must always inform supervisors of where they are going and when they will return. Deadlines must be strictly followed. Students must not travel anywhere alone. During the day, there must at least be one other person along. In the evening, groups should be mixed and no smaller than four to a group. To stay in groups is in the interest of safety.

All of these guidelines must apply to all students – regardless of age.

If any of the rules are disobeyed, the supervisor shall have the option of sending the student involved home immediately at the expense of the student's parents. In the event of such an occurrence, further disciplinary action may be initiated by the Turtle River School Division Board.

These guidelines may apply in part to such activities as Exchange Programs, Terry Fox, Canada Two Thousand, etc.

Other guidelines as set by the program or the school shall augment or supersede these guidelines.

Supervisor decisions, while on the trip, are final.

Teacher supervisor may phone the principal or division office in case of emergency or if advice is required.

Supervisors' expenses should be covered by fund raising or contribution from the parents.

**NOTE: BOTH STUDENTS AND STAFF ARE EXPECTED TO BE GOODWILL
AMBASSADORS FOR THE SCHOOL DIVISION**

February 21, 1995, March 21, 2000



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INTER-SCHOOL SPORTS.

All students who participate in inter-school sports will be charged a \$10.00 fee each school year. These fees will be used to cover the cost of officials, entry fees, uniforms, and equipment.

ZONE / PROVINCIALS

INTENT TO PARTICIPATE.

1. At the beginning of a divisional competition all participants must indicate whether or not they are planning to compete in a zone tournament.
2. Once participants have qualified for zones they will be required to attend or notify the coach the day of the tournament.

Playing at the zones is a commitment to play at the provincials if successful.

3. The participants or their parents will be held financially responsible to pay the M.H.S.A.A. fine if the athlete fails to participate as per MHSAA rules. The usual fine is \$200.00.

September 1, 1999



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SKIING CODE OF CONDUCT

1. Grade 5 – 6 students will be required to take certified instructions.
2. Students will be placed in groups and each group will have a supervisor at a recommended ratio of 10:1. Supervisors will include either parents, staff or other interested adults.
2. Students who are snowboarders must meet the following conditions:
 - The snowboard must be equipped with a brake or a retention device.
 - The snowboard must be owned. Snowboards may not be rented.
 - Snowboarders must pass a basic test, same as skiers.
 - This test will be conducted by certified personnel at a ski resort.
3. All students participating in the program will be transported to and from the hill by school bus. Private vehicles are not allowed. If parents/guardians drive their children to the hill, they (parent/guardian) must give written notice of this prior to the ski date, and must report to the school's supervising teacher in person to confirm arrival when dropping their children off at the hill.
4. Loose clothing must be avoided. Scarves, baggy pants and bulky jackets pose a risk for catching on different structures which could result in a serious accident.
5. Wearing of headsets while skiing is prohibited.
6. Jumping is prohibited.
7. Students are to ski with a partner.
8. All injuries are to be reported to a school supervisor as well as the ski patrol.
9. Students are not allowed on the main chair lift until they pass a basic skills test for skiing.
10. Students are to restrict their skiing to the downhill slopes. Side trails are out of bounds.
11. Skiing on Suicide Run is prohibited at Agassiz.
12. Resort Ski Hill rules all apply.
13. Failure to comply with this code may result in:
 - a) Pulling the student's lift ticket from him/her (there will be no refund of fee)
 - b) Disciplinary action from that student's school
 - c) Students being suspended from further extra curricular activities.
 - d) Parents being called to pick up their children from the ski hill.
14. Any use of alcohol or drugs strictly prohibited and school suspension policy shall apply. School personnel may, at any time, search students or their gear for prohibited equipment or substance. Please fill out the attached form and return this to you child's school.

Amended February 4, 1997



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SKIER'S RESPONSIBILITY CODE – DOWNHILL

There are elements of risk in skiing that common sense and personal awareness can help reduce.

1. Ski under control and in such a manner that you can stop or avoid other skiers or objects.
2. When skiing downhill or overtaking another skier, you must avoid the skier below you.
3. You must not stop where you obstruct a trail or are not visible from above.
4. When entering a trail or starting downhill, yield to other skiers.
5. You must keep off closed trails and posted areas and observe all posted signs.
6. Unmarked obstacles may exist, be alert.
7. Understand the colour code signs for difficulty of runs:
 - green circle – beginner
 - blue square – intermediate
 - black diamond – advanced.
8. Trail and slope conditions vary constantly with weather changes and skier use. Be aware of changing conditions – nature or man made.

BE AWARE – SKI WITH CARE

ALPINE SKIING – SCHOOL CHECKLIST

Just prior to your students ski date (day before), please take the time to cover the following basic rules.

Know the Skier's Code of Conduct and Skier's Responsibility Code.

Understand the colour coded signs for difficulty of runs:

Green circle – beginner
Blue square – intermediate
Black Diamond – advanced.

"Learning today for tomorrow"



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Ski safety.

- No jumps

- Do not ski fast into blind areas (over drops)

- Do not cut people off

Ski in control

- Do not try to keep up to much better skiers if you are putting yourself and others at risk.

- Do not ski in areas beyond your capabilities.

Ski only on the slopes, do not go down bush trails.

Respect rental equipment.

Remember your ski equipment numbers.

Ski in pairs (in case of injury).

Report all injuries to the ski patrol and to the supervising teacher.

No loose clothing: - scarves are especially dangerous, possibility of hanging.

All students (18 years old and over included) must take the school transportation to and from the ski hill. Parents/guardians dropping their children off at the hill must give written notice prior to the ski date. Parents/guardians dropping students off at the hill must report with their children to their school's supervising teacher.

If these rules are not followed, students may have their lift tickets pulled, and may be subject to school discipline. Students must remember that even though they are on the ski hill, they are still the responsibility of the school, and are to follow the school rules.

This checklist should be completed with all students who are skiing in one group. The principal and school ski coordinator and / or physical education instructor are to be present.



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CORRESPONDENCE COURSES / DISTANCE EDUCATION

A Turtle River School Division student may undertake course study through the correspondence branch of Manitoba Education and Training in an acceptable course that may not be offered at the school or alternately where there may be a timetable conflict that may prevent a student from enrolling in such a course at the school. In either case a student, in regular attendance, would be required to receive prior approval from the principal of the school in which the student is enrolled.

Students who take courses by correspondence / distance education shall be reimbursed one half of the registration cost at the time of registration by Turtle River School Division. The remainder of the registration will be reimbursed upon provision of proof to the secretary-treasurer that the course was successfully completed.

Definition: An acceptable course is one that may be necessary to complete or deemed to complement the program in which a student has enrolled. Acceptability of a course will be determined by the school principal who may in turn refer the matter to the superintendent.

November 12, 1991

The school principal may authorize students to take courses by correspondence, however, students will not be eligible for reimbursement if the course is taught in the school and there are no timetable conflicts.

July 28, 1992

NEW COURSE IMPLEMENTATION / SICS / SIPS

Any new school-initiated courses (SIC) shall be implemented only by approval of the board. New courses from Manitoba Education and Training shall be brought to the attention of the board through the superintendent. All SICS / SIPS must follow Manitoba Education and Training guidelines.



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SCHOOL INITIATED COURSES/LOCALLY DEVELOPED CURRICULUM /COURSES OFFERED BY OTHER INSTITUTIONS

Cooperative work education is not a course. Cooperative work experiences are parts of other Manitoba Education & Training courses or SICS/SIPS

1. Cooperative work education applications shall be approved by the principal. These courses should supplement the school program and not replace Manitoba Education and Training courses offered by the school.
2. Students who choose these enrichment activities shall be responsible to familiarize themselves with the objectives and the requirements for each course. Failure to comply with the course requirements will result in immediate withdrawal from the course.
3. Students must insure that they have met all the graduation course requirements as stated by Manitoba Education and Training. The principal or his/her designate shall be responsible to review each student's record. A parent signature shall be required as proof of verification.
4. Every student enrolling in a School Initiated Course (SIC) / Locally Developed Curriculum (LDC) shall be required to prepare a personal vitae, to the satisfaction of the school principal, and submit a copy to each cooperating employer and the work education coordinator.
5. The school shall insure that each student participating in a work experience program shall be registered with Manitoba Department of Education and Training for Workman's Compensation.
6. Students gaining a high school credit shall not receive financial remuneration from the cooperating employer.
7. The relationship between the employer/employee must be at arm's length. (Cannot work with parents/guardian, etc.)
8. The work experience must be new and different from what can be learned in the home. The principal shall be responsible and authorized to determine if the work experience is valid. All work experiences must have a course outline which will be approved by the board and Manitoba Education and Training.



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9. The maximum number of credits for the non vocational stream will be limited to four credits for SIC's. An additional two credits may be approved for student initiated programs (SIP's).
10. A maximum of two credits can be classified as senior 4 supplementary credits for the academic high school program and up to six supplementary credits for the technology education program.
11. The maximum number of credits at one employer shall be limited to two. Before a student is permitted to take a second credit it must be demonstrated, to the satisfaction of the school principal that the work for the second credit is:
 - a) different
 - b) is an extension in depth, difficulty, etc., over the first
12. The minimum requirement for credit is:
 - ½ credit for 55 hours
 - 1 credit for 110 hours
13. All courses must be completed by June 30 of that school year. Failure to complete will result in no credit
14. Students shall be responsible to keep a portfolio of all their activities and provide a copy of relevant articles to the school principal.
15. Courses such as health care aide offered by a community college shall be evaluated annually as to their appropriateness, applicability and number of eligible credits for a high school diploma. It is the principals' responsibility to verify with Manitoba Education and Training prior to making a commitment to students.

Complete and detailed information can be obtained from the source documents.

May 27, 1997

Amended September 30, 1997



Turtle River School Division

Policy Statement

Play School/Nursery School

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Non-profit community groups or organizations may be allowed the use of school space for the operation of a play school / nursery school upon application to the school division board and only after the following conditions have been met:

- The proper provincial license(s) has been obtained.
- The local school principal has sanctioned this intended use of the school.
- The local school principal has satisfied himself/herself that the person(s) who will be acting as instructor(s) for the play school will act in a responsible manner and not interfere with the smooth ongoing operation of the rest of the school.
- There is a clear understanding that the board grants only the restricted use of a specified area and will not be supplying any material, personnel or transportation to support the planned play school.
- The children enrolled have all reached the age of three (3) years and are not in regular attendance at the normal day school or kindergarten class
- The operator(s) have been made aware of the possible liabilities involved and encouraged to acquire whatever insurance coverage they may deem necessary in order to indemnify themselves from unforeseen circumstances which may arise.

Transportation of Play School/Nursery School Children please see Page 24 in the Transportation Section (green)

January 5, 1993, October 22, 2002 Res # 9, November 27, 2012



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INSTRUCTION FOR STUDENTS WHO ARE INFIRM

The board expects the teachers to make provisions for temporarily infirm students to keep up with their program.

GUIDANCE PROGRAMS

The board expects each teacher and school administrator to give guidance to his/her students on a day-to-day basis, giving such support and direction as he/she is capable.

COMMUNITY RESOURCE PERSONS

In order to bring first hand information into the classroom, the board encourages its professional staff members to be aware of persons in the community who are knowledgeable in certain fields and make provision for them to take part in the appropriate class work.

A professional staff member must be present when these community resource persons are working with the class.

PARKLAND REGIONAL LIBRARY

The schools are encouraged to make use of the Parkland Regional Library facilities. Their bookmobile makes a scheduled visit to several schools in the division. This library will assist in obtaining reference material for a particular topic upon request.



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GUIDANCE SERVICES IN TURTLE RIVER SCHOOL DIVISION NO. 32

Turtle River School Division recognizes the societal factors which have an impact on the personal, social, educational and career needs of our students. Such factors include: rising unemployment, high mobility, changing family structures, changing roles of women in the work place, increasing use and abuse of alcohol and chemical substances, increasing incidents of child abuse, changing careers, and educational demands generated by new technology and the impact of an expanding world market.

These factors create needs and concerns in young people which must be addressed by all areas of the school program. Turtle River School Division has always advocated the education of the whole child, and all subject teachers have a responsibility in this regard. Because of limited trained guidance personnel in the division, guidance services and programs will be delivered largely through integration into existing school programs and practices by a school team consisting of administrators, teachers, and the resource teachers.

As a small school division with limited resources, guidance services will continue to be the responsibility of each individual school. The school principal will assign various staff members to guidance duties. The principal at the school will develop a yearly plan for guidance services. This plan is to be submitted to the coordinator of student services by no later than September 20th of each year.

The specific duties of the school guidance counselor will include group counseling, career counseling and personal counseling. The process and procedures in each school may differ as the guidance services for each school may have different emphasis and fulfill different needs.

DEFINITIONS:

Guidance:

A program which provides for the distribution of information, knowledge and skills to groups of young people. Guidance activities will be oriented toward career, academic or social emotional activities as is deemed timely, appropriate and necessary.



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Counseling:

Counseling is intended to assist individual students and families with specific personal/social difficulties or particular educational or career issues. In-depth counseling activities should involve the expertise of a counselor who has specialized training.

Consultation:

Consultation is a communication process which implies the active seeking of specific information, provision of which will ensure a continued two-way flow of information. Thus students, parents, teachers, administrators, paraprofessionals, resource teachers, representatives of the board, and service agencies may all be involved in communication with the counselor at various times.

Goals for Guidance and Counseling Programs:

- a) To assist students in developing self awareness in order to lead more effective, self-directed lives.
- b) To assist students in learning how to make decisions regarding their educational, career and personal/social choices.
- c) To provide necessary information to facilitate the students' decision making regarding aspects of the education, career and personal/social choices.
- d) To promote a cooperative, collaborative relationship between school, home and agencies in providing for students' needs.
- e) To establish a communication link between staff members which will facilitate strategies for the class room that will enhance the development of self esteem for the student.

The specific guidance objectives for Turtle River School Division reflect those stated in the Department's Guidelines for Guidance Services.

Specific Goals:

1. Educational

- a) To monitor and support the academic achievement, progress and needs of students
- b) To promote a school environment which is positive, responsive and supportive for learning
- c) To assist students in making course choices appropriate to their abilities
- d) To assist students to acquire the skills and work habits needed for academic progress and success.
- e) progress and success.



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2. **Career**

- a) To provide students with information and assistance for making a successful transition from school to work or to post secondary education or training
- b) To assist students in becoming aware of opportunities regarding work or further education
- c) To assist students in developing an understanding of interests, abilities and values related to career decision-making
- d) To assist students in learning career planning and job search skills.

3. **Personal/social**

- a) To provide support and assistance to students.
- b) To promote a positive, supportive climate within the school
- c) To assist students in identifying and understanding problems and in examining alternatives
- d) To identify and intervene or mediate with respect to student problems and difficulties affecting school progress
- e) To help students learn about, develop and maintain healthy relationships
- f) To assist students in improving self-awareness and self-esteem
- g) To encourage students to pursue personal and academic excellence and to assist them in developing their potential.

September 1, 1992

GUIDANCE MODEL

Level 1: Peer Counseling

Students may identify a friend or fellow students as a mentor as a first contact.

Level 2: Mentorship

Each student in our schools shall be asked to identify one mentor, from the staff (teacher, administrator, custodian, bus driver, secretary, etc.) This person would be advised that the student had named them as a person to which they could talk. The mentor would not be expected to contact students or follow up looking for issues to discuss. The primary purpose of the mentor is to be available to the student if the student so desires.

In a proactive situation, a mentor might be a good person to initiate dialogue with a student who is misbehaving, not attending, etc.

If a situation is deemed to be serious or beyond the expertise of the mentor, the student would be referred to the next level.

"Learning today for tomorrow"



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Level 3: In School Guidance Counselor

Each school will designate an in-school guidance counselor. This individual (or individuals), will be responsible to carry out the day to day counseling in the school. He/she/they will work very closely with the principal and in accordance with the division policy.

Level 4: The Principal

The principal in each school shall be responsible to ensure that proper guidance counseling is being carried out in the school.

Level 5: The Coordinator of Student Services

The coordinator of student services will act as a support to all levels of guidance service and if the need arises obtain outside resources, to assist.

Level 6: Outside Resources

Outside resources that could be called upon to assist include, but are not restricted to those listed in the 1994-95 ADAP.

May 23, 1995



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SCIENCE FAIR

The Turtle River School Division No. 32 supports and encourages the concept of science fairs. Each school has the responsibility to establish guidelines which will be followed in the school.

These guidelines will be articulated to the parents and students. It is recommended that the guidelines form part of the course outlines, or be sent to parents in the form of a separate memo.

The guidelines should address:

- Suggestions for projects
- Tips for parents. Materials from the Science Fair Rookie Kit could be duplicated and distributed to parents.
- Whether the project is compulsory or will be used as a bonus,
- Any additional information which is relevant to parents and students.

Each school shall have the responsibility of determining the method of judging. It is recommended that the schools prepare written guidelines to judges. The judges should also be briefed prior to judging.

If there are any further questions, parents should call the teachers concerned.

Recommended Guidelines:

1. Science projects are to be marked by the teacher. The science project mark shall not exceed 10% of the term mark.
2. In case of high school, science project mark shall be assigned to one science course only. The student shall inform the science teacher as to which course the project is to be assigned.
3. If a student requests to have his/her project withdrawn from a science fair competition, that option shall be afforded to the student. If a student, after winning a first or second, withdraws from the competition at the next level, the students shall inform the science teacher as soon as possible. The runner up will be given an opportunity to compete.
4. Back boards as recommended by the Regional Science Committee should be used. However, at the local level they may be waived.
5. Judging: The classroom teacher determines the student's mark. Judges have a responsibility to pick a first, second, third, etc.

June 18, 1991



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Divisional:

- Buses will be provided to get the participants to the school where the science fair is held.
- The hosting school will be reimbursed for any additional expenses incurred for hosting the fair.

Regional:

- Same support as for the divisional.

Provincial:

The Turtle River School Division Board will pay the registration fee. Late registration is the responsibility of the parents.

- Students eligible for financial support are grades IV – S4.
- Only first place finishers will be sponsored and only if their projects are deemed to be worthy to compete in the provincials.
- If two projects are exceptional the seconds may be considered for provincial competition and reimbursement. Teachers may request to go to the provincials. However it is expected that parents go as chaperones.

Canada Wide:

- The board will pay for the registration fee.

May 2, 1995

April 1996



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STUDENT SUMMER EMPLOYMENT PROGRAM:

The board supports summer employment programs for students working for the Turtle River School Division. Principals or division administrators are to:

- Provide a detailed plan as to the purpose of the project, and the kind of work to be done.
- Provide a written set of guidelines for the student with a copy to the supervisor.
- Meet periodically with the students to give them feedback and direction and review guidelines.
- When a project is completed, provide a written evaluation to the secretary-treasurer as to the success or failure of the project.

All requests for student employment must be submitted to the secretary-treasurer. The secretary-treasurer shall review the projects. All project proposals are subject to board approval.

May 7, 1996



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Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network.

Information and Communication Technology Guidelines

The following is a list of guidelines for account holders, as well as a list of specific behaviors that may lead to suspension or termination of an account holder's computer access privileges.

1. Turtle River School Division technology and networks are intended for educational and/or research purposes only.
2. When interacting on the Internet, you are expected to behave as you would in any other environment where you represent your school. All material that students compose, receive and/or store in their folder should abide by regular classroom standards for appropriateness.
3. Using the division's technology and networks, or using any personal communication devices for illegal, inappropriate, or obscene purposes, for the purpose of cyber-bullying, or in support of such activities, is prohibited.
 - a. As per amendments to the Public Schools Act (2014) as refer to 41 (1)(b2), 47.1(2)(b) and 47.1(2)(b) and 47.1(2), Turtle River School Division will not tolerate cyber-bullying. Please refer to our Safe and Caring School policy page 147i - 147xvi.
4. A network account shall be used only by the authorized owner of the account. Account holders are responsible for all activity within their account. Network accounts remain the property of Turtle River School Division, and therefore may be subject to periodic checks to ensure responsible usage.
5. It is recommended for account holders to change his or her password every 90 days.
6. Do not share your password with anyone.
7. Do not damage/deface the computer systems or networks in anyway.
8. Do not violate any copyright laws or license agreements.
9. Do not interfere with the operation of networks or devices by installing or loading software, shareware or freeware.
10. Use good judgement at all times and model safe and respectful digital citizenship.
11. Do not attempt to gain unauthorized access to systems, programs or computer equipment.



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12. Exit immediately from sites that are inappropriate (site offering pornographic, racist, sexist, defamatory or otherwise objectionable material).
13. Social media and web tools are used to aid communication and facilitate learning. Turtle River students and staff members should always keep in mind that information posted and/or shared is a reflection on the school community and is subject to the division's policies. When using any type of social media applications it is an expectation to adhere to the guidelines.
14. Respect the right and privacy of other users of ICT.
15. When using personal electronic communication devices, whether in school or elsewhere, it is expected this will occur in a manner which is respectful, safe and legal.
16. You are accountable for your actions, which may result in the loss of privileges and/or other disciplinary action(s) if the rules of appropriate use are violated. This may include suspension, expulsion from Turtle River School Division or referral to appropriate local, provincial or federal authorities.
17. Acknowledge the acceptable use policy by annually signing the applicable agreement, on the student registration form. Turtle River School Division staff members must acknowledge the acceptable use policy when signing their contract. Please fill in and sign, Information and Communication Technology staff authorization form (Appendix A (ii) Page 32).
16. Turtle River School Division staff members are responsible for supervising student use of computer technology.

Rights and Responsibilities of the System Administrators

1. Administrators and Technical Support personnel reserves the right to monitor all activities involving the use of technology to maintain system integrity and ensure that students and staff members are using the system responsibly.
2. Turtle River School Division Senior Administration reserves the right to filter out any materials from the internet.
3. Turtle River School Division reserves the right to deny access of computer technology to any individual who violates these guidelines or any federal or provincial law.
4. The system administrators may remove local files that are unacceptable and/or in violation of the Turtle River Acceptable Use of Technology and Networks Policy.



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Consequences for Inappropriate Use

1. Discipline for violation of any part of this policy shall apply to all users. Disciplinary action may include, but not limited to: loss of their Internet access, and/or their network access, suspension, expulsion or dismissal.
2. Teachers are held to a higher standard and are held to a higher code of conduct.
3. Students and/or parents/guardians shall be financially responsible for willful damage to equipment.
4. Illegal/criminal activity involving ICT use will be referred to the appropriate law enforcement agency.

COMMUNICATION DEVICES/PERSONAL ELECTRONIC DEVICES

Turtle River School Division recognizes the value of communication devices and personal electronic devices to students, families and schools. We are aware of the role our schools play in modeling their appropriate use. We also recognize that the educational integrity of the school, privacy of others and safety during school emergencies must be protected at all times. Therefore, the following conditions will apply to the use of communication devices and personal electronic devices.

1. Devices may only be activated or used in the school during class time when designated by a staff member for educational purposes under direct supervision. Use of electronic communication devices outside of regular class time will be determined by the school's policy. It is also the expectation that all staff will have their personal devices turned off during instructional time unless being utilized for educational purposes.
2. Use of communication devices or personal electronic devices to bully, harass, cheat, or cause damage to someone's character will not be tolerated and disciplinary measures will be taken. If any use is deemed to be inappropriate the communication device may be confiscated.
3. At no time can camera, video camera or audio recorder functions be used without prior permission from the staff member in charge.
4. The school division assumes no responsibility in any circumstances for the loss, destruction, or theft of any electronic device brought to school or to any school related event by a student.
5. Staff members and students that have communication devices that are the property of the division are deemed to have a need for the device and should be utilized only to conduct business in the school setting.



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School officials, including classroom teachers, may confiscate any electronic device if there is suspicion that school rules or divisional policies are being violated. School administration may search devices if there is suspicion that school rules or divisional policies are being violated. The consequences for violation of this policy will be in accordance with the school discipline policy and acceptable use of technology & network policy.

Additional information regarding Bring Your Own Devices can be found at <http://www.edu.gov.mb.ca/k12/docs/support/byod/index.html>

Website / Web Page/ Social Media

The Board recognizes that school websites and the use of social media are a valuable source for information to keep communities informed of events and activities at school and as public relation tool. A school or classroom website provides the capacity to publish student work online, and increase communication between the teacher, parent, and student.

The Board therefore expects that each school in the Division, unless objected to by a majority of parents, will make an effort to have internet presence through a school website/social media. In addition, the Board reasonably expects that the school will make every reasonable effort to ensure that the content presented on the website is kept current.

While these goals are warranted to be important, schools must ensure that in attempting to meet these goals the safety and interests of students are preserved. No content shall be posted until the school administrator has provided assurance that it meets all the Division guidelines for content and safety of children.

WEBPAGE/ WEBSITE/ SOCIAL MEDIA CONTENT GUIDELINES

These regulations shall govern the content and development of division and school websites/ social media in Turtle River School Division which are to be made accessible to the Internet.

Posting Photographs on School Websites/ social media:

- * Schools are permitted to post student photos on their websites/ social media, but only if a signed release form has been received from a parent before posting the photo. (Please see the release on the Student Registration Form)
- * Group photos, such as teams in action, where no one student is recognizable can be published without parental permission being obtained. Release forms would be required for any student who is recognizable in the group photo.
- * Picture captions shall identify the activity or class, not the individual students in the photo. Picture captions will not include first and/or last names of students.

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Posting Student Work on School Websites/ social media:

- * Permission is required from both the student and the parent before posting student work on school websites/social media . (Please see the release on the Student Registration Form)
- * Student work should appear with a copyright notice prohibiting the copying of such work without express written permission.¹
- * In the event that permission is requested to copy a student's work, such a request will be forwarded to the parent or guardian.
- * Student work is to be identified only by the student's first name.
- * Any parent or guardian who wishes to have a student's work removed from any school's Website should contact the School Administrator for that page.

Identifying Recipients of School Awards or Special Honours:

- * Schools may only identify students by their first name.
- * In instances where the award winner(s) have been published in a newspaper, or shown on television, the information is considered to be in the public domain and schools may therefore identify such award winners by first and last name on the school website/ social media . However, schools must first approach parents for permission to post their son or daughter's full name on the website/ social media.

Electronic Portals

An electronic portal is a web accessed area where student and staff work may be stored and viewed. The site is secured so that only individuals can access the site with a username and password. Parental consent forms must be completed which specify where the portal is and how to access it. As well, the type of work the parent's child is doing there and the information stored must be explained to the parent prior to the student's access to the portal. (as per registration form)

All users access the Turtle River School Division *networks and* Internet at their own risk. Turtle River School Division will do its best to provide error free, dependable access to the computing resources associated with *network and* Internet use. The Division cannot be held liable for any information that may be lost, damaged, or unavailable due to technical or other difficulties.

¹ A declaration of copyright ownership for page content and student work. This will consist of a statement at the bottom of the page like, "Copyright © 2007 Turtle River School Division. All rights reserved." Turtle River School Division



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Safe and Caring Schools Code of Conduct

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Safe and Caring Schools - Code of Conduct

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.



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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.

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)

"Learning today for tomorrow"



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.

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)



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Definitions – ‘continued’

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.

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.

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**).



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Safe and Caring Schools - Code of Conduct

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:

- 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*.
 - Using, possessing or being under the influence of alcohol or illicit drugs at school.



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Safe and Caring Schools - Code of Conduct

School Code of Conduct – ‘continued’

- 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.

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.



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Consequences for Inappropriate Use

1. Discipline for violation of any part of this policy shall apply to all users. Disciplinary action may include, but not limited to: loss of their Internet access, and/or their network access, suspension, expulsion or dismissal.
2. Teachers are held to a higher standard and are held to a higher code of conduct.
3. Students and/or parents/guardians shall be financially responsible for willful damage to equipment.
4. Illegal/criminal activity involving ICT use will be referred to the appropriate law enforcement agency.

COMMUNICATION DEVICES/PERSONAL ELECTRONIC DEVICES

Turtle River School Division recognizes the value of communication devices and personal electronic devices to students, families and schools. We are aware of the role our schools play in modeling their appropriate use. We also recognize that the educational integrity of the school, privacy of others and safety during school emergencies must be protected at all times. Therefore, the following conditions will apply to the use of communication devices and personal electronic devices.

1. Devices may only be activated or used in the school during class time when designated by a staff member for educational purposes under direct supervision. Use of electronic communication devices outside of regular class time will be determined by the school's policy. It is also the expectation that all staff will have their personal devices turned off during instructional time unless being utilized for educational purposes.
2. Use of communication devices or personal electronic devices to bully, harass, cheat, or cause damage to someone's character will not be tolerated and disciplinary measures will be taken. If any use is deemed to be inappropriate the communication device may be confiscated.
3. At no time can camera, video camera or audio recorder functions be used without prior permission from the staff member in charge.
4. The school division assumes no responsibility in any circumstances for the loss, destruction, or theft of any electronic device brought to school or to any school related event by a student.
5. Staff members and students that have communication devices that are the property of the division are deemed to have a need for the device and should be utilized only to conduct business in the school setting.



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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.
- 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.



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Rights and Responsibilities of Parents and Guardians – ‘continued’

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.
- 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 or more pupils during a prescribed school-approved activity.*



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.
- 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.
- 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*



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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 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.



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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.

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.



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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.

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)



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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.
- 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.



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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.

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

Resolution Number # 6 August 26, 2014

"Learning today for tomorrow"



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Company Commitment

At Turtle River School Division, we are committed to providing a safe work environment for all of our staff. Management recognizes the potential for violence or threats against staff. Actions have been taken to identify possible sources of violence and to implement a violence prevention program to eliminate or minimize risk.

What is Violence?

As defined in Part 11 of The Workplace Safety and Health Regulation, M.R. 217/2006: "Violence" is the attempted or actual exercise of physical force against a person and any threatening statement or behavior that gives anyone reason to believe that physical force will be used against them.

Violence is against the law

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

Employee rights and responsibilities

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



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Employer responsibilities

- The management at Turtle River School Division will ensure, as much as reasonably practical, that no employees are subjected to violence in the workplace.
- Management will take corrective action with anyone under their direction who subjects an employee to violence.
- Management will not disclose the name of a complainant or the circumstances of the complaint to anyone except where disclosure is:
 - necessary to investigate the complaint
 - required to take corrective action
 - required by law
- Any information that is disclosed (as above) will be the minimum required for the purpose.
- Management will ensure all employees are aware of the risks of violence in the workplace and are properly trained and equipped to protect themselves.

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

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

Where might violence occur?

At Turtle River School Division, employees working in our reception and cash handling areas have the highest risk of exposure to violence from customers and the public.

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

- cashiers – when handling money during cash transactions
- accounting clerk – when completing cash pick-ups or drop offs to cashiers and during bank deposits.
- Front reception desk – when greeting customers



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Steps to eliminate or reduce the risk of violence

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

The reception area and cashier desks have been designed to minimize contact between our employees and customers. The areas and furniture have been designed so that employees can quickly remove themselves if a violent situation occurs.

The cash counting room is equipped with one way glass and a swipe card. Security accompanies the accounting clerk when handling cash outside of the counting room.

Turtle River School Division has a system for flagging individuals who have demonstrated increased risk for violent behaviors. Alerts will be placed in customer files and the information shared with employees who are likely to encounter those customers.

Notifications of individuals who have been restricted from Turtle River School Division property are kept in the alert binder at reception. Reception and other relevant staff will be informed of new alerts as they occur.

Safe work procedures have been developed to inform and train employees about the risks of violence. Documented safe-work procedures on violence prevention include:

- emergency response plan for injured workers
- working alone or in isolation
- how to deal with irate customers
- robbery prevention
- handling money
- parking lot safety



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Employees

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

Notification of risk

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

How to report incidents of violence

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



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5. The supervisor will report all incidents of violence to the area director at Turtle River School Division as soon as possible, including the Incident Report Form. The director will immediately notify human resources and the Chief Operating Officer within 24 hours of receiving the Incident Report Form.

Incident investigation

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

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

Annual report

Each investigation report will be included in the annual workplace violence report produced every April. The annual report on violence will be provided to the chief operating officer and the safety and health committee no later than June 1 of each year.



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Follow up to a violent incident

Employees who have been victims of violence will be:

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

Turtle River School Division has an employee and family assistance plan that provides counselling and de-briefing services for employees and their families.

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

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

The supervisor, area director and human resources director will review the incident and its effects and take reasonable steps to accommodate employees involved in the incident.



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Incident Report Form	
1. GENERAL INFORMATION	
Date of incident:	Time: a.m. p.m.
Name	Job Title:
	Division/Branch:
Location of Incident: Office Offsite Counter/reception area Other (please specify) Telephone	
Type of Assault	Verbal Physical
2. DETAILED DESCRIPTION OF INCIDENT	
Describe Incident: (use additional paper, if required)	



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Incident Report Form	
Name of Supervisor notified:	
Workplace Safety and Health Division Called?	Yes No
Police Called?	Yes No
Safety and Health Committee notified?	Yes No
Were you advised to seek medical treatment?	Yes No
Did you consult a doctor:	Yes No
Medical Attention, first-aid obtained?	Yes No
Did an investigation occur?	Yes No
WCB forms completed?	Yes No
3. INFORMATION ABOUT THE ASSAILANT	
Client Employee Other(specify)	
Name and address of suspect if known:	
4. IMMEDIATE ACTION TAKEN BY THE EMPLOYER	
5. DIRECT & INDIRECT CAUSES (Attach any pictures, graphs etc.)	
6. RECOMMENDATIONS	COMPLETED ON



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Harassment

Turtle River School Division is committed to maintaining a learning and working environment free from harassment. To that end, the Division has enacted policy and procedures to ensure appropriate measures are in place to identify harassment and to respond effectively to incidents of harassment.

This policy and the relevant procedures in no way limit or detract from the rights of any employee or student under any collective agreement or statute including the Human Rights Code of Canada.

Harassment Prevention Protocol

Harassment and the Law

The Workplace Safety and Health Regulation, M.R.217/2006, and the Human Rights Code require Turtle River School Division to ensure freedom from harassment in the workplace. Students, employees and board members have the right to live and work without being harassed. This protocol provides procedures to be followed by individuals who are harassed or become aware of harassment.

What Constitutes Harassment

There are two main types of harassment. One type includes inappropriate conduct in any form about a person's:

- age, race
- creed, religion
- sex, sexual orientation
- marital status, family status, economic status
- political belief, association or activity
- disability, size, weight, physical appearance
- nationality, ancestry or place of origin

A second main type relates to what is sometimes referred to as "bullying" behavior that may involve:

- repeated humiliation or intimidation that adversely affects a worker's psychological or physical well-being
- a single instance so serious that it has a lasting, harmful effect on a worker



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Harassment may be written, verbal, physical, a gesture or display, or any combination of these. It may happen only once, but often happens repeatedly.

Sexual Harassment includes offensive or humiliating behavior based on a person's gender. It includes behavior of a sexual nature that creates an intimidating or hostile work environment, or behavior that could reasonably be thought to put sexual conditions on a person's job or job opportunities. Some examples are: questions or discussions about a person's sexual life; persisting in asking for a date after having been refused; or writing sexually suggestive letter or notes. Sexual harassment often occurs when there is unequal power between the people involved.

What Does Not Constitute Harassment

Consensual banter or romantic involvement where the people involved consent to what is happening is not harassment.

Appropriate performance reviews, counseling or discipline by a supervisor or manager is not harassment.

Employees' Rights and Responsibilities

Employees are entitled to work in an environment free from harassment.

Employees have the responsibility to treat each other with respect, and to speak up if they or others are being harassed. All employees have the responsibility to report harassment to the appropriate person in the school division.

Employees have the responsibility to cooperate in the investigation of a harassment complaint. Anyone who gives evidence in an investigation, or who is otherwise involved in the process must keep this information confidential, except when disclosure is necessary to deal effectively with the complaint.

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

Employer's Responsibilities

The policy will be placed on a bulletin board accessible to staff in all workplaces.

Administration in Turtle River School Division must ensure, as much as is reasonably practical, that no employee is subjected to harassment in the workplace.

Administrators will take corrective action when anyone under their direction subjects an employee to harassment.

Administrators will not disclose the identity of a complainant or an alleged harasser or the circumstances of the complaint to anyone except where disclosure is necessary to investigate the complaint or take corrective action, or required by law.

The harassment policy of Turtle River School Division is not intended to discourage or prevent complainants from exercising legal rights under any other policy or law.



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Procedures Applying to Complaints of Harassment

1. If you are being harassed, tell the harasser to stop. This can be done in person or in writing.
2. If you are uncomfortable or feel unable to deal with the harasser directly, then advise your supervisor or principal.
3. Informal measures will be attempted to address the complaint. This could include having the supervisor speak to the harasser, or having the supervisor arrange for mediation.
4. If the informal route does not succeed, or is not appropriate, a formal complaint may be filed. The complaint will be investigated in a fair, thorough and prompt manner.
5. Submit a complaint of harassment in writing directly to the Principal or Superintendent. All complaints received by principals shall be communicated immediately to the Superintendent.
6. Following receipt of a complaint, the Superintendent or designate will initiate a confidential investigation; and will inform the Board, in confidence, that an investigation is underway. Both the complainant and the alleged harasser will be contacted.
7. The Superintendent or designate will endeavor to resolve the matter, and in doing so shall:
 - a. Assume responsibility for ensuring that the investigation is conducted in a confidential manner.
 - b. If necessary, take steps to ensure that there is no recurrence of harassment during the investigation.
 - c. Take appropriate disciplinary action when warranted.
 - d. In writing, inform the complainant and the alleged harasser of the outcome of the investigation.
 - e. If it is found through the investigation that the complaint is groundless and was done willfully or maliciously, disciplinary action will be taken against the complainant.
8. Once the investigation is complete, the investigator will prepare a complete written report. The Superintendent or Secretary Treasurer will inform the complainant and the alleged harasser of the findings.
9. In cases where the complainant is not satisfied with the outcome of the investigation, he/she may appeal to the School Board.



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Corrective Action for Harassers

Employees found to have engaged in harassment will be subject to one or more of the following forms of discipline depending on the severity of the harassment.

1. A written reprimand
2. A requirement to attend sensitivity training
3. A suspension without pay
4. A transfer
5. A demotion
6. A dismissal

If the investigation does not find evidence to support the complaint, then there will be no documentation of the complaint and subsequent investigation in the file of the alleged harasser. If the investigation reveals that harassment has occurred, the incident and the corrective action will be recorded in the harasser's personnel file.

Corrective action for students is included in divisional and school Code of Conduct.

Confidentiality

Turtle River School Division will not disclose a complainant's or alleged harasser's name, nor any circumstances of the complaint, to anyone except where necessary to complete the investigation, take disciplinary action, or where required by law.

Retaliation

Anyone who retaliates in any way against a person who has complained of harassment, given evidence in a harassment investigation, or been found guilty of harassment, will be considered to have committed harassment and will be dealt with accordingly.

Education

Turtle River School Division is committed to making all employees and administrators aware of harassment policies.

Resolution # 14 June 12, 2012



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



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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).

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).



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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)

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- 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
 - 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.



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- **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.
- **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.



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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
- 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 and Advanced Learning.*



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Nutrition Policy

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Turtle River School Division believes:

- Parents bear the primary responsibility for the nutritional well-being of their children.
- The Province of Manitoba bears the responsibility to make healthy food choices, as outlined in "Guidelines for Foods Available in K-12 Schools in Manitoba", an attractive and affordable choice for all Manitobans.
- Schools have the responsibility to encourage healthy lifestyles and good nutritional habits as outlined in MECY curriculum.

Turtle River School Division recognizes that good nutrition is fundamental to:

- Normal child growth and development.
- Learning and a readiness to learn.
- A student's ability to concentrate

Therefore, Turtle River School Division will:

- Actively promote healthy eating consistent with instructional information in K-12 MECY curriculum documents.
- Ensure that where schools make food available through school canteens, healthy choices will be promoted using the "Guidelines for Foods Available in K-12 Schools in Manitoba" as a reference.
- Make available to parents "Guidelines for Foods Available in K-12 Schools in Manitoba" as a nutritional guide.
- Vending machines within Turtle River School Division will offer snacks and drinks that support good nutritional habits.
- Fund raising groups within the school will not sell products that are of questionable nutritional value.
- This policy will become effective September 1, 2009.

Resolution Number 3 December 9, 2008



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Turtle River School Division Education for Sustainable Development Policy

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development is a way of thinking about how we organize our lives and work. It encourages us to explore profound interdependencies of ecological, societal, and economic systems.

Mission:

To ensure that students have access to an array of educational opportunities so that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.

Goals:

Sustainability is a “division” approach, one that extends beyond the curriculum and addresses the entire planning and management of the school division.

Turtle River School Division seeks to meet the following goals:

1. To develop a systematic approach to implementing sustainable development.
2. To equip students with the knowledge, skills, attitudes, and life practices that contribute to a sustainable future.
3. To ensure that human resources policies, practices, and development plans are aligned with sustainable development principles.
4. To apply sustainability principles to the design, construction, and renewal of school buildings.
5. To apply sustainability principles to all aspects of school management, procurement, resource use, and transportation.



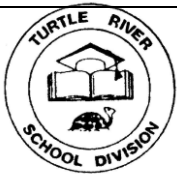
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Turtle River School Division Sustainable Development Plan

Division Priorities	Outcomes	Strategies/Activities	Time Frame
1. To equip students and staff with the knowledge, skills, values, attitudes, and life practices that contribute to a sustainable future.	1. Students will participate in sustainable development projects throughout the school. 2. Schools will participate in and encourage student-initiated and student-directed activities for sustainable development.	1. A division ESD committee consisting of one staff member from each school, a trustee, and the transportation /maintenance supervisor will be created to help guide school committees and to help distribute information.	The committee will meet once per term to share ideas and evaluate progress.
		2. Each school will have an ESD committee to explore and to initiate planning.	School ESD committees will meet at least once per month.
		3. All schools will identify and carryout at least one project that targets ESD each year.	
		4. Workshops, or information sessions, or professional development activities will be organized for students and staff.	As applicable
		5. ESD information and grant applications will be posted on Teaming	
2. Sustainability principles will be applied to all aspects of facility/operations management, procurement and resource use	1. Students, staff, and schools will demonstrate the 3 Rs (reduce, reuse, recycle) wherever possible. 2. Sustainable development principles will be applied to the design, construction, and renewal of school buildings.	1. Electronic media will be used for documents including publication, distribution and storage as appropriate. 2. Two-sided printing will be required where appropriate. 3. The division will explore software solutions that would limit the number of printed pages per user per time period. 4. Electronic devices will be disposed of in an environmentally friendly manner. 5. All waste will be minimized and efforts will be made to salvage as much material as possible for recycling.	



HEAD LICE

Procedures/Guidelines

1. If a student exhibits behaviors that might suggest evidence of head lice, they should be referred to the principal of the school.
2. The principal will make an evaluation if there is in fact head lice and/or nits.
3. If a student has head lice, parents will be called to pick up the student. The student will remain at the office awaiting their parent/guardian.
4. Students with head lice must be treated before being allowed to return to school. Treatment needs to be consistent with the guidelines set out by Manitoba Health and the Public Health Branch. The school will support the family by providing them with information and education based from Manitoba Health (the most current literature will be used). "Head Lice Control Check List" (MG 6517 Rev 07/10) outlines the steps for effectively treating lice. In particular, step 9 requires that all nits are removed (attached).
5. As a precaution, the teacher/custodian will launder all fabrics, carpets and stuffed animal type materials in the classroom as per the direction of the principal.
6. The principal will send home information and notice by letter to other students in that class that day for a possibility of head lice.
7. The child upon returning to school must undergo an evaluation by the school principal to be free of nits and safe to return to class.
8. Any returning student that has not been treated will be sent home immediately after contact with parents or guardians. The student will remain at the office awaiting their parent/guardian. (Manitoba Public Schools Act, Section 232(1)).
9. If parents are having difficulty in treating head lice, they can be referred to the local Public Health nurse for their assistance.