
KELSEY SCHOOL DIVISION POLICY MANUAL



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Kelsey School Division
Box 4700
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Code: AA

SCHOOL DIVISION LEGAL STATUS

1. The legal basis for education in the School Division is vested in the will of the people as expressed in the statutes of the Province and court interpretations of the validity of these statutes and the powers implied in them.
2. **Incorporation**

The members of the Board of Trustees of the School Division and their successors in office are hereby constituted and created from the date from which the establishment of the Division is effective, a body corporate and politic under the name The Kelsey School Division.
3. **Composition of Board**

The Board of Trustees is composed of seven members elected to represent their constituents and further the interests of the School Division.
4. The original official name of the School Division in 1959 was Kelsey School Division No. 45. On June 7, 1993 the Provincial Government removed "No. 45".
5. For historical purposes and as a matter of record, the following changes resulted in the establishment of Kelsey School Division.
 - a) The Pas School District No. 1635 was established as part of the expanded northern territory of Manitoba on July 2, 1912.
 - b) On March 7, 1959 a consolidation occurred. The Pas School District No. 1635, Wanless School District No. 2301 and The Carrot Valley School District No. 2283 were consolidated to form the Consolidated School Division of Kelsey No. 2376.
 - c) On May 9, 1959, by proclamation of Manitoba Education, Kelsey School Division No. 45 was formed.



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COMMUNITY INVOLVEMENT IN DECISION MAKING

1. The Board endorses the concept that community participation in the affairs of schools is essential if the School Division and the community are to maintain mutual confidence and respect and work together to improve the quality of education for all students.
2. All citizens of the School Division will be encouraged to express ideas, concerns and judgments about the schools through such means as:
 - a) written suggestions or proposals;
 - b) presentations at meetings of the School Division;
 - c) responses to surveys sponsored by the School Division;
 - d) service on advisory committees of the schools, or the School Division.



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RESPECT FOR HUMAN DIVERSITY

- A. All members of the school community have the right to learn and work in a safe and inclusive environment that respects human diversity.
- B. Kelsey School Division will support opportunities for training and professional development that increase capacity to teach and support students on issues regarding human diversity.
- C. Kelsey School Division schools will accommodate students who want to establish and lead activities and organizations that promote areas of human diversity (gender equity; antiracism; awareness and understanding of and respect for people who are disabled by barriers; awareness and respect for people of all sexual orientations and gender identities; use of any name consistent with the promotion of a positive school environment inclusive and accepting of all students) by ensuring all activities/organizations:
1. are run consistently and in compliance with School Division policies.
 2. are open to all students who wish to participate in a respectful manner.
 3. submit a written proposal to school administration and appropriate school staff, counsellors, etc.
 4. identify any outside agencies/mentors that may be involved for support or intervention.
- D. Kelsey School Division schools will respond to an incident of discrimination under the appropriate authority. If the incident originates with a student or students, or if the incident involves school or school division staff or complaints from the public, either or all of the following policies will apply as appropriate:
- | | |
|-----------------|-----------------------------------|
| 1. Policy JFC | Code of Conduct |
| 2. Policy JGC | Bullying |
| 3. Policy GBEA | Harassment |
| 4. Policy KL | Complaint Protocol for the Public |
| 5. Policy IGABB | Safe and Caring |



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MISSION STATEMENT AND PHILOSOPHY

A. Mission Statement of the Kelsey School Division

**“We strive to be
a respectful and enthusiastic
school community,
dedicated to quality education
for all.”**



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Code: AD

B. Philosophy of the Kelsey School Division

1. We believe:

That students should grow and learn in knowledge, skill, self-awareness, and social development.

2. We believe:

That education in our schools should emphasize meeting academic, social, physical, and emotional needs for our students.

3. We believe:

That students should learn respect for law, respect for the rights of others, and respect for their own rights, responsibilities and privileges as citizens.

4. We believe:

That moral development, self-respect and self-fulfilment are essential in assisting students to become responsible, knowledgeable citizens.

5. We believe:

That students have the right to an education appropriate to their specific needs, the right of acceptance of their individuality by staff and students, and the right to develop to their fullest potential.

6. We believe:

That students should develop positive attitudes, learn skills, be creative, and appreciate human achievements.

7. We believe:

That students should develop skills to deal with social and moral issues, appreciate those different from themselves, and develop good health habits and healthy lifestyles.



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Code: AD

C. Operational Goals

1. Kelsey School Division Board of Trustees believes that each student should be given the opportunity to develop to their potential, as an individual, and as a member of society.
2. Education should provide the student with the opportunity for growing and learning in the areas of skill development, self-development, and social development with emphasis on academic, social, physical, and emotional needs.
3. Complementary to this emphasis on the student's needs is the necessity to instil in all students the concept that members of a democratic society must hold respect for the law and the rights of others, and understand the duties and privileges of citizenship.
4. To reach the goals, each school within the School Division will operate within specific aims that are appropriate to the age and level of the students served.

EARLY YEARS

1. In keeping with an early years philosophy, the curriculum must be flexible, the child's progress through the curriculum must be continuous, and instruction must meet the differing rates of learning of the students.
2. Instructional methods and materials must fit the requirements of individual students and reflect known pedagogical research concerning the way students learn.
3. Evaluation and reporting techniques utilized must be consistent with a child-centred school organization.
4. Administrative procedures at the school level should provide for flexibility in instructional grouping, and accessibility to constructive reactions and suggestions of colleagues through cooperative planning.



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5. Efforts must be made to make the curriculum relevant by adapting it to our geographical area.
6. Common criteria should be used in grouping students for instruction. Classes should reflect the cross section of ability groups and cultural groups found in the local society.
7. Discipline practices should reflect the need to develop responsible behaviour in students while also recognizing the need to maintain student self-respect.

MIDDLE YEARS

1. Opportunities must be provided for the continued development of basic academic skills while relating the curriculum to life outside the school.
2. Opportunities must be provided for the student to apply basic skills to concept formation in a successful environment that will lead the student to further inquiry.
3. Varied opportunities must be provided to promote student interests while encouraging involvement and emphasizing personal development.
4. Teachers must be involved in collaborating with students in activities of mutual interest which allow for democratic discussion and interchange.
5. Provision must be made for the needs of the developing adolescent.
6. Evaluation must be comprehensive with the objectives being to provide information on strengths and to identify areas which require additional teaching and learning.

SENIOR YEARS

1. The curriculum should provide an appropriate balance among various fields of study while meeting the varying needs, interests and abilities of students.
2. Opportunities for career exploration and counselling should be available.
3. Students should be allowed opportunities for problem-solving and decision-making.
4. Materials used should reflect the Canadian experience and encourage the development of identity as Canadians while promoting international understanding and an appreciation of global interdependence.



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Code: AGA

RECOGNITION FOR SERVICE

A. Employees

1. To recognize years of service provided to the School Division, all employees shall receive a Kelsey School Division lapel pin and be recognized in the following manner:

5 years service.....	a certificate
10 years service.....	a pen desk set
15 years service.....	a small plaque
20 years service.....	a \$75 award
25 years service.....	a gift appropriate to the individual (up to \$125)
30 years service.....	a gift appropriate to the individual (up to \$175)
35 years service	a gift appropriate to the individual (up to \$225)
40 years service.....	a gift appropriate to the individual (up to \$275)

B. Trustees

1. For years of service to the Kelsey School Division, trustees shall be recognized as per the table above.
2. Trustees leaving service before the completion of one term shall receive a gift that bears the Kelsey School Division logo.
3. The name of a trustee leaving service will be noted on the School Division's Service Recognition Plaque.

C. Recognition Banquet

The School Division may host a banquet for the presentation of long service awards. Recipients trustees, administration and their guests will be invited to attend. School administrators will be asked to give a short resume of the recipients from their schools, with a time limit as follows:

5 years	No remarks, certificates presented
10, 15 years	Up to 2 minutes for remarks, then presentation of certificates
20-30 years	Up to 3 minutes for remarks, then presentation of certificates
35-40 years	Up to 4 minutes for remarks, then presentation of certificates



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Code: BAA

BOARD SELF-EVALUATION

A. Introduction

Annually, the Board of Trustees will conduct a self evaluation to review such issues as:

1. the progress and realization of its vision and mission
2. the progress toward the achievement of board priorities
3. the priorities and activities of the School Division's administration
4. the relationships with and work on behalf of the members of the School Division community.
5. the working relationship among board members.

B. Self-Evaluation Process

The Board will conduct an annual self-evaluation based on specific Board activities and existing policies, and in keeping with the following guidelines:

1. All members of the Board will participate in the self-evaluation.
2. The self-evaluation process will include goal-setting for the following year of the Board's term.
3. An annual report shall be provided in the form of a reflection on its achievement of Board priorities, and the publication of Board goals for the subsequent year.
4. The annual Board self-evaluation conducted will provide for a reflection on Board operations and relationships, including:
 - a) Board member orientation and continuing development
 - b) Board meetings
 - c) the work of Board standing committees
 - d) fiscal management
 - e) planning and goal-setting
 - f) policy development and review
 - g) relationships with the School Division Superintendent and administration
 - h) the Board's relations and communication with the community
 - i) Board-employee relations
 - j) liaison with local and provincial educational, employee and governmental organizations.
5. In guiding reflection on Board achievement, activity and relationships, the self-evaluation process may utilize Board policies such as: BBAA (Board Member Authority), BBF (Statement of Integrity), BCE (Committees), BDA (Mandates and Requirements for Types of Meeting), and BDDDB (Agenda Format: Board Meetings).



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BOARD OPERATIONAL GOALS

The Board's primary responsibility is to establish policies and procedures which will best support educational efforts of the School Division students and employees. The Board, through its operations, shall seek to achieve the following goals:

1. To concentrate the Board's collective effort on its policy-making and planning responsibilities.
2. To formulate Board policies which best serve the educational interests of all students.
3. To provide the Superintendent with sufficient and adequate guidelines for implementing Board policies.
4. To maintain effective communication with the public the Board serves and with employees and students in order to maintain the Board's awareness of attitudes, opinions, desires, and ideas.
5. To conduct Board business openly, soliciting and encouraging broad-based involvement in the Board's decision-making processes by the public, students and staff.



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Public Relations

- A. When an activity is to enhance public understanding and support of programs and services provided by Kelsey School Division, the following will serve as spokespersons:
1. The Chair of the Board (or designate)
 2. The Superintendent (or designate)
- B. Responsibilities of the spokesperson are:
1. To be an advocate for the School Division
 2. To be accountable for communication with the media
 3. To be prepared to describe or explain programs, services, or operations
 4. To discuss only factual information
 5. To avoid discussing matters under study or discussion
 6. To exclude personal opinion and/or speculation on future events
 7. To refuse discussion of matters currently before the courts
 8. To refer questions on political matters and/or controversial issues to the Chair of the Board (if that is not the spokesperson for that event).
- C. When there is a School Division activity that requires the presence of elected officials of the community, every effort must be made to ensure that the School Board is represented.
1. The organizer of the event will:
Give a copy of the invitation to, or notify, the office of the Superintendent of the date, time, type of function, and place in the program for greetings to be brought from the Board.
 2. The Superintendent will call for Board representation, starting at the beginning of the following list, until a representative has been identified.
 - a) Board chair
 - b) Vice-chair
 - c) Trustee
 - d) Superintendent
 - e) Function staff member
 3. Once the official representative of the Board has been identified, the activity organizer will be notified



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BOARD MEMBER AUTHORITY

1. All powers of trustees lie in their actions as a group. Individual Board members exercise their authority over School Division affairs only as they vote to take action at a legal meeting of the Board.
2. In other instances, individual Board members, including the Chair, shall have power only when the Board, by vote, has delegated authority to them.
3. Corporate acts must be done at Board of Trustees' meetings.
4. An act or proceeding of a Board of Trustees that is not done or taken at a regular or special meeting of the Board, is not valid or binding on any person affected thereby; and if such an act or proceeding is done or taken at a regular or special meeting of the Board, it is not valid or binding as aforesaid unless all the Trustees were present at the meeting or notice thereof was given as required by the Public Schools Act, and at least a majority of the Trustees were present at the meeting.



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SCHOOL BOARD POWERS AND DUTIES

The general mandatory powers and duties of the Board are defined in Provincial Statutes. Other sections of the Public Schools Act state or imply that a School Division Board has full power to operate the local public schools as it deems fit in compliance with Provincial mandates and pertinent laws.



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Code: BBB

SCHOOL BOARD ELECTIONS

A. The following statements constitute School Division policy with respect to School Board elections:

- 1) The Board shall appoint a returning officer, fix and pay their salary or other remuneration and define their duties.
- 2) Conduct of School Board elections shall be in accordance with a regulation under the Public Schools Act.
- 3) The number of trustees for the Kelsey School Division shall be seven.
- 4) Elections for school trustees shall be held on the same date as elections for Municipal Elections.
- 5) Each trustee, unless they resign or die, shall hold office for four years from the date of the last regular election and thereafter until a successor is elected and takes the Oath of Office.
- 6) Where a trustee resigns or dies before the expiration of their term of office, the person elected to fill the vacancy on the Board so caused shall hold office for the remainder of the term of the person in whose place they are elected and thereafter until a successor is elected and takes the Oath of Office.
- 7) Where a vacancy occurs in the membership of the Board, the returning officer shall hold an election to fill the vacancy.

B. BOARD MEMBER QUALIFICATIONS

- 1) The qualifications of trustees are set by Provincial Statute.
- 2) Employees of the School Division are precluded from serving on the Board of Trustees by reason of statute, making it unlawful for a trustee to receive compensation or reward for services to the School Division.

C. BOARD MEMBER OATH OF OFFICE

- 1) Oaths and affidavits required:
- 2) A person elected as trustee shall, before entering on the duties of office, make an affidavit of qualification and take the oath of office and allegiance as required by Provincial Statute.



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BOARD OF TRUSTEES – STATEMENT OF INTEGRITY

The Board of Trustees of Kelsey School Division recognize and accept their collective responsibility to represent the constituents of the wards of Kelsey School Division in a balanced and effective manner. To this end, we commit:

1. To devote sufficient time, thought, and study to the duties of the Board so as to render effective and credible service on behalf of the constituents of the electoral wards and to strive to be knowledgeable to those local, provincial, and national issues which impact on the Board's responsibilities.
2. To respect the provisions of the policies and procedures of the School Division, as well as the laws and regulations governing education in Manitoba whenever discharging the responsibilities of the School Division.
3. To make decisions only after careful examination and consideration of all available facts, data, and perspectives on an issue, mindful of the effect decisions may have upon the rights and needs of the constituents, and upon the education, training, safety, and general future of the students of this area.
4. To respect the majority decisions of the Board and/or committee, reserving the right to seek changes to these decisions in the future through ethical and constructive channels.
5. To work with colleagues and partners in a spirit of respect, openness, and cooperation, encouraging the free exchange of diverse views on any topic at all times and expressing any contrary opinions in a respectful and constructive manner.
6. To ensure that all funds of the School Division are used efficiently, economically, and in the best interest of public education in the School Division.
7. To respect the strict confidentiality of all privileged information received in the conduct of the business of the School Division.
8. To avoid any situation which suggests a conflict of interest or the appearance of impropriety in the performance of School Division responsibilities.
9. To respect the role of the Board Chair or their designate as the primary public spokesperson for the School Division and to recognize their responsibilities to articulate the official policy of the Division when representing the School Division.
10. To recognize the authority and responsibilities of the Superintendent or their designate to administer the normal operations of the School Division office.



TRUSTEE CODE

A. Relationship Bias

Trustees shall act at all times in the best interests of Kelsey School Division as a whole, fulfilling their responsibilities and obligations as elected public officials in a fashion that inspires confidence and trust in the integrity, objectivity and impartiality of the school board.

B. Trustee Principles

In working to make our mission statement a reality, the Board of Trustees of Kelsey School Division accepts the following principles to guide its interactions with various people in its work as trustees:

1. While charged with the ultimate responsibility for the operation of the School Division, trustees will abide by the provisions of all federal, provincial and local legislation, including but not limited to human rights statutes, *The Public Schools Act*, and school division by-laws and policies.
2. Trustees recognize that the School Board's authority rests with the corporate body, not with individual trustees, and therefore will speak or act on behalf of the School Board only if they have been authorized to do so.
3. Trustees will work in partnership with the Senior Administration Team, and recognize that most direction to Senior Administration will come through collective Board decisions.
4. Trustees will strive to attend all regular and special meetings of the School Board and those committees on which they serve, and if unable to do so, advise the appropriate individuals of their pending absence.
5. Trustees will review meeting agendas and other relevant information prior to board and committee meetings, and arrive at such meetings informed and prepared to contribute to the open and honest discussion about matters before the board or committee. Trustees will respect the confidentiality concerning privileged information.
6. Trustees will listen respectfully and with an open mind to the full range of opinions on each matter before them, and make their decisions based on the merits of these varying opinions.
7. Trustees will treat Board colleagues, divisional and school staff, students and community members in a respectful and courteous manner, and refrain from using abusive or denigrating language in any dealings with them.
8. Trustees will support the majority decisions of the Board by providing to those who ask the rationale for such decisions.



9. Trustees retain the right to a dissenting opinion and to seek changes to decisions of the Board through ethical and constructive channels.
10. Trustees will offer information, ideas or suggestions without expressing specific expectations for action.
11. Trustees have the right to make reasonable requests for information from existing reports, and about policies, programs and services.
12. Trustees will provide information about repeated commentary from the community regarding employee performance without becoming involved in the process of supervision.
13. As individuals, trustees will generally relate information, ideas or suggestions through Senior Administration Team members and not contact school staff directly.
14. Trustees will direct complaints through proper channels: teacher, principal, Senior Administration and Board, recognizing that it is not the role of an individual trustee to solve a complaint but to provide information and to make sure the complainant knows the process.
15. In relationships with school advisory councils, trustees agree that the Chair of the Board and/or the Superintendent is/are the official spokesperson(s) for the Board on School Divisional issues, especially to the media. As individuals, trustees may respond to questions on matters related to policies, programs and services.
16. Trustees will ensure that written communication from an individual trustee that may be of a public nature is vetted by the Board.

C. Definition – Conflict of Interest

1. A conflict of interest exists when an individual trustee's personal pecuniary interests, or those of family members, business partners, or close personal associates, financial or otherwise, interfere with or compromise the trustee's ability to act in the best interests of the school division and the constituents whom it serves. Such conflict of interest may be real, potential or perceived.
2. In addition to the provisions of the Public Schools Act concerning monetary conflicts of interest, trustees are also considered to be in a conflict of interest in these circumstances:
 - a) When they, their dependents, business partners or close personal associates may benefit financially or professionally, either directly or indirectly, from the trustee's position on the Board;
 - b) When circumstances arise that compromise, or appear to compromise, independence and impartiality to make fair and unbiased decisions. (i.e. employment or professional status, political affiliations, community affiliation that may conflict with trustee responsibilities);



- c) When they appropriate divisional financial or other resources for personal use. (i.e. information, equipment, supplies); and
- d) When they are involved in staffing and student issues involving dependents, business associates or personal friends (i.e. contracting for services, hiring, promotions, evaluations, disciplinary actions). Sec. 36(1) of the Public Schools Act defines a dependent as (a) the spouse or common law partner of a trustee, and (b) any child, natural or adopted, of the trustee who resides with the trustee.

3. Disclosure of Conflict of Interest

- a) A trustee must openly disclose a real, potential or perceived conflict of interest as soon as the issue arises and before the Board or its committees deal with the matter.
- b) Where uncertain about whether or not the issue constitutes a conflict of interest, the trustee may consult with the Board Chair or the Secretary Treasurer for advice and guidance.
- c) Where any trustee is aware of a real, potential or perceived conflict of interest not declared by any other trustee, the trustee has a responsibility to raise the issue of clarification with the individual, and if unresolved, then with the Board.
- d) Full disclosure does not remove or eliminate a conflict of interest.

4. Decision-Making Process

- a) Where there is a question of uncertainty about a conflict of interest circumstance, the Board by vote shall make a final determination. The trustee potentially in conflict shall be absent from the discussion and for the vote.
- b) Where a conflict of interest is declared/confirmed, the trustee so affected will be absent from any discussion of the issue and vote upon it. Further, the trustee shall not attempt to personally influence the Board's decision in regard to the issue.
- c) Conflict of interest disclosures and decisions shall be duly recorded by the Secretary Treasurer in the official minutes of the meeting at which such disclosure/decision occurred.

D. Definition – Code of Conduct

- 1. An alleged breach of the Code of Conduct as defined in the Trustee Principles shall be brought to the attention of the trustee by the Chair or Vice-chair of the Board prior to its presentation to the Board of Trustees.



2. Decision Making Process

- a) All discussions will be held in camera and a record of the discussion will include only the date, members present, the identity of the trustee in question, and the section of the Code being discussed.
- b) A motion to sanction a trustee may be debated in camera but must be voted on by resolution in public at a regular Board meeting.
- c) The trustee who is alleged to have breached the Code may be present at the regular Board meeting, may participate in the deliberation of the breach of the Code and sanction, but shall not vote on a resolution to impose a sanction nor attempt to intimidate a vote on sanction.
- d) To be approved, a motion to impose a sanction requires an affirmative vote of 2/3 of all members of the school board.
- e) Sanctions for a breach of the Code shall take effect immediately after the vote at a regular meeting.

3. Sanctions

If the Board determines that a trustee has breached the Code of Conduct that applies to the trustee as defined but note limited to Section B, the Board may impose one or more of the following sanctions:

- a) A written apology
- b) Censuring the trustee
- c) Barring the trustee from attending all or part of a meeting of the school board or a committee of the school board.
- d) Suspending the trustee from the school board, including suspending all the trustee's rights, duties and privileges as a member of the school board, for up to three months.

4. Appeals

A trustee may appeal a sanction under Regulation 114/2015 of the Public Schools Act.



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Code: BCC

APPOINTED BOARD OFFICIALS

A. Appointment of Superintendent:

The Board of the School Division may appoint a Superintendent, fix and pay salary, and define duties.

B. Appointment and bonding of Secretary Treasurer:

The Board shall appoint a Secretary Treasurer of the School Division, fix and pay salary, and define duties; and it shall cause the Secretary Treasurer to be bonded.



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Code: BCE

BOARD COMMITTEES

A. Establishing Standing Committees

The following shall be the Standing Committees of the Board:

1. Building and Maintenance Committee
2. Community Liaison Committee
3. Education Liaison Committee
4. Finance Committee
5. Negotiations and Personnel Committee
6. Policy Committee
7. Transportation Committee

B. Composition of Standing Committees

1. Committees shall be composed of not less than one member, but not more than three. The Chair of the Board shall be a member, ex officio, of the Standing Committees.
2. An effort shall be made to avoid an exact duplication of membership.
3. No member of the Board should be appointed to fewer than two or more than three of the Standing Committees.

C. Committee Responsibilities

1. Committee chairs will be responsible for establishing regular meeting dates and agendas, keeping track of outstanding items, minutes, and attendance of their own committees.
2. The committee chair will prepare a written report after each meeting, to be submitted for circulation with the next Board agenda package, if possible. A sample reporting form is provided.
3. The committee chair will be responsible for the content of the report, with administration available for background information.
4. If a recommendation has cost implications, the committee report must include a cost analysis and recommendation on the allocation of the funds.
5. Board committees must have financial requests prepared for submission to the Finance Committee by the second Board meeting in November, as per policy DBC.



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D. Building and Maintenance Committee

The Committee shall:

1. oversee procedures and make recommendations involved in major building projects/repairs,
2. review regular reports from the Secretary Treasurer and the Director of Maintenance and Transportation regarding the condition of facilities within the School Division,
3. make recommendations on all other building and maintenance concerns that are delegated to it by the Board,
4. annually review and plan for the needs of the facilities in the School Division.

E. Community Liaison Committee

The Committee shall:

1. provide a liaison with community groups and schools,
2. become familiar with the content and scope of existing agreements,
3. review the agreements between Kelsey School Division and municipal, business and community groups as required,
4. receive and review recommendations for rental and/or agency agreements,
5. recommend guidelines with administration, for working with agreements,
6. as directed by the Board, utilize survey mechanisms to obtain community feedback on issues.

F. Education Liaison Committee

The Committee's responsibilities shall include:

I. Curriculum

The Committee shall:

1. monitor curriculum programs within Kelsey School Division and be conversant with impending changes;
2. review recommendations for new programs or program deletions in consultation with those directly affected;
3. respond as needed and in consultation with the Superintendent and the School Board to relevant requests from Manitoba Education and Training.



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II. Liaison

The Committee shall:

1. be represented at meetings with community agencies, students, staff, parents, and the community at large on all matters pertaining to curricular programs;
2. meet at least once during the school year with each school's administration, and with student representatives from Ecole Scott Bateman Middle School and Margaret Barbour Collegiate Institute, for discussions about School or Division issues and programs;
3. coordinate any public forum as directed by the Board;
4. review the annual survey of graduate students conducted by the MBCI counselling service to understand student needs and student satisfaction.

G. Finance Committee

The Committee shall:

1. review policy DBC (Budget Deadline and Schedules) each September and establish procedures for the development of the annual School Division budget,
2. review regularly with the Secretary Treasurer the revenues and expenditures as compared to the projected annual revenue budget statements,
3. authorize the committee chair to review, monthly, the cheques issued,
4. review all management policies, processes and internal controls for financial reporting,
5. arrange for the auditors to meet with the Board at least once annually,
6. oversee the tender for auditing and/or banking services every third year, or sooner when deemed appropriate,
7. recommend for the Board's ratification the appointment of the auditing and/or banking services upon completion of the tendering process,
8. function as the audit committee of the Board.

H. Negotiations and Personnel Committee

The Committee's responsibilities shall include:

I. Negotiations

The Committee shall:

1. represent the Board in negotiating salary agreements with employees,
2. represent the Board with respect to issues arising out of the interpretation of salary agreements.



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II. Personnel

The Committee shall:

1. review with administration the annual employee requirements in conjunction with the budget process,
2. represent the Board in personnel matters pertaining to the staff of Kelsey School Division, such matters to include but not be limited to: recruitment, selection, placement, evaluation, resignation, termination, job descriptions, and position deletion.

III. Evaluation

The Committee shall:

1. facilitate the annual performance appraisal of the Superintendent,
2. coordinate the Board's strategic planning process and the development of annual goals and objectives,
3. facilitate the Board self-evaluation process.

I. Policy Committee

The Committee shall:

1. upon review, recommend to the Board changes required in existing policies,
2. recommend new policies developed with administration,
3. develop policies upon direction of the Board,
4. review all policies that are five years old, archive outdated policies; and reformat policies as required.

J. Transportation Committee

The Committee shall:

1. monitor all necessary procedures for the requisition, purchase, maintenance, and operation of all vehicles used for transporting students,
2. monitor the transportation routes, with the assistance of the Secretary Treasurer and the Director of Maintenance and Transportation,
3. receive appeals from individuals affected by school bus transportation routes, and make recommendations as deemed necessary to the Board and/or Director of Maintenance and Transportation,
4. monitor procedures for the regular evaluation of all aspects of school bus operation, with the assistance of the Secretary Treasurer and the Director of Maintenance and Transportation.



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BOARD MEETINGS

A. Organizational Meeting

1. The election of the Chair and Vice-Chair as provided for in Provincial Statute, must be held:
 - a) in a year of a regular election, at the first meeting of a school board after a regular election.
 - b) in any other year, at the first meeting of a school board in September.

If the Secretary Treasurer is absent when an election noted above is to be held, the trustees must select from among themselves a trustee to conduct the election, and the trustee selected is entitled to vote in the election.

2. The appointment of committee chairs and members shall take place at a scheduled meeting of the Board:
 - a) following a regular election, and
 - b) in September, in non-election years.
3. The annual organizational meeting will be held prior to the regularly scheduled meeting of the Board or at such time as established by the Board.
meeting of the Board or at such time as established by the Board.

B. General Meetings

1. The first meeting of the School Board following a regular election shall be held not later than the 14th day after the 4th Wednesday in October in the year of the election, at an hour to be fixed by the Secretary Treasurer of the School Division who shall notify each trustee of the time and the place of the meeting.
2. The Board of Trustees shall, at the first meeting following the election, in any year, establish by motion the day of the week, time, and the place of all subsequent regular Board meetings for that year.
3. Any variance to the above stated dates may be made by motion at a prior regular meeting, or a variance may occur if all trustees are contacted personally by the Secretary Treasurer, and all trustees consent thereto to the change in the meeting date of the regular meeting. The media shall be advised of any variance to the meeting date.
4. Meetings during July and August shall be at the call of the Chair.



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5. The Board shall not remain in session any longer than 3 1/2 hours after the scheduled time for the meeting to commence, unless it shall be otherwise determined by a 2/3 (two-thirds) vote of the members present. Should the meeting not continue, items still on the agenda or those requiring extended deliberation shall be taken up at a special or at a subsequent regular meeting.

C. Emergency Meetings

The School Board may hold a meeting at any time and any place to deal with emergency situation if all the trustees consent thereto and are present thereat.

D. Special Board Meetings

1. A special meeting will be held if a request in writing from two Board members is received by the Board Chair or in the absence of the Board Chair, the Vice-Chair.
2. The written request shall specify the exact content of the meeting.
3. The Chair or the Vice-Chair will subsequently instruct the Secretary Treasurer to establish such a meeting in accordance to the Public School Act.



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NOTIFICATION OF BOARD MEETINGS

1. Notice of all meetings, regular and special, shall be given by the Secretary Treasurer to all trustees so that:
 - a) the notice will be received in each school trustee's designated mailbox at least 24 hours before the meeting,
 - b) each of them is notified personally or in writing, stating the place, date and hour of the meeting.

In addition, email notification will be given that the agenda materials are available in the trustees' mailboxes or electronic file and the documents (except for in camera items) are appended to the electronic notification.

2. That special board meetings will require direct communication with each trustee at least 24 hours before the board meeting.
3. An emergency meeting doesn't require a 24 hour notification, but will require a direct communication with each trustee.



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AGENDA FORMAT

1. The public is cordially invited to attend, and participate in, Board meetings.
2. Although the enclosures, briefs, documents and information relating to the agenda will only be available as per policy BDDC, the agenda will be available to the public attending the meeting.
3. The order of business, in the form of a prepared agenda, shall include the following:
 - 1.0 Reflection
 - 2.0 Approval of Agenda
 - 3.0 Approval of Minutes
 - 4.0 Invited Presentations & Delegations
 - 5.0 Unfinished Business
 - 6.0 For Action/Decision
 - 7.0 Superintendent's Business Report
 - 8.0 Board Chair's Report
 - 9.0 Secretary Treasurer's Business Report
 - 10.0 Standing Committee Reports
 - 11.0 Other Reports
 - 12.0 Manitoba School Boards Association Report/Business
 - 13.0 Information
 - 14.0 Public Question Period
 - 15.0 Business Arising
 - 16.0 In Camera
 - 17.0 Action Items Arising From In Camera
 - 18.0 Adjournment
4. The Board will allow for more information to be received from delegates after a presenter has made a presentation on their behalf. If there are questions that are being asked of the Board and/or of the Superintendent, that process will take place during 14.0 (Public Question Period).



BOARD MEETING PROCEDURES

A. General regulations for meetings

The rules of procedure governing all meetings shall be the most recent edition of Bourinot's Rules of Order [Fourth Revised Edition, 1995] where specific procedures are not already denoted in policy. Where these rules and policy are silent, the will of the majority shall prevail.

1. Each and every member of the Board has equal rights.
2. The first person recognized by the Chair as desiring to speak has the right to the floor.
3. No trustee shall be interrupted while speaking, unless out of order, or on point of privilege or for clarification.
4. When any matter is before the Board, the consideration of same cannot be interrupted except on a motion for adjournment, to lay on the table, for postponement, for referral, or for amendment.
5. Exceptions to procedural rules within the jurisdiction of the Board can be made by unanimous consent of the Board.

B. Duties of the Chair

1. The Chair should call the meeting to order precisely at the hour for which the meeting is called, providing a quorum is present. If a quorum is present but the Chair is absent, the Vice Chair should call the meeting to order.
2. It shall be the duty of the Chair at all times to preserve order and to endeavour to conduct all business before the Board with propriety and dispatch.
1. 3. The Chair votes as a trustee; with the right to vote on every question by virtue of trustee membership. Any question on which there is an equality of votes shall be deemed to be negative.
3. If the Chair wishes to speak on a motion, the Chair should vacate the seat as Chair and speak just prior to the last speaker, who will be the mover of the motion. The mover of the motion has the right to close the debate.
4. The Chair may speak to points of order in preference to other members and shall decide questions of order, subject to an appeal to the Board by any two members duly moved and seconded.
5. It shall be the duty of the Board to appoint all committees, except when the Board may decide otherwise.

C. Motions

1. To begin a motion, "I move that" is the correct phrase to use.
2. A motion made must be seconded and then repeated distinctly by the Chair or read aloud before it is debated, and every motion shall be reduced to writing if the Chair or any member requires it.
3. A majority of trustees present and voting will determine the outcome of motions. Generally abstentions are to be avoided, however if a trustee has legitimate reasons for abstaining and these are acceptable to the board, an abstention may be taken with board permission.



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1. Any trustee who shall have made a motion shall have liberty to withdraw it, with the consent of the seconder, before any debate has taken place thereon, but not after debate without leave being granted by the Board.
2. An amendment may be moved on any motion and shall be decided before the original motion; but no more than one amendment to an amendment shall be entertained. An amendment can only modify the motion, not change the intent of the motion.
3. A motion for adjournment shall always be in order and shall be decided without debate, except that it cannot be entertained when the Board is voting on another question or while a trustee is addressing the Board.
4. A motion for postponement takes precedence over a motion to amend or a vote on the original subject.
5. A motion may be postponed to a specific date, referred to a committee, or tabled indefinitely.

D. Reading of By-Laws

1. Any by-law appearing in front of the Board shall not be read orally when receiving first, second, and third readings if the by-law has previously been distributed to all Board members.
2. By-laws for debentures, borrowing, and other such requirements will be distributed with the agenda unless emergency circumstances dictate otherwise. Should this occur, formal oral reading of the by-law will be required.

E. Committees

1. The Chair and other members of each standing committee shall be elected at the annual organizational meeting of the Board.
2. The Chair is an ex-officio member of all committees. The Chair may attend all meetings and contribute to debate, but the Chair shall not have the right to vote.
3. The number of trustees on any committee should be less than a quorum of the Board.
4. It is a recommended procedure that at least one staff officer be assigned to each committee to provide background, do research and if needed, to record minutes.

F. In Camera Sessions

1. Topics to be discussed shall be recorded as a notation in the minutes of the regular meeting.
2. The only items that will be discussed in camera will be those dealing with personnel, negotiations, land acquisition, and/or litigation.
3. Only directives to administration arising from the in camera session will be recorded and retained by the Secretary Treasurer.



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G. Committee of the Whole

1. The Board may move to Committee of the Whole to have open discussions.

H. Electronic Board Meetings

1. 1. In compliance with the regulations under The Public Schools Act, the School Board may hold meetings by teleconferences or by other electronic means that permit a trustee not present to request the use of electronic means to communicate and participate in the voting of a meeting of the School Board.
2. A trustee shall have equal access to the electronic technology and shall consent in advance to the specific means of communication to be used. The electronic means must:
 - a) permit the trustee to hear and be heard by all other participants in the meeting,
 - b) be provided in such a way that the meeting rules governing the conduct of members are complied with, and
 - c) ensure that only members participate in any meeting or portion of a meeting that is closed to the public in accordance with The Public Schools Act.
3. 3. This type of meeting will be organized through reputable teleconferencing equipment and/or reliable conference calling firms guaranteeing safety and security through such features as conference locks, roll calls, security passwords and moderator-created PIN, before-call billing codes and disconnect options.
4. At every meeting of the School Board, the following persons shall be physically present in the meeting room of the Board:
 - a) the chair of the Board or designate;
 - b) at least one other member of the Board;
 - c) the Superintendent of the School Division and/or the Secretary-Treasurer, or designate.
5. 5. A trustee who participates in a meeting of the School Board through electronic means shall be deemed to be present at the meeting.



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SCHOOL BOARD – MEETINGS - AGENDA PREPARATION AND DISSEMINATION

1. The agenda shall be prepared jointly by the Secretary Treasurer and the Superintendent and shall be approved by the Chair. After the meeting has started, items may be added to the agenda only through a motion approved by a majority of the Board.
2. The agenda and any background information and reports shall be distributed to the trustees three days in advance of each regular meeting either electronically or via hard copies placed in the trustee mailboxes at the School Division office or electronic file.
3. A complete agenda including the public supporting documents shall be available to a representative from the Kelsey Teachers' Association, the Canadian Union of Public Employees, and the press at the same time as it is distributed to the Board of Trustees.
4. A complete agenda package including the public supporting documents shall be available for review at the School Division office during regular working hours, at the same time as it is distributed to the Board of Trustees.



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QUORUM

1. A majority of the trustees of the School Division, when present at a meeting, constitutes a quorum; and the vote of the majority of such a quorum is valid and binds the School Division, subject to any by-law duly passed by the Board of Trustees and in force.
2. If there is no quorum when the meeting is supposed to begin, those trustees present may wish to proceed with the business of the meeting, operating as a committee, and when a quorum is present, the legally constituted meeting would then be asked to approve the decisions made by the committee. This committee would not be referred to as a Committee of the Whole because a quorum for a Committee of the Whole would be the same number as would be a quorum for the Board.



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VOTING METHOD

1. A vote on a motion by a majority of the trustees in attendance (in person or electronically) shall decide the outcome. The use of electronic signatures for resolutions may be used when necessary. A resolution may be executed in any number of counterparts, including by way of facsimile or electronic transmission, each of which counterparts, whether by facsimile, electronic or otherwise, shall for all purposes be deemed to be an original, and all such counterparts shall together, constitute one and the same resolution.
2. Reversal of Decisions
Subject to #3 below, a question once decided by the School Board shall not be reversed unless:
 - a) written notice of a proposal to reverse the decision has been given from at least one meeting to another; and
 - b) a majority of the total number of trustees for the School Division votes in favour of the reversal [PSA 33 (2)].
3. Reversal by Unanimous Consent
 - a) A decision of a school board may at the same meeting at which it is made and by unanimous consent of all members present and voting thereon be reversed [PSA 33 (1)]. A second consideration could be motivated by additional information having been received.
 - b) A motion dealing with the same issue can be brought back a second time in the same Board session (i.e. school year), even if it is worded the same. It cannot, however, be brought back a 3rd time in the same session – and would be ruled out of order as a dilatory motion. However, it may be brought back in a subsequent session.
 - c) A motion on the same issue but with some change to the focus (ex. for shorter time period) can be brought back as a “new” motion.
 - d) In addition, any trustee (no matter how he or she originally voted) may, by motion, ask the board to reverse a decision. This process is governed by the provisions of Section 33(2) of the PSA. This Section requires that the trustee give notice of their intent to introduce a motion to reverse a previous decision (for consideration at the next meeting), and that when the motion to reverse is actually considered, a majority of the total number of trustees for the board (that is, 4 trustees) vote in favour of the reversal.



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4. Trustees shall be required to vote on every question unless excused by the Chair for some particular reason. One reason acceptable to the Chair for abstaining could be a conflict of interest. If a Trustee abstains from voting without permission of the Chair, the abstaining will be considered as a negative vote.
5. If any trustee considers themselves aggrieved by the decision of the Chair, it shall be their privilege to appeal to the Board, and the vote on such appeals shall be taken without debate except that the mover of the appeal may explain their reasons for appealing and the Chair may explain the reasons for the ruling.
6. Any trustee may call for the recording of the votes on any question, prior to voting.
7. Any trustee may request that their vote be recorded, prior to the voting.
8. Any trustee may request the vote be recorded in the minutes, providing that notice is given prior to the voting. This requires majority consent of the trustees present.
9. An Act or proceeding of a school board that is not done or taken at a regular or special meeting of the school board, is not valid or binding on any person affected thereby. [PSA 35]



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Code: BDDG

MINUTES

1. The Secretary Treasurer shall keep a full and correct record in the English language of the proceedings of every meeting of the Board in the minute book provided for that purpose and present the minutes when confirmed for signature by the Chair.
2. The Secretary Treasurer shall produce the minute book of the Board or of the School Division for inspection when required to do so by any resident voter.
3. In order to maintain the neutrality of the Superintendent and the Secretary Treasurer, their reports and recommendations to the Board shall be recorded in the appendices to Board meeting minutes, rather than in the minutes themselves.
4. The approved Board minutes will be made available for inspection only at the Board Office during normal working hours.
5. Copies of the approved minutes shall be posted on the Kelsey School Division website for public availability.



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Code: BDDH

PUBLIC PARTICIPATION AT BOARD MEETINGS

A. Attendance at Board Meetings

All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet privately for work sessions and to recess a meeting at any time to discuss such matters as is properly considered as in camera items. At meetings of the Board, except as may be specifically permitted by resolution of the Board, the use of video, audio and/or recording devices by members of the public including non-accredited and other representatives of any news media shall be prohibited. Accredited members of the news media shall be permitted to use recording devices and photographic equipment at Board meetings.

Virtual Attendance

When Board meetings are required to be conducted virtually, members of the press and public may request to attend. It is required that such requests be made at least 24 hours in advance of the meeting so that the necessary virtual connections may be developed and/or accommodated.

B. Procedures

In order to assure that persons who wish to appear before the Board may be heard and, at the same time that its meetings may be conducted properly and efficiently, the Board adopts the following procedures and rules as policy pertaining to public participation at Board meetings.

1. Public participation may be allowed under two categories:

a) Presentations:

Individuals, school program representatives or organizations/groups may be invited to make a presentation to the Board. Agenda arrangements will be developed through the office of the Superintendent. The usual restrictions will apply and may be modified by the Board.

b) Delegations:

Any resident elector of the School Division shall have the right to be placed on the agenda of a regular board meeting to be heard as a delegation. The Board may hear any other delegations or presentations at its discretion.

2. Requests for the appearance of a delegation shall be received by the Superintendent six days preceding the regularly scheduled meeting of the Board at which they wish to appear. Persons wishing to appear as a delegation shall, at the time they give such indication, provide the Superintendent with written and/or electronic information respecting the topic and content of their presentation. In addition to the written information submitted by the delegation, included and distributed with the agenda, the administration shall, where possible, prepare and include an information paper relative to the subject of the delegation.



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3. Prior to the delegation's presentation, the spokesperson shall give his/her name and address, and the name of the group, if any, that is represented.
 4. When presenting the highlights of the brief at the Board meeting, the delegation should restrict their presentation to up to ten minutes unless an extension of time is granted by the Board. An additional time of up to fifteen minutes will be allowed the spokesperson or delegation to answer questions of clarification from the Trustees. During the presentation by a delegation, the Board members will not express opinions and will only ask questions for clarification.
 5. Speakers may offer objective criticisms of school operations and programs that concern them. In a public session the Board will not hear personal complaints about school personnel nor against any person connected with the school system. Other channels provide for Board consideration and disposition of legitimate complaints involving individuals.
 6. Where, in the opinion of the Chairperson of the meeting, any person is unduly disrupting the meeting, the Chairperson may require that person to leave the meeting forthwith and, if not compliant, may cause such person to be removed. [PSA Sec 30(6)].
 7. The meeting shall be restricted to the number of persons authorized by the Manitoba Fire Code occupant load posting. The Chairperson will announce when the maximum number of people in the Board room at one time has been attained.
 8. The presentation of any delegation shall be addressed by the Board as Business Arising at that or a subsequent meeting and may act upon the matter, table the matter for receipt of additional information, or refer it to committee or administration for recommendation.
- C. Correspondence**
Correspondence received by the School Division may be placed on the Board agenda, and the Secretary-Treasurer will report at the Board meeting who the letter is from, and the subject of the letter for Board consideration or action. Correspondence will not be distributed to the public by the Board.



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NEWS MEDIA SERVICES - BOARD MEETINGS

1. The Board believes that one of the responsibilities of a school board is to keep the public informed of the Board's problems, deliberations, policies, and actions. Therefore, the Board encourages the attendance of news media representatives at all regular Board meetings.
2. To facilitate understanding of the proceedings and issues, the Board undertakes to do the following:
 - a) provide seating space for news media representatives,
 - b) provide the representatives with copies of the agenda and agenda materials.
3. The Board Chair, or designate, will answer questions from the representatives of the news media, or arrange to do so after a meeting if further clarification is desired on points of discussion and action.
4. The Board reserves the right to meet "In Camera" without news media or other representatives, to discuss items that may be related to personnel, negotiations or land acquisition.



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RECORDING OF BOARD MEETINGS

1. The Board will record via video for its own use, each public meeting. These recordings will be retained for a period of twelve months.
2. The Board shall make available a recording of each public meeting for televising and/or broadcasting.
3. Authorized media representatives who wish to record proceedings of regular public meetings of the Board will be permitted to do so.
4. The Chair of the Board shall provide notice to all those present that the meeting is being recorded.



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POLICY DISSEMINATION

1. The Kelsey School Division senior administrators shall maintain an orderly plan for preserving and making accessible the policies adopted by the Board, and the administrative rules and regulations needed to put them into effect.
2. Accessibility is to extend to all employees of the school system, to members of the Board, and to persons in the community.
3. Kelsey School Division policies will be accessible via the School Division's website.
4. School administrators shall be advised which policies are under review by the Policy Committee so that suggestions for improvement may be forthcoming and considered.



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Code: BG

BOARD STAFF COMMUNICATIONS

A. Staff Communications to the Board


All communications or reports to the Board or any Board committee from principals, supervisors, other staff members shall be submitted through the Superintendent. This necessary procedure shall not be construed as denying the right of any employee to appeal to the Board from administrative decisions on important matters, provided that the Superintendent shall have been notified of the forthcoming appeal.

B. Board Communication to Staff

All official communication and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ such media as are appropriate to keep staff fully informed of the Board's problems, concerns, and actions.


C. School Information

In order to keep the members of the Board of Trustees better informed about what is being taught in the schools, there shall be included on the agenda of the meeting of the Board, preferably at least once a month, an item related to school programs and activities as selected by the administrative staff.

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KELSEY SCHOOL DIVISION LOGO

1. The KSD logo is a trademark of the Kelsey School Division.
2. The KSD logo symbolizes the Kelsey School Division and its objectives. Its use is restricted to those purposes deemed appropriate by the Kelsey School Division, as determined in this policy.
3. Any individual, group, agency, or business wishing to reproduce the KSD logo in any form, including electronic reproduction and/or distribution and/or display, whether for commercial reasons or otherwise, must first obtain written permission from the KSD School Board to do so. Such permission will normally be sought through the KSD Secretary Treasurer.
4. Provincial use of the KSD logo is authorized for printed, electronic, or other form as deemed appropriate in relation to all manners of communication and distribution which is initiated by the Board of KSD, its Superintendent, Secretary Treasurer, or staff persons as a normal part of their duties. This may also include the production of promotional materials, subject to the authorization of the Board.
5. A school and department of the KSD may use the logo alone, in combination with their school name or with their own logo on official documents and other items of business. Should either wish to use the logo on promotional or complimentary items such as gifts, the principal or supervisor shall contact the Secretary Treasurer to indicate interest in producing such items.
6. The organizers of any KSD sponsored activities who wish to incorporate the KSD logo into printed materials or promotional items should first contact the Secretary Treasurer. Use of the logo in these circumstances would normally include reference to the particular activity.

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NEW BOARD MEMBER ORIENTATION

Board members who are familiar with the facilities and operation of the School Division, and who are knowledgeable about their obligations, duties, and responsibilities can make a more effective contribution to the welfare of their school system. It is important, therefore, to provide information and an orientation to newly elected trustees so that they are adequately prepared to fulfill their governance responsibilities. The Board shall:

1. Provide a local opportunity for newly elected Board members, within six weeks of their election to participate in an orientation conducted through the Superintendent's office.
2. Provide an opportunity to attend the MSBA School for New Trustees.
3. Provide a swearing in ceremony at the first official meeting of the Board.

A. Local Orientation


The local orientation session for new Board Members will require the participation of the Chair of the Board, the Administration of the School Division, or a combination of both. Items to be considered as part of this orientation shall include:

- a) A review/discussion of an orientation manual.
- b) An introduction to School Division policies.
- c) An introduction to the budget process, the current budget, and collective agreements.
- d) An orientation to key issues facing the Board.
- e) An opportunity to tour the School Division office, schools, and garage facilities.
- f) An introduction to key School Division personnel.
- g) Services and support provided to trustees through the School Division office.

B. Orientation Manual

The Orientation Manual for the newly elected trustees shall include the following:

- a) Division mission statement and organizational chart.
- b) Board structure; board committees and responsibilities; limits to individual trustee authority; protocols for contact with schools and school personnel.
- c) Most recent Board and committee goals statement.
- d) Governance policies: Rules of order, code of conduct, conflict of interest, Board indemnity and procedures for reimbursement of expenses, term of office, etc.
- e) Minutes of recent previous board meetings.

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- f) Duties of the superintendent and secretary-treasurer.
- g) Most recent strategic plan, and/or the annual School Division plan.
- h) Calendar of meetings and major events.
- i) A list of educational acronyms.



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KSD – KTA LIAISON COMMITTEE

The board shall establish a joint committee with the Kelsey Teachers' Association where teachers, administrators, and trustees may discuss issues of mutual concern so that each party can better understand the others' interests and goals. The primary purpose will be to provide continuing, two-way channels of communication to be conducted on a regular basis away from situations or the bargaining table.

1. Definition

- a) A liaison committee is a joint committee where teachers, administrators, and trustees may discuss issues of mutual concern so that each can come to a better understanding of the others' interests and goals. It is primarily designed as a continuing, two-way channel of communication to be conducted on a regular basis away from crisis situations or the bargaining table.
- b) The responsibility of the Kelsey School Division Board of Trustees to make decisions and policies that deal with the education of the students in the division is acknowledged.
- c) In order for the liaison committee to be effective, it must be based on mutual trust and respect, and a mutual desire to work together.

2. General Objectives of a Liaison Committee

- a) Improve teacher-board relations.
- b) Build a high level of morale in the Kelsey School Division.
- c) Improve the general efficiency in this division.
- d) Provide effective and immediate two-way communication for the exchange of ideas and information.
- e) Discuss education needs, trends, and innovations, and their instructional and administrative implications.
- f) Anticipate and deal with problems that may interfere with the effectiveness of the educational process.
- g) Make recommendations to appropriate parties concerning matters dealt with by the committee.
- h) A Teacher-Board Liaison Committee is not:
 - i) a process for teachers to usurp the responsibilities of boards or administrators;
 - ii) a process for trustees to usurp the rights of teachers;
 - iii) a bargaining session;
 - iv) a grievance committee.



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3. Terms of Reference

- a) The committee shall consist of eight members as follows:
 - i) two members of the board, one of which shall be the chairperson of the board,
 - ii) the secretary-treasurer,
 - iii) the superintendent,
 - iv) three Kelsey Teachers' Association table officers,
 - v) one member of the Kelsey Teachers' Association executive.
- b) The chairperson of the board of trustees (or designate) and the president of the Kelsey Teachers' Association shall be co-chairpersons of the liaison committee. One week prior to each meeting, an agenda should be jointly established by the two co-chairs. A secretary shall be selected from among the members of the committee. The chairpersons shall have the power to call a meeting of the liaison committee on short notice if necessary.
- c) The committee will endeavor to meet every second month during the school year, or as required at the call of the co-chair.
- d) Quorum shall be five members, two of whom shall be board members and two of whom shall be members of Kelsey Teachers' Association.
- e) Minutes of each meeting, after review by the committee co-chairs, shall be sent to the Board and to the Kelsey Teachers' Association Executive for information.
- f) In addition to official representatives, advisory personnel may be present from time to time.
- g) The committee shall have the power to discuss any matter of mutual interest and receive information such as letters and presentations for other interested parties.
- h) Where it seems advisable, surveys shall be made of items of mutual interest to ascertain future directions.
- i) Issues shall not usually be brought to a formal vote, but a general consensus of opinion arrived at.
- j) In matters where there is agreement at the committee level, each of the parties shall make recommendations to their respective bodies.
- k) Members of the committee shall be guaranteed freedom to perform their committee functions in good faith without affecting their working relationships.



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BOARD COMMUNICATIONS WITH THE PUBLIC

A. Requirements

To comply with the Canadian Anti-Spam Legislation (into effect on July 1, 2014), School Board and school electronic communications with their publics shall comply with three requirements:

1. Consent of the recipient must be obtained.
2. Identification of the sender must be provided.
3. An unsubscribe mechanism must be provided.

B. Consent

Active consent of the receiver must be expressed or implied. An “opt-in” tick box may be used on School Division/school registration forms, and the consent remains valid while stored or unless specifically revoked by the recipient. Prior to July 1, 2014 a request for consent may be sent by electronic means, but after July 1, 2014 only a fax, ordinary mail, or consent by a signature will suffice.

C. Identification Information

A newsletter or email that contains a Commercial Electronic Message (CEM) must set out the name of the school board (in addition to the name of the school), the mailing address of the school board, and either:

- a) a phone number that provides access to a person or a voice messaging system,
- b) an email address, or
- c) a web address of the school board.

D. Unsubscribe Mechanism

1. The CEM must provide an unsubscribe mechanism through which a recipient of a CEM may indicate, at no cost to them, that they no longer wish to receive such messages.
2. The sender must specify an electronic address or internet website to which the unsubscribe request may be sent, and such address or website must be valid for a least 60 days after the CEM was sent.
3. Any request to unsubscribe must be acted upon no later than 10 business days from receipt of it. The unsubscribe mechanism must be simple, quick, and easy to perform.



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BOARD CONFERENCES, CONVENTIONS, & WORKSHOPS

1. The Kelsey School Division Board endorses the concept of trustee participation in various conferences which may enhance the trustees' performance as elected Board officials.
 2. School Board members are encouraged to keep themselves informed on current educational thought and practise by study, by visiting other school systems, by attendance at educational conferences and conventions, and by such other means as may be appropriate.
 3. Though each conference can be judged only on the basis of anticipated worth, attendance is encouraged with the aim of broadening the scope and perspective of trustees' work.
- A. General Guidelines
- a) Approval by the Board for attendance at a conference/workshop/seminar must be received by the delegate prior to attendance.
 - b) Each request to attend a particular conference shall be considered in light of attendance by members at previous conferences.
 - c) Each delegate attending a conference or professional development workshop shall submit, at the next regular Board meeting, either an oral or a written report regarding the particular event.
 - d) Claim for reimbursement shall be as outlined under policy BID – Board Expenses.
- B. Though the Board sees the value in the majority of conferences, conventions, and workshops, decisions for attendance and support shall be as per the following prioritized list:
- a) MSBA (Manitoba School Boards Association) Convention - the Board supports and encourages as many trustees as possible to attend this annual meeting.
 - b) MSBA Regional Meeting - the Board supports and encourages as many trustees as possible to attend these meetings.
 - c) MSBA Trustees Development School - the Board supports and encourages as many trustees as possible to attend these meetings.
 - d) CSBA (Canadian School Boards Association) - approval for attendance shall be determined based upon available resources



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BOARD EXPENSES

A. ANNUAL INDEMNITIES

1. As provided by statute, a School Board may, by by-law, provide for the payment of an annual indemnity to the Chair, Vice-Chair and to each trustee, payable in such amount and at such times, and under such conditions as the School Board may determine. The indemnity paid reflects trustee responsibility to attend board and committee meetings.

As of July 1, each year, each trustee will be paid an indemnity established by the Board. The Board may, by motion, determine an increase/decrease for a defined period.

2. As of July 1, each year, the Chair of the Board is to receive an additional indemnity per annum and the Vice-Chair of the Board is to receive an additional indemnity per annum, established by the Board, The Board may, by motion, determine an increase/decrease for a defined period.
3. The Income Tax Act deems the indemnity to be taxable income.
4. That the indemnity for trustees, Board Chair and Board Vice-Chair be established as follows:

July1, 2018	Trustee: \$8,000	Chair: \$1,700	Vice-Chair: \$320
July 1, 2020	Trustee: \$8,100	Chair: \$1,750	Vice-Chair: \$325
July 1, 2022	Trustee: \$8,200	Chair: \$1,800	Vice-Chair: \$350

B. REIMBURSEMENT FOR EXPENSES

The School Board may reimburse its trustees, trustees-elect, or employees for expenses necessarily incurred while attending conventions or carrying out duties assigned or approved by the School Board. Such rates and conditions are as defined below:

The claim for reimbursement for expenses incurred while traveling on School Division business shall be submitted to the Secretary Treasurer within fifteen (15) days of completion of the trip or conference. The expense forms approved by the Board shall be used to claim all expenses.

When trustees and employees are traveling on business pertaining to the School Division or any conferences, other than Canadian School Board Association, the following expense guidelines shall apply.



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BOARD MEMBER INSURANCE

A. Liability Insurance

The Board shall maintain adequate insurance to protect the School Division against loss by fire, damage to school property, or other situations, occurrences, or actions for which the Board, while acting on behalf of the School Division, may be legally liable.

B. Group Accident Policy

Members of the Board shall be insured against accidental injury or death while travelling on school business, under a Group Accident Policy negotiated by the Manitoba School Boards Association.



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1. **Meals**

The maximum allowable meal allowance shall be up to \$50.00 per day without receipts. Individual meals may be claimed to maximums of \$10.00 (breakfast), \$15.00 (lunch), \$25.00 (dinner) without receipt.

2. **Travel**

Travel expenses will be reimbursed to trustees as per the following, whichever may apply.

- a) The automobile kilometre rate shall be 50 cents per kilometre. Reimbursement for travel may be claimed by trustees, who live outside of the town of The Pas, to attend required Board and committee meetings. Should two or more persons choose to travel together, the kilometre rate shall be paid to the vehicle owner/driver only. The return kilometre rate for the following destinations shall be paid in accordance to the following scale:

Cranberry Portage	192 kms	Flin Flon	280 kms
Swan River	470 kms	Dauphin	800 kms
Thompson	800 kms	Saskatoon	996 kms
Brandon	1150 kms	Winnipeg	1284 kms

Any place not listed above shall be as per the most direct route.

- b) Actual airfare of a commercial aircraft on a regular scheduled flight. It is expected that trustees and employees should take advantage of seat sales or excursion rates if possible.

3. **Accommodation**

Trustees and employees are expected to utilize adequate accommodation while on School Division business, and shall obtain information on preferred hotel rates available. Private overnight accommodation with friends or relatives, in lieu of a hotel, shall be paid at a rate of \$50.00 per night.

4. **Registration Fee**

The registration fee as applicable will be paid.

5. **Taxi**

The actual amount expended, substantiated with receipts, shall be paid.

6. **Hospitality**

Hospitality involving the purchase of beverages prior, during or after a meal shall be considered as a personal expense to the trustee and employee.



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7. Entertainment

Expenses incurred for receptions, shows, performances, sports, night clubs, lounges, bars, or similar social or recreational activities, are considered to be entertainment and shall be considered as personal expense to the trustee and employee.

8. Miscellaneous Expenses

a) Baggage

Where a trustee or employee travelling by plane is required to take bulky items or additional baggage containing official documents, etc., any excess baggage charged, supported by receipts, may be claimed.

b) Gratuities

No gratuities may be claimed. Allowances are made for these in either individual meal allowance or as part of the claim for meals during travel.

c) Laundry

Laundry charges, supported by receipts, may only be claimed when the trustee or employee is required to be absent from home for a period in excess of five (5) consecutive days.

d) Parking

Short-term parking, where parking is not provided at the chosen commercial accommodation, may be claimed when supported with receipts.

9. Per Diem Honourarium

When a trustee has been requested / approved by the Board to travel on School Division business (other than normal professional development activities) and suffers a loss of pay, vacation time or employment, a per diem honourarium of \$120.00 per day, (\$60.00 per half day) may be claimed.



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Code: CBAB

JOB DESCRIPTION - SECRETARY TREASURER

A. Authority

As the chief financial officer of the Kelsey School Division, the Secretary-Treasurer is primarily responsible for leadership and oversight with regard to the financial operations and well-being of the School Division. The Secretary-Treasurer, reporting to the Superintendent, shall work closely with the board of trustees in fulfilling this responsibility.

B. Financial Management

The Secretary-Treasurer is responsible for all aspects of the School Division's financial operations. This includes:

1. general oversight of budgeting, accounting, purchasing and reporting practices of the School Division;
2. provision of statistical and financial data to inform the School Division budget development process;
3. adoption and application of sound accounting principles and judgment in preparing accounting estimates and disclosures contained in the financial statements;
4. preparation of budget information for presentations for community consultative purposes;
5. implementation and maintenance of effective internal controls of School Division assets and financial reporting; and prepare financial statements and notes in accordance to the Canadian Generally Accepted Accounting Principles;
6. compliance with internal operating policies and legislative requirements for fiscal monitoring and reporting purposes;
7. disclose to auditors any fraud or suspected fraud and any illegal acts or possibly illegal acts;
8. assess impact of misstatements discovered during the audit and provide fair representation of the financial statements and record all material adjustments.



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C. Operations

The Secretary-Treasurer role includes general oversight and supervision of:

1. facilities;
2. transportation;
3. workplace safety and health compliance; and
4. records storage and management.

D. Human Resource Management

The Secretary-Treasurer has responsibility for human resource activities with regard to the School Division's financial operations. This includes:

1. hiring and performance evaluation of school division office clerical staff and distribution of the work at this level;
2. assisting in hiring and/or supervision of operational staff in other areas such as facilities, and transportation;
3. playing a major role in negotiation, interpretation, and administration of collective agreements with School Division employee groups.

E. Responsibility

The Secretary Treasurer shall:


1. attend all Board meetings and report formally to the Board;
2. keep full and accurate minutes of all Board meetings;
3. manage the Board's fiscal policies and keep the Superintendent and the Board informed about the status of the School Division's financial and business matters;
4. direct and supervise the activities directly concerned with finance, banking, accounting, construction, payroll, personnel records, purchasing, warehousing, printing, maintenance, transportation and custodial services;
5. prepare the annual budget in consultation with the Superintendent for approval by the Board and coordinate and review budget expenditures;
6. determine the financial needs of the School Division, in collaboration with the Superintendent and the Board, and conduct short and long term planning to achieve the School Division's financial goals;



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7. supervise, including recruitment, selection, orientation, and evaluation of all positions reporting to this position, as well as the Director of Maintenance & Transportation and all support personnel;
8. be responsible for the engagement, release, and in cooperation with the Superintendent, in-service training of all CUPE personnel;
9. be responsible for disciplinary action to be taken against any CUPE personnel;
10. consult and cooperate with officials of Manitoba Education, the Manitoba School Boards Association, and other groups associated with education;
11. be responsible for the preparation of agendas and co-chairing of Workplace Health and Safety, Union Management, and such other committees, upon request;
12. perform other duties as assigned or requested by the Superintendent or the Board.

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JOB DESCRIPTION - SUPERINTENDENT

A. Authority

1. The Superintendent of Schools is the Chief Executive Officer of the school system and shall have, under the direction of the Board and under Board policies, general supervision and management of all the public schools of the School Division and of all the personnel and various personnel departments of the school system. The Superintendent is responsible and is accountable to the Board for these matters.
2. The Superintendent is authorized to act when necessary with discretion in matters not covered by Board policy with the understanding that such actions will be reported to the Board as soon as practicable thereafter.
3. The Superintendent delegates to other school personnel the exercise of any powers and the discharge of any duties for which the Superintendent is responsible. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action taken under such delegation.
4. As the Chief Executive Officer, the Superintendent shall be responsible for the direction and supervision of all other members of the senior administration team and shall delegate authority and responsibility, as is appropriate, for each board-authorized senior administrative position.
5. The Superintendent directly supervises:
 - a) the Secretary Treasurer
 - b) the Administrative Assistant to the Superintendent
 - c) the clinicians (Speech/Language Pathologist, School Psychologist)
 - d) the Principals
 - e) the Technical Support Analyst.

B. Role and Responsibilities

The following elements identify the role and responsibilities of the Superintendent of Schools:

1. Values and Vision [Planning]

It is the responsibility of the Superintendent to:

- a) assist in establishing and then to maintain a focus on the shared vision of education for the school division



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- b) work with and engage the board in understanding its responsibilities including its vision, its policies in relation to learning, resources management, and policy development
- c) understand and model appropriate values, showing ethical behaviour, and exercising moral and professional leadership
- d) provide direction for the division's strategic planning initiatives, including the involvement of relevant constituents in the process
- e) provide information and recommendations to the board to facilitate decision-making.

2. Governance and Policies [Leading, Evaluating]

Within a policy framework that is lawful, respectful of individuals, and understanding to the community at large, it is the responsibility of the Superintendent to:

- a) provide leadership for the effective development and implementation of curriculum, and all aspects of teaching and learning
- b) interpret policies, mandates and requirements in ways that maintain the congruence between vision and practice
- c) focus on the learning and education of all students in the school division, including systems to demonstrate achievement
- d) monitor the development, application and revision of divisional policies and procedures to ensure relevance and congruency with divisional values, legislated obligations, and the mandates of the division
- e) provide leadership to promote the welfare and inclusion of division students within the diverse and multicultural context of a public education system and its communities
- f) enforce privacy legislation and policy.

3. Professional Practices [Organizing]

To enhance communication and community relations, and foster effective organizational management, planning, teaching and learning, it is the responsibility of the Superintendent to:

- a) establish a framework for teaching and learning for all school division students, an appropriate system of assessment to monitor student performance, and to ensure the provision of education is meeting the needs of all students
- b) establish an infrastructure to involve school community members in skilful participation in the work of divisional leadership
- c) ensure collaboration among the division's educational partners (e.g. government departments, community agencies, provincial organizations, post-secondary institutions, etc.)



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- d) administer and supervise the educational, financial, personnel, building and maintenance, transportation, and the research and planning functions of the division
- e) supervise the deployment and management of the division's resources - human, material and financial - in accordance with divisional goals, policies and direction
- f) develop effective communication strategies and relationships with the various community members
- g) organize and institute a board orientation session after every election and organize an annual board/senior administration planning session
- h) coordinate duties relating to student services.



EVALUATION OF THE SUPERINTENDENT

A. Purposes

The evaluation of the Superintendent shall be conducted for the following purposes:

1. To determine the progress toward the achievement of the annual goals and objectives set for the Superintendent by the Board.
2. To assist the development of the Superintendent's professional and personal growth.
3. To assess the ability of the Superintendent and the board to work together.
4. To provide a basis for consideration of compensation decisions.
5. To foster a climate of continuous improvement characterized by honesty, fairness, mutual respect and trust.

B. Process

Using the performance appraisal model, the evaluation process will consist of the following stages:

1. Objectives

The establishment of agreed upon clear, measurable objectives for the Superintendent based on:

- a) the Superintendent's responsibilities,
- b) agreed upon performance targets,
- c) school board goals and objectives,
- d) school division policies and plans.

2. Data collection

Initiated by the Board Chair, it shall utilize any or all of the following:

- a) The Superintendent's self-review and assessment.
- b) The Superintendent's regular reports to the Board and relevant documents
- c) Comments received from the board members
- d) Feedback received from community individuals and/or employee groups, and collated and presented to the Superintendent and Board. Feedback may be facilitated, with the Superintendent's agreement, using surveys or questionnaires providing open-ended commentary and /or answers to specific questions on interpersonal skills, decision-making, communications, educational leadership, etc.

3. Dialogue

A review and discussion by the Board and the Superintendent of the data gathered and the documentation prepared is conducted. This serves as an opportunity to examine and interpret the data, to ask questions and to explain results, to discuss challenges or difficulties which have arisen, and to explore potential possibilities and solutions for the future. It is also an opportunity for mutual reflection and exchange about team leadership within the School Division.



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4. Documentation

A summative evaluation report completed by the Board Chair or designate will provide an overall assessment of the level of satisfaction of the Board with the performance of the Superintendent relative to the evaluation parameters and criteria mutually agreed upon. The report should acknowledge and identify specific strengths and achievements of the Superintendent, any needed areas of improvement, and any recommended professional development focus. The report will serve as a point of reference for the Superintendent's planning for the future. The report will be placed in the Superintendent's confidential personnel file.

C. Time Line

1. An annual evaluation process will be conducted, utilizing the data collected in B.2. a-c. Data collection may be done in conjunction with the Board's goal setting and/or strategic planning process either at the end of the school year or at the start of the school year.
2. The Board will meet "in camera" with the Superintendent to review the data gathered, to discuss any implications, and to determine mutually agreed upon performance targets for the future.
3. The Board may, periodically and at its discretion, initiate a broader collection of data (see B.2. d) either as a component of a division-wide review or in response to a critical incident. In this instance, a specific time line and participants will be determined in consultation with the Superintendent.
4. The formal evaluation report document will be developed every three years and will be shared with the Board, prior to filing.



Kelsey School Division
Box 4700
The Pas, MB R9A 1R4

Code: CB

SCHOOL DIVISION SUPERINTENDENT

1. The Superintendent is the Chief Executive Officer of the school system and shall have, under the direction of the Board, general supervision of all the public schools of the School Division and of all the personnel and various personnel departments of the school system. The Superintendent is responsible, under Board policies, for the general supervision and management over all schools, employees, property and services and is accountable to the Board for these matters.
2. The Superintendent is authorized to act when necessary in matters not covered by Board policy with the understanding that such actions will be reported to the Board as soon as practicable thereafter.
3. The Superintendent delegates to other school personnel the exercise of any powers and the discharge of any duties for which they are responsible. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action taken under such delegation.



Kelsey School Division
Box 4700
The Pas, MB R9A 1R4

Code: CC

ADMINISTRATIVE ORGANIZATION PLAN

In order to promote maximum organizational effectiveness, the organizational plan for Kelsey School Division will reflect the following principles:

1. The duties, responsibilities, authority and relationships of all positions will be clearly defined, so as to be understood by all concerned.
2. Responsibility for routine decision-making will be delegated to the lowest possible level.
3. Responsibility will be accompanied by commensurate authority.
4. No one will receive direction from more than one source.
5. Solid lines on the approved organizational chart will indicate supervisory/evaluation lines.



Kelsey School Division
Box 4700
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Code: CCB

LINE AND STAFF RELATIONS

- A. The following principles will clarify lines of authority and relationships within the School Division:
1. The Board will make policy statements to set forth the purpose and general terms in which the organization and programs of the school system will operate.
 2. The Superintendent will apply or translate policy into action through the development, in cooperation with the school principals and central office staff, of specific processes to be conducted.
 3. The principals will implement the instructional programs and action plans communicated by the Superintendent.
 4. The classroom teacher, as the person closest to the student, has the responsibility for encouraging and promoting a supportive learning environment in the classroom within which the established philosophy of education may be successfully carried out.
 5. The support staff will complete the infrastructure by providing service for classroom, school, and School Division operations.
 6. Communication, both vertical and horizontal, shall be encouraged in order to ensure continuous understanding at every level of the School Division operation. Each employee must direct attitude and efforts toward this end.
- B. Input that enhances the efficiency and effectiveness of the School Division organization for the benefit of the students of the School Division will be welcomed. Adherence to proper channels when providing that input, making requests, registering complaints, etc., facilitates the work of all concerned and makes for better staff relationships.



**Kelsey School Division
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Code: CE

LEADERSHIP COMMITTEE

Under the direction of the Superintendent, a Leadership Committee for purposes of discussion of topics of mutual interest to the schools and education in general shall be utilized.

Membership will include:

- A. Secretary Treasurer
- B. Principals
- C. Assistant Principals
- D. Director of Maintenance and Transportation
- E. Other personnel as determined by the Superintendent.

These meetings also provide a means of communication, through the Superintendent, between Board and the schools.



**Kelsey School Division
Box 4700
The Pas, Manitoba R9A
1R4**

Code: CJ

INTERNSHIP PROGRAMS

A. Background

The Kelsey School Division internship programs are designed to encourage teachers who have exhibited potential in selected specialties desired by the school division. This professional development opportunity is implemented under the supervision of the Superintendent. Designated internship programs are:

1. School Leadership
2. Special Education/Resource Teacher
3. School Counselor

B. Selection Process

1. Recruitment and selection of suitable candidates may take place annually, as deemed necessary.
2. Internal advertising for candidate applications may take place from May 1 to September 15.
3. The general criteria for eligibility to apply include:
 - a) Being a professional staff member of the school division.
 - b) Having successful teaching experience at the required level.
 - c) Interest in pursuing certification in the specialty area.
 - d) Demonstrated interest, skills and/or knowledge in the specialty area.
 - e) Support for the application by the candidate's school principal.
4. All applications received by September 15 will be submitted to the Superintendent for review.
5. Previous interns may submit a "Letter of Intent" requesting continuation in the program, along with an updated resume highlighting courses completed since their original acceptance into the program. Also required is the school principal's assessment and recommendation for the intern's continuation in the program.
6. Applications and documents submitted will be reviewed by the Superintendent and school administration.
7. An interview by the Superintendent may be conducted to assist in ranking or short-listing applicants.



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1R4**

Code: CJ

8. Successful applicants will be notified in writing by the Superintendent. Principals will notify their staffs of successful interns from their schools.
9. Selection of candidates in no way commits the School Division to the candidate's future employment or sets a precedent for selection by the School Division in subsequent position competitions.

C. Training Components

1. Each internship program's training components will be clarified at the start of the internship period. These components will be reviewed annually by the Superintendent in consultation with the supervising division leadership personnel, and will be listed in the Regulations appended to this policy.
2. There will be no financial remuneration to the intern other than the opportunities for professional development (as per School Division reimbursement policy) and experience provided.
3. The intern is expected to contribute some personal time to carry out duties and receive training. Training will be provided through various professional development opportunities, approved by the Superintendent.
4. The Superintendent has the authority to terminate an intern's participation in a program if deemed necessary, and an intern may withdraw from the program with an explanation in writing to the Superintendent.
5. Up to five days per year of personal release time may be utilized by an intern. Consideration will be given to professional development opportunities which are applicable to the intern's specific program.



Kelsey School Division
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Code: DBC

BUDGET DEADLINES AND SCHEDULES

The following schedule is designed to ensure that all components of the budget process are addressed in a timely fashion.

By mid-October	Operating and capital requests from individual schools, School Division office, Transportation and Maintenance department to be submitted to Administration.
By mid-December	All Board committees to have financial requests prepared for submission to the Finance Committee. Administration to have submitted operating and capital budget requests prepared for submission to Finance Committee.
December/January	Finance Committee reviews all submissions and prepares information sheets for presentation to the public meeting.
By end of January	Budget consultation meeting is to be held. All partners of education to be invited (school administrations and parent councils, KTA, CUPE, School Division office staff, Town of The Pas councillors, RM of Kelsey councillors, the general public living within the School Division). For participants, this is their first opportunity to make suggestions to and have input in the budget process.
February	Notification from Manitoba Education of revenue grants received. Consultations with school administrations conducted.
First Board Meeting in February	Preliminary budget to be brought forward by the Finance Committee for discussion by the Board in Committee of the Whole. (Staffing and personnel items will be discussed in camera). Copies of the preliminary budget will be available for the public at the School Division office. In camera meetings of the Board will be scheduled as required, at the call of the Chair, to complete the work of preparing the budget.
Second Board meeting in February	Discussion of the preliminary budget to be further debated by the Board in Committee of the Whole. Questions of clarification by education partners and/or the public will be allowed during this portion of the meeting.
First Board meeting in March	Chair of Finance to present the final budget for approval by the Board.
March 15	The special levy requirement to be submitted to the Town of The Pas and the RM of Kelsey.
March 31	Finalized budget to be submitted to the Province of Manitoba.



**Kelsey School Division
Box 4700
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1R4**

Code: DBD

FINANCIAL STATEMENT REPORTING – RESPONSIBILITIES

A. Secretary Treasurer

The responsibility of the Secretary Treasurer is found in Policy CBAB.

B. Finance Committee

The responsibility of the School Division Finance Committee is identified in Policy BCE (G).

C. Board of Trustees

It is the responsibility of the Board of Trustees to:

1. Set the fiduciary tone of the School Division.
2. Oversee the control environment and reporting process by encouraging continual improvement and by placing a strong emphasis on fraud and error prevention and detection.
3. Review and approve annual financial statements.
4. Meet with School Division Administration and auditors to discuss effectiveness of internal controls.
5. Comply with legislative responsibilities.

D. Auditors

Shall be a member in good standing of the Chartered Accountants Association of Canada.



Kelsey School Division
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Code: DBL

BUDGET MANAGEMENT

1. The Superintendent may authorize over expenditures in all areas of the budget provided that total expenditures remain within the established budget.
2. Any over expenditures of the entire budget must first have the approval of the Board.



Kelsey School Division
Box 4700
The Pas, MB R9A 1R4

Code: DFDA

PARKING LOT USAGE

1. Kelsey School Division shall charge all professional and support staff for the use of parking space within School Division approved parking areas.
2. The Winton Pool Parking area at MBCI is a **no parking** area for staff and students. Violator's vehicles may be towed at the owner's expense.
3. The parking fee will be set by the Board.
4. Authorization to park on Kelsey School Division property must be obtained from the Division Office where a central registry will be kept. It is the responsibility of each employee to obtain parking privileges prior to using the parking lots.
5. The parking spaces will be defined as "Assigned Parking" from 8:00 a.m. to 4:00 p.m. After 4:00 p.m., the parking lots at the schools will revert to scrambled parking areas for community use.
6. Employees who have requested a parking space will be assigned a parking space at the appropriate school, provided a vacancy is available.
7. Parking fee payment will be through **payroll deduction** in ten (10) equal deductions.
 - a) Employees wishing to cancel the parking deduction must sign a release form at Division Office.
8. Once an employee has been assigned a parking space, deductions will continue to be made until such time as the employee:
 - a) ceases to be an employee of the School Division, or
 - b) serves notice of cancellation.



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Code: DFDA

9. The Board of Trustees will not be responsible for any damage to, or loss of contents from vehicles parked on Kelsey School Division property.
10. Employees who find another vehicle parked in their assigned parking space will report the license number to the school office so that an announcement can be made to have that vehicle removed immediately.
11. Infractions to the parking policy will result in vehicles being towed away at the owner's expense.
Repeat offenders will not be tolerated.



Kelsey School Division
Box 4700
The Pas, MB R9A 1R4

Code: DGD

USE OF CORPORATE CREDIT CARDS

1. This policy is to make provision for the issuance and use of corporate credit cards by Senior Administration.
2. The Board believes the use of credit cards will build efficiency by simplifying the acquisition, receipt, and payment of approved purchases, travel expenses, and on-line purchases. All cardholders should exercise due care and judgment when using corporate credit cards. Corporate credit cards will be made available for use by the following:

- Secretary Treasurer
- Superintendent

3. Procedures:

- a) The cardholder is responsible for the card and meeting all the terms and conditions. 3.2 Corporate credit cards are to be used only for expenses incurred in relation to School Division duties.
- b) The credit card may not be used for personal use of any kind, and is limited by Policy BID.
- c) The credit card may not be used for fuel for a personal vehicle – whether in the course of School Division business or not.
- d) The credit card may not be used for a cash advance.
- e) Meals may be charged on a corporate credit card, but excludes gratuity and alcoholic beverages.

4. Submission of expenses for payment

- a) The monthly statement of account is forwarded to the School Division office.
- b) A receipt means an invoice document issued by a vendor which has been paid with the credit card and must contain the following information:
 - Date of the transaction
 - Amount of the transaction
 - Vendor name and address
 - Purpose of the transaction including an itemized description of the goods or services purchased. A credit card slip alone is not a receipt.



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Code: DGD

5. Approval of credit card expenses

- a) All credit card holders' expenses shall be approved by the Secretary Treasurer. The Secretary Treasurer's credit card expenses shall be approved by the Superintendent.
- b) The Superintendent's credit card expenses shall be approved by the Finance Committee Chair.
- c) Any unauthorized use of any credit card account may result in the discontinuation of credit card privileges. The School Division will process the payment of the account as required according to the terms of the account. The employee will then be charged personally for the unauthorized expenditure.
- d) The Board delegates authority to the Superintendent or designate to cancel any or all credit card accounts at any time. Cancellation may be made with or without prior notice to the cardholders.
- e) In the event a corporate credit card is lost or stolen, or used fraudulently, the employee shall notify the Superintendent or designate immediately. The Superintendent or designate shall immediately notify the credit card company.



Kelsey School Division
Box 4700
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Code: DG

FINANCIAL PRACTICES

1. Banking services and audit services shall be tendered every three years. The Board shall, by resolution, designate the banking firm and the auditing firm for the School Division.
2. The Secretary Treasurer and the Board Chair or the Vice-Chair are authorized to sign all cheques, by-laws, and other official and legal documents on behalf of the Board of the Kelsey School Division.
3. The Board shall cause the Secretary Treasurer and other persons entrusted with money or property of the School Division to be bonded.

Mar82/Jun98/Nov01/Jan11/Jan16/Nov20



Kelsey School Division
Box 4700
The Pas, MB R9A 1R4

Code: DIA

SCHOOL ACCOUNTS

1. The Public Schools Act states, notwithstanding any other provision of this Act, the principal or designate of each school subject to the rules of the School Board may raise, hold, administer and expend monies to be known as "school funds" for the purposes of the school.
2. In accordance to the Act, and the rules of the School Board the following principles shall apply:
 - a. The school accounts shall be audited annually during the month of July and August by the accounting firm designated by the School Division.
 - b. An accounting system shall be in effect in all schools. A month-end statement of all school accounts shall be sent to the Secretary Treasurer and the Superintendent.
 - c. Any redistribution of accounts necessary shall occur as of September of that school year.
 - d. All funds shall be held in accounts named specifically for a particular activity or group. Each account shall have a short description to indicate the intent of the account.
 - e. Purchases from the school account shall be for the direct benefit of the school. Any purchases from this account in excess of \$200.00 (two hundred dollars), must be requested through a School Division purchase order with the cheque in the amount of such a purchase attached to the purchase order. In addition, a school must provide an explanation of these expenditures as of June 30th every year for the school account.
3. School principals or designates shall keep an accurate and current account of all funds that pertain to their particular school accounts.
- 4) All funds not spent shall be carried over to the next calendar year.
- 5) Specific purpose fees shall be retained at a minimal level.



Kelsey School Division
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Code: DID

INVENTORIES

1. An inventory of furniture and equipment in each school shall be prepared and kept up-to-date on a yearly basis by the principal or designate.
2. A copy of the latest inventory shall be filed in the School Division office by June 30th.



Kelsey School Division
Box 4700
The Pas, MB R9A 1R4

Code: DJB

PURCHASING PROCEDURES

A. Introduction

1. Purchasing on behalf of the School Division shall be carried out by the Secretary Treasurer.
2. The Kelsey School Division philosophically agrees with the use of recycled products. To this end, the School Division encourages and requests that all attempts be made to use recycled products providing that these recycled products may be purchased at no more than 5% above the cost at which regular non-recycled products may be purchased.

B. Tendering

1. Public Tenders shall be called for items in accordance with the Public Schools Act. All such purchases shall be made by Public Tender with exceptions as stated below.
2. Except as otherwise specified, purchase orders shall be awarded to the lowest tenderer where specifications are met within budgetary limits. Preference may be given to local suppliers.
3. Single or small scale purchases with a dollar value below \$5000.00 may be made without tendering but by obtaining price quotations from two or more suppliers, wherever possible.

C. Tendering Process

1. Request for tenders: Tenders shall be called for using the School Division website, local media and other media as required. Advertising shall include clear descriptions of the items tendered, School Division requirements, and the tendering deadline.
2. A tender which does not meet specifications will not be considered, unless otherwise directed by the Finance Committee due to tendering deficiencies.
3. The Secretary Treasurer shall, in the presence of another School Division employee, review all tenders, approve purchases, and inform the appropriate department of the decision.
4. All tenders and quotations received shall be considered confidential. Notification shall be made to unsuccessful tenderers.



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Code: DJB

5. When the lowest tender meets specifications, but is not acceptable, a recommendation and referral shall be made to the Finance Committee. The selection of a tender may be considered to support local bids more favorably when, in the opinion of the bid selection committee, the cost differential is not significant.
6. Tenders which are not within budgetary limitations either in quantity or dollar value shall be referred to the Finance Committee.
7. In cases in which there is a single supplier (i.e. library books, videos) and in emergency situations (such as mechanical and electrical items immediately critical to the operation of a school), tendering procedures may be set aside by the Secretary Treasurer.
8. All successful tenders shall be reported to the Board showing items to be purchased, successful tenders, amount of tender, budgeted amount and budget category. Such reports shall be included in the report of the Secretary Treasurer.
9. The School Division office personnel may not make purchases on behalf of staff members, but may refer them to qualified suppliers.

D. Bidding Requirements

1. Bid Deposits

When the Division expects that a tender will exceed \$5,000.00 (five thousand dollars) for work in building construction or building renovation, the firm submitting a tender may be required by the School Division to deposit with the School Division cash, a certified cheque, or bearer bonds, in the amount of not less than one-tenth of the price being tendered. Bid deposits may be required as determined by the Board in other areas depending on market stability.

2. Performance Bonds

Performance bonds may be required on major construction projects, supply or equipment items, to a maximum amount equal to 50% of awarded tender.

E. Purchasing Procedures – Furniture

1. Guiding Principles

- a) These principles guide all large furniture purchasing decisions made by the Kelsey School Division. KSD recognizes the need for a bulk purchasing function that is controlled at the School Division office to ensure cost savings, to reduce the potential for duplicate purchases on furniture which may be in storage, to ensure that all furniture meets durability and safety standards for school use, to facilitate and encourage the timely purchase of goods and services, and to ensure a commitment to accountability, transparency, efficiency and equity.



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Code: DJB

- b) Purchasing decisions will be based on value for money, balancing price with economy, efficiency and effectiveness of the goods or services being acquired.
- c) Although price is a very important consideration, the lowest cost is not guaranteed to be selected in the purchasing process as durability and safety are of equal importance.

2. Process

- a) The acquisition of services, supplies, materials and equipment shall be coordinated through the Director of Maintenance and Transportation and the Secretary Treasurer who are responsible for the budget allocation being accessed.
- b) School budget allocations for furniture purchases will address needs in the system with the insurance of equity in spending across programs and schools.
- c) Schools will ensure that furniture orders are placed with a supplier who specializes in furniture for offices and schools.
- d) Schools will submit furniture requests by the 15th of the month. Once received, there will be a review of School Division resources to ensure that there is no duplication of the furniture request and that the item requested is not in storage.
- e) Purchase orders will be processed at the end of each month.

F. Petty Cash Accounts

- 1. Petty cash accounts for each school may be established by the Secretary Treasurer. Funds will be entrusted to the school Assistant Principal, who may spend them for items related to school operation. The expenditures will be recorded and reported to the Secretary Treasurer monthly. The Secretary Treasurer, on acceptance of the report, will replenish the account to an established limit.
- 2. The Assistant Principals will return the petty cash fund upon termination of the school year at the end of June. The funds will be re-issued to the Assistant Principals at the beginning of the following school year.



Kelsey School Division
Box 4700
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Code: DJF

PURCHASING PROCEDURES

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2. The Kelsey School Division philosophically agrees with the use of recycled products. To this end, the School Division encourages and requests that all attempts be made to use recycled products providing that these recycled products may be purchased at no more than 5% above the cost at which regular non-recycled products may be purchased.

B. Tendering

1. Public Tenders shall be called for items in accordance with the Public Schools Act. All such purchases shall be made by Public Tender with exceptions as stated below.
2. Except as otherwise specified, purchase orders shall be awarded to the lowest tenderer where specifications are met within budgetary limits.
3. Single or small scale purchases with a dollar value below \$5000.00 may be made without tendering but by obtaining price quotations from two or more suppliers, wherever possible.

C. Tendering Process

1. Request for tenders: Tenders shall be called for using the School Division website, local media and other media as required. Advertising shall include clear descriptions of the items tendered, School Division requirements, and the tendering deadline.
2. A tender which does not meet specifications will not be considered, unless otherwise directed by the Finance Committee due to tendering deficiencies.
3. The Secretary Treasurer shall, in the presence of another School Division employee, review all tenders, approve purchases, and inform the appropriate department of the decision.
4. All tenders and quotations received shall be considered confidential. Notification shall be made to unsuccessful tenderers.



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Code: DJF

5. When the lowest tender meets specifications, but is not acceptable, a recommendation and referral shall be made to the Finance Committee. The selection of a tender may be considered to support local bids more favorably when, in the opinion of the bid selection committee, the cost differential is not significant.
6. Tenders which are not within budgetary limitations either in quantity or dollar value shall be referred to the Finance Committee.
7. In cases in which there is a single supplier (i.e. library books, videos) and in emergency situations (such as mechanical and electrical items immediately critical to the operation of a school), tendering procedures may be set aside by the Secretary-Treasurer.
8. All successful tenders shall be reported to the Board showing items to be purchased, successful tenders, amount of tender, budgeted amount and budget category. Such reports shall be included in the report of the Secretary Treasurer.
9. The School Division office personnel may not make purchases on behalf of staff members, but may refer them to qualified suppliers.

D. Bidding Requirements

1. **Bid Deposits**
When the Division expects that a tender will exceed \$5,000.00 (five thousand dollars) for work in building construction or building renovation, the firm submitting a tender may be required by the School Division to deposit with the School Division cash, a certified cheque, or bearer bonds, in the amount of not less than one-tenth of the price being tendered. Bid deposits may be required as determined by the Board in other areas depending on market stability.
2. **Performance Bonds**
Performance bonds may be required on major construction projects, supply or equipment items, to a maximum amount equal to 50% of awarded tender.



Kelsey School Division
Box 4700
The Pas, MB R9A 1R4

Code: DLC

EXPENSE REIMBURSEMENTS

A. General Principals

1. Employees of the Kelsey School Division will be reimbursed for the use of their privately owned vehicles if and when such use is authorized by the Superintendent.
2. Other employees with duties or assignments at more than one location may be reimbursed on a monthly basis. Rates of reimbursement will be reviewed annually by the Board.

B. Mode/Route of Travel

1. The mode/route of travel selected must be that which is most advantageous to the School Division, in terms of travel cost balanced against loss of the employee's time on the job. The following points shall be considered:
 - a) Purpose of trip; urgency;
 - b) Savings in the traveller's productive time (work days only);
 - c) Possibility of two or more staff members travelling together in privately owned vehicles at a savings in cost. When two employees travel on School Division authorized business and the combined air travel costs exceed the standard mileage allowance, the mileage allowance shall be paid to the owner/driver of the vehicle only.
2. When, for personal reasons, an employee wishes to select a mode of travel, or route, that is not the most advantageous to the School Division, such as choosing to drive their own vehicle or when two or more persons are using separate vehicles when travelling to the same place, they must agree that:
 - a) The employee will bear the cost of travel in excess of the cost on the most economical of common carriers, and/or the additional cost for distance travelled that is greater than the most direct route, and that;
 - b) The employee will take personal leave time for any unjustified travel time, during working hours, which results from the above.



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Code: DLC

C. Professional Development of Administrative Personnel

1. The Board should be made aware of any available conference, convention, or seminar which the senior administration deems applicable to their own professional development.
2. The attendance of any administrative personnel at any conference, convention, or seminar shall be approved prior to the date of the conference, convention, or seminar.
3. The Board may reimburse expenses occurred by administrative personnel as follows:
 - a) Registration fees;
 - b) Travel to and from at the rate stated in the policy BID;
 - c) Accommodation and meals at the rate stated in the policy BID;
 - d) The claim for reimbursement for expenses incurred while travelling on School Division business shall be submitted to the Secretary Treasurer within 15 days of completion of the trip or conference. The expense form approved by the Board shall be used to claim all expenses.

D. School Division Business Expenses

1. The School Board recognizes that senior administrative personnel must conduct business meetings while within, as well as outside, the School Division boundaries, and at times which are after normal working hours. The payment of these amended expenses are to reimburse personnel for actual expenses incurred on Board business.
2. In exceptional circumstances and to the extent that the expense for meals is reasonable and justifiable, an employee shall be reimbursed. The employee may claim the expense provided that the expense claim clearly indicated the name(s) of the sponsoring organization and the detail of the function. The organizations to which consideration would be given are those which have a direct relationship to the School Division.



Kelsey School Division
Box 4700
The Pas, MB R9A 1R4

Code: DLD

ADVISORY COUNCIL BUDGETS

1. The Board recognizes the contribution of Advisory Councils to the educational process and provides Advisory Councils with funds in the frame budget of each school. The objective of this budget is to provide Advisory Councils with operational resources to cover administrative, communication, and membership costs.
2. Dispensing of Advisory Council funds shall be limited to:
 - a) purchasing membership in Manitoba Association of Parent Councils or affiliated organizations
 - b) costs associated with magazine subscriptions, postage, printing, photocopying, purchasing professional development resources, and/or
 - c) subsidizing travel costs associated with regional activities.
3. All disbursements for purchases or reimbursements shall be done through School Division purchase orders and travel claim forms as per Policy DLC and per School Division accounting procedures.
4. Principals will make Advisory Council executive members aware of procedures and will administrate funds at their request through the usual accounting procedures established by the Kelsey School Division.



Kelsey School Division
Box 4700
The Pas, MB R9A 1R4

Code: DL

PAYROLL PROCEDURES

A. Support Personnel

1. Payroll processing and direct deposit will be completed in accordance with the Collective Agreement. Time sheets shall be submitted to the Secretary-Treasurer on the 15th of each month.

B. Professional Staff

1. Salaries will be processed and direct deposit will be completed in accordance with the current Collective Agreement.
2. A teacher on a Limited Term contract is paid out at the end of June and shall be paid in accordance to the number of teaching days employed.

C. Casual Personnel

1. Casual personnel shall include substitute teachers and substitute support staff and shall be paid by direct deposit only.
2. Payroll time sheets must be reported to the Secretary Treasurer on the 15th and the last day of the month. Processing of these payrolls will be completed semi-monthly.



Kelsey School Division
Box 4700
The Pas, MB R9A 1R4

Code: EBBA

FIRST AID CERTIFICATION

- A. Kelsey School Division recognizes the need for employees in the School Division to obtain and hold valid first aid certificates. The School Division also recognizes that it may be impractical to provide instruction for everyone to hold a valid certificate at the same time.

In order to promote safety for the employees as well as the students, the School Division may support first aid training in the following manner. Additional training in the areas of other life-saving programs may be supported financially.

1. CUPE EMPLOYEES

- a) First priority will be given to CUPE employees working directly with students. These employees will be given an opportunity to take the program during working hours and the School Division will pay the instructor's fees. This group will include bus drivers, day custodians, education assistants and secretaries. First aid training for bus drivers is mandatory.
- b) All other CUPE employees including maintenance personnel, library clerks and evening custodians will be allowed to take the training on a voluntary basis. These employees will be given an opportunity to take the program during working hours and the School Division will pay the instructor's fees.

2. TEACHING STAFF

- a) First aid training will be given to teachers who work directly with students in potentially dangerous situations, and to all teachers of physical education and outdoor education. Kelsey School Division will pay the instructor's fees. The taking of a first aid course will be on a voluntary basis.
- b) All other staff will be allowed to take the program on a voluntary basis. The School Division will pay the instructors' fees.
- c) Should an inservice day be used, all teachers will be informed, and the onus shall be on them to register for the program on that day. This is applicable for the initial first aid certificate as well as renewing of certificates.



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Code: EBBA

3. **OTHER EMPLOYEES**

- a) All other Kelsey School Division employees not mentioned above will be allowed to take the program on a voluntary basis with the School Division paying the instructor's fees.
- b) As the Board recognizes the need for this program and as stated above, it will permit working hours to be used for training for this certificate.
- c) For all other employees, the onus shall be on them to inform the School Division office of their intentions to take the program. This list will be prioritized as to the employees taking a particular course and shall be at the discretion of the administrator in charge of the course.



FIRE PREVENTION, SAFETY PROCEDURES AND RISK MANAGEMENT

As schools present unique fire and life safety risks, preventing fires requires emergency planning, educating teachers and students on what to do in case of a fire, and ensuring the school building is kept fire-safe. The requirements in these areas are contained in the National Fire Code of Canada, which has been adopted in Manitoba.

- A. With input from MSBA Risk Management, Pembina Trails School Division and Seine River School Division, a Kelsey School Division guideline was developed that will allow establishing and maintaining a standard in order to achieve compliance with the requirements of the Manitoba Fire Code and Regulations on a consistent basis.
- B. School administrators are legally responsible for ensuring that adequate systems are in place and that checks are carried out to reduce the risk of fires and to promote safety.
- C. The Kelsey School Division Safety Guidelines, regularly updated and revised, must be complied with. This document will assist in preparing and implementing school fire/safety plans as well as a quick reference for staff.
- D. Effective fire safety and risk management in Kelsey School Division schools will include:
 - ensuring that all members of staff are given adequate training and information;
 - fire evacuation drills should take place 10 times a year (preferably once a month), at different times of the day, with records kept of the drills and action taken to prevent the recurrence of any problems;
 - clear fire instructions should be displayed in all buildings; escape routes should be clearly signposted and free from obstruction;
 - fire doors should be clearly marked, not held or wedged open and be kept clear on both sides at all times;
 - fire-fighting equipment, alarms and smoke detectors must be checked regularly by a qualified contractor;
 - adequate arrangements must be made for storing and disposing of flammable/combustible materials;
 - electrical equipment should be serviced regularly to prevent fires;
 - evacuation procedures should include arrangements for people with disabilities;
 - appropriate measures are in place when buildings are in use outside normal hours.



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Code: EBCA

EMERGENCY SCHOOL CLOSINGS

Cross reference heading: EXTREME WEATHER CONDITIONS

- A.** The Board authorizes the School Division Administration to close schools and cancel bus routes in the event of hazardous weather, or other emergencies, which present threats to the safety of students, school staff members, or school property.
- B.** The Board recognizes that most emergency closings come under the groups outlined below. General rules are given for each group.
1. **Closing of a building (buildings) because of hazardous conditions within the building.** This type of emergency may require the evacuation of the building. In this case, the principal (or designate) will evacuate the building, call the appropriate officials (fire, police, etc.), and notify the School Division Administration of actions taken. Proper procedures for transportation, billeting, etc. will be instituted by School Division Administration working in conjunction with the principal.
 2. **Closing of a building (or buildings) because of hazardous conditions (weather, water-main break, etc.) which do not require an evacuation.** In this instance, the decision to close will be made by the School Division Administration, in consultation with the principal if possible. The School Division Administration would then take the necessary steps to see that proper notice of school closure is given to the local radio stations, (notice will also be posted on the KSD website) and that the student transportation system is notified of required changes.
 3. **Closing of all schools in the School Division.** This would usually occur because of very severe weather conditions. The decision to close will be made by the School Division Administration who will also set into motion any required action such as notifying local radio stations and the transportation supervisor, etc. In all cases of school closings, all members of the Board of Trustees will be notified at the earliest possible time of the action taken.
 4. **Cancellation of buses only.** Kelsey School Division buses will not run at temperatures in excess of -45° Celsius, as defined by Environment Canada (The Pas Airport). The decision as to whether to operate the buses for the whole day will be made at 6:00 am.
 5. **Parental Discretion.** With a wind chill at/or in excess of -45° Celsius, as defined by Environment Canada, parents at their discretion may advise their child's school that their child will stay home, and attendance will be excused.



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FIRE DRILLS

Fire drills shall be held regularly as required by PSA regulations. Procedures for fire drills shall be developed by each school and posted in each classroom and every student and staff should be familiar with them.

Rules governing fire prevention and safety in public schools shall be observed by all members of the school staff. Fire alarm and fire escape systems shall be in good working order, with full knowledge by the staff of how to use them.

A. Fire alarms and fire escapes

1. All members of the teaching and support staff must be familiar with the exact location of fire alarm stations in their respective schools, must know how to turn in an alarm in case of fire, and how to proceed subsequently.
2. The fire alarm system must not be used for any purpose other than fire drills or alarm in case of fire.
3. The custodian must examine fire escapes and exits each morning before school assembles and see that all doors open freely and that all platforms and stairs are cleared of ice, snow, and other obstructions.
4. Special attention should be given to beginning students, to students suffering from physical and mental handicaps, and to students enrolled in visiting classes.
5. Some person or persons should be delegated to see that every room is emptied and the door closed.
6. Principals should develop a contingency plan in the event that an alarm sends students outside in very cold weather.
7. When school alarms are sounded accidentally or in connection with fire drills, the fire department should be notified by telephone immediately. Teachers shall also be notified as soon as possible.



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B. PROCEDURE TO BE FOLLOWED IN CASE OF FIRE

1. Immediately after the discovery of a fire, the school alarm must be sounded.
2. All persons not engaged in directing the evacuation of the building or in extinguishing small fires, shall leave the building, in accordance with the established fire drill procedure.
3. Teachers in labs/science rooms shall shut off all gas valves and other equipment in their charge when the fire alarm bell sounds.



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EMERGENCY PLANS

- A.** The Board shall cooperate fully with the Emergency Measures Organization in plans for coping with local emergencies.

In any event, should an emergency arise, the procedures as set out below are to be followed. This is in accordance to common present practice and with the consent of those whose facilities are being used. This procedure shall apply when a school must be evacuated for bomb threats, fire alarms, oil spills, or any other incident which threatens the life, safety, and health of students and employees.

B. Emergency Evacuation Procedures

- 1.** The Board of Trustees, through the Superintendent, shall have sole power and responsibility to close a school for whatever purpose. Evacuation for a short period of time shall not constitute a closing or student dismissal. The Superintendent shall be notified of an emergency and shall make a decision as to closing or not closing after consulting with the Board Chair.
- 2.** When an emergency event occurs, the students must proceed to the areas as designated below.
 - a) Regular evacuation procedures should be adhered to. Principals may decide, if the weather is suitable and if no immediate danger to students and employees exists, to have the students wait outside until the all clear signal is given.
 - b) Should transportation be required, principals and designates are to call the Secretary Treasurer who will then mobilize the buses.

Margaret Barbour Collegiate Institute students go to.....Scott Batman Middle School
Scott Bateman Middle School students go toMargaret Barbour Collegiate
Mary Duncan students go toProvincial Building
Kelsey Community School students go toR. H. Johnson Arena
Opasquia Elementary students are bussMary Duncan School

- c) Students must proceed in an orderly fashion. Teachers are expected to supervise evacuation and supervise students while they are out of their respective buildings.
- d) The School Division office shall be notified immediately upon an evacuation decision being made.



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Code: EBC

C. Planning Process and Practice Procedures

1. Should an emergency closing occur for whatever reason, be it blizzards, heating, and ventilation problems, or any event considered potentially hazardous to the health and/or safety of the occupants, the School Division office will:
 - a) inform and ask the radio station to announce the emergency closing, the reason for the closing, and the area in which the students are housed so that the parents will be able to pick up their children. This information can be released via Synrevoice and KSD websites as well.
 - b) inform the Minister as to the date, time, and reason for closing.
 - c) open the school when the hazardous condition has ceased to exist.
2. **The School Board shall:**
 - a) issue School Division policy regarding school emergency preparedness and contingency planning.
 - b) review and approve school emergency plans and related programs,
 - c) budget for, if necessary, an emergency preparedness program.
3. **The Superintendent/Secretary Treasurer shall:**
 - a) make recommendations to and secure policy statements from the school board.
 - b) initiate and coordinate the emergency preparedness programs in the School Division.
 - c) review progress in emergency preparedness programs and stimulate any needed further activity.
4. **The Principal of the school shall:**
 - a) initiate and supervise the planning and implementation of an emergency preparedness program for the school.
 - b) establish an emergency preparedness committee.
 - c) delegate emergency responsibilities to staff personnel with regard to their special abilities and normal service functions.
 - d) arrange for emergency preparedness materials for classroom instruction.
 - e) keep the Superintendent informed regarding emergency preparedness in the school.
 - f) inform parents concerning the emergency preparedness program of the school.
 - g) arrange for the testing of the school's emergency preparedness program and in evaluating its adequacy.



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5. The Teachers shall:

- a) participate in the development of the emergency preparedness programs.
- b) provide instruction in the school's emergency preparedness programs.
- c) integrate recent and pertinent emergency preparedness data into regular classroom instruction.
- d) instruct students in such ways that they develop confidence in their ability to take care of themselves and to be of help to others.
- e) be prepared to provide activities and leadership for children during periods of enforced confinement.
- f) become familiar with minimum first aid procedures.

6. Other School Staff shall:

- a) participate in the development and implementation of the emergency preparedness program for the school.
- b) become competent in carrying out the emergency functions assigned to them.



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Code: EB

SUSTAINABLE DEVELOPMENT

1. Sustainable Development is an approach to daily decisions in the School Division that integrates probable consequences to the environment, the economy and human health and well-being.
2. The goal of the School Division is to engage students to become informed and responsible decision makers, playing active roles as citizens of Canada and the world, and contributing to social, environmental, and economic well-being and an equitable quality of life for all, now and in the future.
3. Instructional objectives to develop the Educational Program for students and staff include:
 - a. developing an understanding of the necessity of wise use of natural resources
 - b. developing an appreciation of the need for conservation of the natural environment
 - c. developing recognition of the rights of future generations to benefit from these resources
 - d. integrating these principles within the curriculum.
4. The School Division will utilize management practices to promote sustainable development in the areas of:
 - a. energy management
 - b. environmental management of facilities and grounds
 - i) Sustainability principles are to be applied to the design, construction and renewal of school buildings.
 - ii) School structure and grounds are to be facilities that teach sustainability practices.
 - c. strategic planning
 - d. procurement and purchasing
 - e. transportation
 - f. waste management
 - g. recycling.
5. The School Division may create a Sustainability Committee made up of representatives from each school, School Division Administration and Board of Trustees. This Committee will meet at least once a year to discuss sustainability within the School Division and promote those activities within the School Division.



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Code: ECA

ACCESSIBILITY

A. Introduction

In accordance to The Accessibility for Manitobans Act, the Kelsey School Division is committed to providing accessible service to all persons who are reasonably expected to seek to obtain, use or benefit from the services of the School Division. To that end, the Kelsey School Division policies, practices and procedures will make a reasonable effort to provide:

1. Barrier-free access to its facilities and services.
2. Communication with persons who self-identify as being disabled by a barrier.
3. Allowances for the use of assistive devices or personnel to remove or reduce a barrier.
4. Accommodations for the use of service animals.

B. Public Events

When holding public events in school division facilities:

1. Reasonable notice will be given to ensure accessibility.
2. Physical and communication needs of persons disabled by barriers will be met on request.
3. Notice will be given that persons disabled by barriers may request relevant supports be provided.

C. Barriers Review

Regularly the Kelsey School Division and its schools shall request feedback from its various publics on the suitability of its accessibility measures, and initiate improvements where required, subject to budgetary restrictions.

D. Other Policy Coverage

In addition to the foregoing, the following Kelsey School Division policies are relevant:

1. Policy ECAC Equal Opportunity Employment Accessibility
2. Policy IGBA Special Education Programs
3. Policy IHBA Service/Assistance Dogs in Schools



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Code: ECAA

VANDALISM

1. The Board is not responsible in any way whatsoever, for any act of the students of a torturous or criminal nature in and around the school grounds or elsewhere during school hours, including, and not to restrict the generality of the foregoing, injury or damage whether accidental or deliberate caused by any student to any person or property.
2. If there is a break-in and/or vandalism at a school, the Director of Maintenance and Transportation (or designate) shall:
 - a) call the police, regardless of the alarm system;
 - b) notify the school administration;
 - c) notify the Superintendent or the Secretary Treasurer, who will contact insurance adjusters if necessary;
 - d) arrange for clean-up and/or repairs;
 - e) carefully assess damage and losses;
 - f) prepare a complete report of the incident (in consultation with the school administration if needed) and forward it to the Secretary Treasurer with a copy to the Superintendent.
3. Graffiti shall be reported to the school administration and School Division authorities, and the graffiti removed as soon as possible.
4. Students responsible for vandalism, including graffiti, will be dealt with under JG (Student Disciplinary Process) and may be required to make restitution for damages.



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Code: ECAB

ACCESS TO BUILDINGS

Kelsey School Division key access works on a Master-Individual key system. The distribution of keys is under the authority of the Director of Maintenance and Transportation.

1. **Division Master Keys** These keys are issued to the following:
 - a) Superintendent
 - b) Secretary Treasurer
 - c) Director of Maintenance and Transportation
 - d) Alarm call out personnel
 - e) Maintenance personnel
2. **School Master Keys** Keys that will open all doors in the school are to be issued to:
 - a) Principal
 - b) Assistant Principal
 - c) Custodians, as required
 - d) Security personnel – Keys may be issued to the security personnel if this is deemed advisable by the school administration.
3. **Garage Keys** School Division garage personnel may be issued keys.
4. **School Keys** The principals shall make a record of all school keys that are issued to the school staff so that these can be checked off readily at the close of the term, resignation or a transfer.
5. **Key Storage** In all schools, keys issued to the teaching staff must be accounted for and turned in at the end of the school year by the principal or designate. The principal will arrange for their storage within the school vault or some other safe area. Keys that may be required by support staff are to be returned at the end of each work day and stored in a secure location.
6. If there are any discrepancies regarding keys in this system, it is the responsibility of the principal to report the difficulty to the Director of Maintenance and Transportation who will rectify the situation.
7. **Special Circumstances**
 - a) Keys for a number of buildings may be issued to other personnel by the Director of Maintenance and Transportation.
 - b) The Director of Maintenance and Transportation shall keep an accurate record of all such keys issued.
 - c) Lost or unreturned keys may result in a liability cost of replacement or rekeying to the individual.



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Code: ECAC

EQUAL OPPORTUNITY EMPLOYMENT ACCESSIBILITY

- A. In accordance to the Accessibility Employment Standard Regulation (70/2019), the Kelsey School Division is committed to identifying, preventing and removing workplace barriers to employee participation.
- B. **Recruiting Employees**
1. Potential applicants will be advised of the availability of reasonable accommodation respecting the assessment or selection process, and materials or activities to be used in the process.
 2. The Kelsey School Division will consult with an applicant requesting an accommodation to deal with this process.
- C. **Training**
1. Persons responsible for the recruitment process, including supervision, management, promotion, termination, etc. must be provided with and complete accommodation training.
 2. Training instruction must include removing barriers to persons disabled, interacting and communicating with the disabled, including those who use an assistive device, support person or service animal, as well as a review of The Human Rights Code, Accessibility for Manitobans Act, and the Regulation 70/2019.
 3. Training is to be provided as soon as reasonably practical, and may be ongoing when changes to Kelsey School Division policies and practices occur.
 4. A summary of the content of the training and delivery components must be documented.
- D. **Performance Management**
1. Employee management, the process to manage the work, to plan, to monitor or to review the employee's work objectives, are to consider barriers in the workplace and the employee's accommodation plan.
 2. Employers must provide information on or changes to measures, policies and practices regarding disabled employees.
- E. **Return to Work Process**
1. The process will describe the accommodations required to facilitate a return to work. An individualized accommodation plan will document the details, and be reviewed on a regular basis to ensure changes and updates are made.
 2. The Workers Compensation Act will prevail if there is a conflict.
 3. An employee's personal and health information is to be protected.
- F. **Workplace Emergency Response**
1. Emergency response plans for the needs of a disabled worker are required.
 2. With the employee's consent, necessary information to a person designated to assist may be shared.



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Code: EDDBA

DISPOSING OF ELECTRONIC EQUIPMENT

1. Senior Administration, designated staff and trustees who are provided by the School Division with laptops, tablets or cell phones must account for them with the School Division when leaving the employ of the School Division.
2. The School Board believes that judicious management of school and School Division owned property is an important part of its governance responsibility. The Board also believes that this School Division owned equipment, when no longer needed, must be disposed of appropriately.
3. **Procedure:**
 - a) School Division electronic equipment that has been declared obsolete by the school division may be disposed of with the approval of the Superintendent of schools or the Secretary Treasurer.
 - b) School Division equipment that has been declared obsolete, or in need of being replaced, shall be considered by the Superintendent or the Secretary Treasurer for disposal as follows:
 - i) Equipment less than two years old may be offered to the departing employee at a prorated purchase cost.
 - ii) Equipment that is two years old or older may be granted to the departing employee at no cost.
 - c) It shall be the responsibility of the Secretary Treasurer, in consultation with the Superintendent and appropriate Senior Administration, to make the final decision as to whether the declared goods are in fact obsolete or need replacing.



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Code: EHB

Records Management

1. As the Kelsey School Division is responsible for the records and information in its custody and control, the School Division has approved procedures to control, protect, and systematically dispose of records once they are no longer required for administrative, legal or financial purposes.
2. The responsibility for ensuring that the policy and procedures are carried out is assigned to the Secretary-Treasurer, who will be the School Division's designated Records Manager.
3. The duties of the Records Manager are:
 - a) to ensure that records are disposed of in accordance with the retention periods and disposition actions in the records schedule;
 - b) to maintain control logs showing the disposition of all records;
 - c) to establish procedures for transferring permanent records to the designated archives;
 - d) to notify School Division staff of the records management procedures and assist them in arranging for the orderly retention and disposal of records.
4. As a general rule, the procedures and guidelines used will be in compliance with the requirements of The Public Schools Act, The Education Administration Act (and relevant Regulations) and provincial regulations respecting minimum retention, privacy and security of records. Details of each type of record management may be found in the Regulations. The School Division may decide to extend the retention period of any record, but records shall not be destroyed before the provincial schedule allows.
5. Control logs for records shall include a description of the records, the date range and amount of records, method and person responsible for destruction. Copies of the lists of records transferred to the archives shall be maintained by the Records Manager.
6. Records of enduring and historical value will be protected while in operational use and transferred to an archival facility as soon as feasible. While in the custody of the School Division, archived records will be located in a designated secure facility. Upon notification of the Board of Trustees, locally archived records may be transferred to an authorized archival agency such as the Provincial Archives of Manitoba.
7. Student cumulative file record maintenance is also under the directives of Kelsey School Division Policy JOA.



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Code: EDD

RETENTION AND DISPOSITION OF SCHOOL DIVISION RECORDS

Kelsey School Division has accepted, adopted, and shall continue to retain records in accordance with the most recent edition of the "Guideline on the Retention and Disposition of School Division/District Records" as issued by Manitoba Education and Training. The specific guidelines are retained in the Superintendent's office.



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Code: EEAB

SCHOOL BUS SCHEDULING AND ROUTING

1. The scheduling and routing of school buses shall be the responsibility of the Director of Maintenance and Transportation who shall report to the Transportation Committee and the Secretary Treasurer.
2. Bus drivers shall operate their vehicles over their route or routes on such days and time schedules as set out by the Director of Maintenance and Transportation.



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Code: EEACA

BUS DRIVER EXAMINATION AND TRAINING

- A. When hiring a bus driver, the following criteria will be applied:
1. Possess a valid Class 2 License.
 2. Possess a Bus Driver's Certificate as issued by the Pupil Transportation, Manitoba Education.
 3. Have a minimum of 4 years as a licensed driver.
 4. Have a good driving record with no alcohol related charges in the past 4 years.
 5. Pass an annual physical examination.
 6. Have an even disposition and the ability to manage students.
 7. Be skilled operating a large vehicle effectively and efficiently.
 8. Be able to keep the required records.
 9. Demonstrate an acceptable level of knowledge and skills as per Kelsey School Division developed standards.

Every school bus driver shall have a valid Class 2 Driver's License on their person at all times. In the event a driver's license is removed, a report is to be made to the Director of Maintenance and Transportation immediately.

B. Medical Tests

Before an application for the position of bus driver is considered, the applicant must obtain a medical certificate from a physician, declaring them to be medically fit to drive a school bus. The physician may be appointed by the Board. The Board will pay the costs of medical examinations which it authorizes.

C. Further examinations

1. After a driver has been employed for more than one year, they shall be required to provide authorization for the School Division to obtain a driving abstract annually.
2. The Board has adopted the medical form mentioned in the Highway Traffic Act Regulation. Kelsey School Division requires that a medical report be completed annually.



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Code: EEACB

SCHOOL BUS MAINTENANCE

Every driver of a school bus shall complete report forms as required by the School Board on the maintenance and operation of the vehicle. (See Regulation EEACB-R)



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Code: EEAC

SCHOOL BUS SAFETY

1. School Bus Ridership Training

- a) As required by regulation under Provincial Statute, students shall, at least twice during each school year, participate in emergency school bus evacuation drills. These exercises shall be conducted at least once during the period September 1 to December 31, and at least once during the period January 1 to June 30.
- b) School Administration shall ensure that each student is instructed in safe school bus ridership practises utilizing "A Teacher's Resource For School Bus Ridership Program".

2. School Bus Driver Responsibilities

Every driver of a school bus shall:

- a) Inspect any vehicle under their control which has been involved in an accident, before proceeding on the route, and shall not proceed with students as passengers until they are satisfied that the vehicle is in a safe operational condition.
- b) Inspect any vehicle under their control which has been in an accident or subject to unusual strain, before commencing another trip.
- c) Conform to the plan for loading and unloading of students at the school, prepared by the principal.
- d) Before proceeding over a railroad crossing, bring the vehicle to a stop and check both ways for clearance of railway if right-of-way is free of traffic. Driver shall not shift gears while crossing the railway track.
- e) Park a school bus off the main road when it is not being used for conveying students. When a school bus is disabled, markers, flags, or flares shall be properly set out to indicate the road hazard in accordance with the Highway Traffic Act.
- f) Aid any person injured in an accident.
- g) Operate the appropriate directional signal while the bus is loading or unloading students on a highway.
- h) Immediately report any accident in which the vehicle may be involved to the Secretary Treasurer, and conform to regulations of the Highway Traffic Act with regard to informing the police.
- i) Operate the bus at a safe speed depending on road conditions and obey all traffic signs and signals.



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3. Bus Driver Prohibitions

A driver shall not:

- a) Operate a vehicle for the conveyance of students, knowing that the steering mechanism, springs, brakes or tires are not in good condition.
- b) Tow a school bus containing school children with another bus containing school children, or be towed by another bus.
- c) Drive a school bus on school premises in any forward gear other than low.
- d) Drive a school bus on school premises in reverse gear except with the permission of, and under the supervision of the principal of the school or a person assigned by the principal.
- e) Convey students in vehicle unless it has been marked "School Bus" in accordance with provisions of the Highway Traffic Act.
- f) Leave the bus unattended while students are passengers in the vehicle.
- g) Leave the bus without first stopping the motor and setting the emergency brakes.
- h) Back up the bus along the highway toward a student unless supervised by a responsible adult.
- i) Fill the gasoline tank while students are in the bus.



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Code: EEAE

BUS ACCIDENTS

The following directives shall be followed and enforced by school division bus drivers.

A. SCHOOL BUS ACCIDENTS

1. Keep all students on the bus unless circumstances (e.g. possibility of fire; dangerous position of the bus) dictate their evacuation.
2. Check for injured students, and if necessary administer first aid.
3. After an accident, set the park brake, place the transmission in park or neutral and turn off the ignition.
4. Keep a current list of contact names and phone numbers in the bus.
5. Contact the School Division using the two-way radio. If the radio is inoperable, it is most likely that someone on the bus will carry a cell phone. Provide a clear description of the situation you are facing and indicate whether a police and/or medical presence is required. Under no circumstances should a driver leave the bus unattended to go for help.
6. Protect the scene. By placing triangular reflectors around the bus or evacuating the bus you will protect your passengers from further accident or injury. Protect the scene to ensure evidence is not destroyed. The vehicles involved in the accident should not be moved.
7. While at the accident scene, do not release any of the students to anyone unless instructed to do so by school administrators, or unless medical aid is required.

B. SCHOOL BUS EMERGENCY EVACUATION PROCEDURE

In carrying out the evacuation procedure, the driver will have at least three monitors, plus alternates. Their duty is to assist the driver in emergency situations and in the normal operation of the bus route.

In case of an emergency evacuation:

1. All loose articles including jackets, books kits, etc. must be left on the bus.
2. Students will remain seated until it is their turn to unload.
3. When unloading, using the front door, students will unload from the front, beginning with the seat behind the driver; then the front seat across the aisle, moving back to second, third, etc. (Drivers are encouraged to use this procedure in the normal unloading of their vehicles.



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4. When unloading, using the back door, students will unload from the last seat on the driver's side; then the last seat across the aisle, and thus alternating up the aisle to the front of the bus.
5. When using both front and rear doors, both of the above procedures will apply, using the center of the bus as the dividing point.
6. Students leaving the bus via the back door must crouch, extend their arms to the monitors and hop down.
7. Students will congregate at a safe distance 30 meters (100 feet) from the emergency scene, away from the traffic and act in a quiet orderly manner.
8. They must remain in this fashion until directions are given by either the driver or monitor.
9. The "Buddy" system will be used in order to facilitate a quick check so as to ensure that all passengers are accounted for. If driver is able, a head count should be done.
10. After the last student leaves the bus, the driver will walk through the bus to check that all have evacuated. He will be the last to leave and will remove the keys from the ignition.
11. In the event that the driver is injured, a monitor near the front of the bus will assume authority. He will turn off the key, assist passengers to remain calm; arrange for assistance for the driver. The driver may need to be removed by older students if he is assessed to be in further danger by remaining on the bus.
12. These rules apply to extra-curricular activities as well as regular bus trips.

The purpose of this exercise is not to see how fast the drill can be done; the purpose is to train the students to leave the bus safely and in an orderly manner.



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Code: EEAE

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

- A. The Board defines any vehicle used to transport students, other than a School Division-owned or chartered bus, as a private vehicle or "non-owned vehicle."
- B. Although school buses are utilized to transport students on school-sponsored activities such as field trips, outdoor education projects or sports activities, occasionally employees' vehicles are used to transport students to and from such events.
- C. Fifteen (15) passenger vans will not be used for student transportation.
- D. In recognition of the above, the School Board authorizes the use of private vehicles for the transportation of students on school-sponsored activities subject to the following:
 - 1. The School Division shall carry "non-owned vehicle" liability insurance as a provision of its general liability insurance coverage.
 - 2. Any owner of a private vehicle used for transportation of students shall have Basic Autopac Insurance coverage. If travelling outside the province of Manitoba, this coverage will be enhanced to a minimum of one million third party liability.
 - 3. Employees operating a private vehicle for transporting school students shall operate the vehicle in accordance with the Highway Traffic Act.
 - 4. Employees operating private vehicles may transport students only with the express knowledge and permission of the Superintendent or designate.
 - 5. Written permission of parents is required for students travelling in private vehicles.
 - 6. Private vehicles will be driven only by adults.

(See also JHFA)



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Code: EEA

STUDENT TRANSPORTATION SERVICES

A. It is the policy of the Kelsey School Division to provide transportation for the following:

1. Rural students from kindergarten to grade 12 who qualify for transportation grants.
2. Students who do not qualify for transportation grants but who, for medical reasons, require transportation in order to reach school.
3. K-5 town students living more than 1.6 kms from their designated school.

Transportation will require authorization by the Kelsey School Division Office and also will depend on the availability of seating space on buses. With limited bus space, seating priority will be given to younger students.

B. Mode of Transportation

1. In general it shall be the policy of the Kelsey School Division to obtain and operate buses for the transportation of students attending Kelsey School Division schools.
2. The Board may provide transportation for all students who, through physical or other handicap, are unable to walk to school. Such transportation may be arranged immediately by the Superintendent upon receipt of a written request by the student's parent or guardian, and subject to confirmation of the disability by the student's physician.
3. In certain cases arrangements are made with parents to transport their children to the nearest designated bus route. Payment to parents for such transportation will be paid for at the current per kilometre rate paid by the Kelsey School Division.



Kelsey School Division
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Code: EEB

SCHOOL DIVISION VEHICLES

1. School Division owned vehicles will be parked at the Kelsey School Division garage unless used to conduct School Division business. The vehicle keys will always be in the possession of the maintenance workers or stored at the School Division garage.
2. These vehicles are used primarily by maintenance workers as service/maintenance vehicles for the School Division.
3. School Division vehicles, including trucks, will not be utilized for the personal use of the employee.
4. All School Division vehicles shall be marked with the Kelsey School Division name and/or logo.
5. All potential drivers of School Division vehicles shall hold a valid Manitoba driver's license. The class of the license required will be dependent upon the vehicle to be operated. All safety precautions normally associated with the operation of a vehicle will be respected. A photocopy of an employee's current, valid driver's license will be kept on file. Any change in license status shall be reported to the Director of Transportation and Maintenance.
6. Where permission is given for an employee to take a School Division vehicle to their residence, a logbook will be kept. The log will include time out, time back, name of employee, purpose of use, and odometer reading at the start and on return.



Kelsey School Division
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Code: EFA

HEALTHY FOODS IN SCHOOLS AND OFFICES

1. Students need healthy food for growth and development. While students are to be taught the principles of healthy eating as part of the school program, school meals or snack programs should provide students with the energy required to learn and to be physically active. The school environment must support this by promoting nutritious and acceptable food choices in vending machines, cafeterias, classrooms, and offices.



Kelsey School Division
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Code: EF

STUDENT LUNCH PROGRAM

1. Students in the Early Years and Middle Years schools may remain for the lunch break.
2. Should the behaviour of a student be unacceptable during the lunch break, the lunch room supervision service will not be available to that student.



Kelsey School Division
Box 4700
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Code: EGAD

COPYRIGHT COMPLIANCE

A. Preamble

The fair dealing provision in the *Copyright Act* permits use of copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed:

1. The “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.
2. The dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions. The following guidelines apply fair dealing in Kelsey School Division schools and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

B. Guidelines

1. Teachers, and staff members in Kelsey School Division may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
2. Copying or communicating short excerpts from a copyright-protected work under this policy for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course.
 - a) as a class handout;
 - b) as a posting to a learning or course management system that is password protected or otherwise restricted to students of Kelsey School Division;
 - c) as part of a course pack.
4. A short excerpt means:
 - a) up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b) one chapter from a book;
 - c) a single article from a periodical;
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works



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Code: EGAD

- e) an entire newspaper article or page;
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
 6. Copying or communicating that exceeds the limits in this policy may be referred to a supervisor or other person designated by the Kelsey School Division for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
 7. Any fee charged by Kelsey School Division for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.



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Code: EHB

Records Management

1. As the Kelsey School Division is responsible for the records and information in its custody and control, the School Division has approved procedures to control, protect, and systematically dispose of records once they are no longer required for administrative, legal or financial purposes.
2. The responsibility for ensuring that the policy and procedures are carried out is assigned to the Secretary-Treasurer, who will be the School Division's designated Records Manager.
3. The duties of the Records Manager are:
 - a) to ensure that records are disposed of in accordance with the retention periods and disposition actions in the records schedule;
 - b) to maintain control logs showing the disposition of all records;
 - c) to establish procedures for transferring permanent records to the designated archives;
 - d) to notify School Division staff of the records management procedures and assist them in arranging for the orderly retention and disposal of records.
4. As a general rule, the procedures and guidelines used will be in compliance with the requirements of The Public Schools Act, The Education Administration Act (and relevant Regulations) and provincial regulations respecting minimum retention, privacy and security of records. Details of each type of record management may be found in the Regulations. The School Division may decide to extend the retention period of any record, but records shall not be destroyed before the provincial schedule allows.
5. Control logs for records shall include a description of the records, the date range and amount of records, method and person responsible for destruction. Copies of the lists of records transferred to the archives shall be maintained by the Records Manager.
6. Records of enduring and historical value will be protected while in operational use and transferred to an archival facility as soon as feasible. While in the custody of the School Division, archived records will be located in a designated secure facility. Upon notification of the Board of Trustees, locally archived records may be transferred to an authorized archival agency such as the Provincial Archives of Manitoba.
7. Student cumulative file record maintenance is also under the directives of Kelsey School Division Policy JOA.



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Code: EIA

INSURANCE

A. Property

The Board shall maintain adequate insurance to protect the School Division and the Board against loss because of fire, damage to school property, or other situations, occurrences or actions for which the Board while acting on behalf of the School Division may be legally liable.

B. Liability

1. Employees who bring any article of personal property on school premises do so at their own risk and the School Division will not assume responsibility with respect to theft or disappearance of, or damage to, such property.
2. All students attending schools in the School Division are covered by a blanket liability policy carried by the School Division if injury is caused through negligence on the part of the School Division or its employees.
3. The general liability coverage shall provide for "non-owned vehicle" liability coverage.



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Code: EI

RISK MANAGEMENT

1. The School Board recognizes the importance of risk management in promoting safe participation in physical activities. It also recognizes that the responsibility for the care and safety of students for the out-of-class delivery of Grades 9 to 12 Physical Education/Health Education (PE/HE) is shared by the home, school, and community.
2. For non-school-based activities, safety and risk are managed independently from the school by students, parents, community members, and/or community organizations.



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Code: FB

FACILITIES DEVELOPMENT

It is the aim of the Board to maintain, modify, and review use of facilities so that the School Division will better meet the educational requirements of the community. The Superintendent and the Buildings and Maintenance Committee of the Board shall develop long-range planning for the school sites and facilities and make recommendations to the School Board on these matters.

The objectives of the long-range planning are:

1. To improve the educational environment for students and teachers by reviewing and improving as required the physical standards in all buildings.
2. To create school facilities which are the best possible balance of effective grouping of educational resources, efficient management and operations, safety and community concerns for the character of the school system.

 <p>Kelsey School Division Box 4700 The Pas, MB R9A 1R4</p>	<p>Code: FEB</p>
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CONSTRUCTION PROCEDURES

1. Supervision of Construction

It is the responsibility of the Secretary Treasurer to ensure that the architect arranges adequate supervision of the construction.

The Board expects the Director of Maintenance and Transportation and the Buildings and Maintenance Committee to follow construction developments and report to the Board periodically.

2. Construction Project and Insurance Program

The contractor is responsible for obtaining a bid bond, performance bond, and liability insurance coverage for protection of construction projects. The School Division must supply property insurance if facilities' renovations are being done. In the case of construction of new facilities, the contractor supplies property insurance until the Board takes possession.

3. Construction Project Records and Reports

The architect shall be responsible for compiling progress reports to enable the Board to collect monies from Capital Projects Planning and Delivery to meet progress payments to the contractor.

4. Board Inspection and Acceptance of New Facilities

The Buildings and Maintenance Committee, Secretary Treasurer, and Superintendent shall inspect the completed facility.

5. Facility Renovations

Major renovations to School Division facilities come under the same general procedures as the planning for new construction. Lesser renovations must be approved by Capital Projects Planning and Delivery upon submission of a proper description of the project.



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Code: FEF

CONSTRUCTION CONTRACTS

1. The final specifications for any construction project funded 100% by Manitoba Education must be approved by the relevant Manitoba government agency.
2. The offer to tender based on the specifications shall be advertised in the Winnipeg Builders Exchange or other appropriate places.
3. The contractor submitting the lowest bid may be selected by the School Board and recommended to the relevant Manitoba government agency.
4. If the lowest tender is not selected by the Board, reasons for this action must be given by the School Board to the relevant Manitoba government agency.



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Code: GBAA


PUBLIC SERVICE VALUES

The Kelsey School Division will operate in a manner that is ethical and effective in serving the public. In addition to existing codes of conduct in KSD policy, the following concepts are part of the delivery of services based on the values for an effective public service.

- A.** The following values will guide service to the public in an ethical manner:
- 1. Respect for others**
 - a) Treat people with respect, dignity and fairness.
 - b) Appreciate difference and welcome learning from others.
 - c) Foster a workplace free of harassment, including sexual harassment and bullying.
 - 2. Integrity**
 - a) Place the public interest over personal interest.
 - b) Act professionally with honesty, consistency and impartiality.
 - c) Handle sensitive information appropriately and discretely.
 - 3. Accountability**
 - a) Be fiscally responsible and focus on the prudent use of public resources.
 - b) Show leadership and take responsibility for decisions and actions.
 - 4. Skill and dedication**
 - a) Be open to continual learning and innovation.
 - b) Promote competency through reflection and improvement.
 - 5. Service**
 - a) Provide services fairly, reliably and competently.
 - b) Focus on quality and outcomes to achieve performance standards.
 - c) Be transparent to enable public scrutiny.

6. Collaboration

- a) Invite teamwork and collaboration to maximize strategic investment in delivering services.
- b) Engage and collaborate with the public to provide the opportunity to inform, develop and implement services.
- c) Advance reconciliation through concrete and constructive partnerships with Indigenous peoples.

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7. Innovation

- a) Be flexible and creative in the delivery of public services so as to adapt quickly and effectively to changes in priorities and needs of the public.
- b) Engage in strategic and predictive decision-making.
- c) Experiment and measure results to identify opportunities for new responses to complex problems.

8. Sustainability

- a) Exercise skill and judgment in the use of public resources in delivering services.
- b) Continually evaluate services to determine if those services are meeting the needs of the public in an efficient and responsive manner.

B. Code of conduct and principles

The Kelsey School Division policies for delivery of services will reflect a code of conduct based on the values for an ethical public service. These policies will be available to the public through the KSD website and/or other venues as required.

- C. The principles underlying the management of the workforce are:

1. Diversity and inclusion

The diversity of the people of Manitoba is to be represented in the broader public service and the varied talents, perspectives and ideas of employees with different backgrounds and experiences are to be supported.

2. Fairness

Equitable and transparent classification, staffing, employment and pay practices are fundamental to the broader public service.

3. Merit

Staffing decisions in the broader public service ought to be made on merit and free from political influence.

4. Mobility

Opportunities to work across the public service ought to be fostered.



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Code: GBEA

HARASSMENT

A. Commitment

Kelsey School Division is committed to:

1. Providing a safe and healthy work environment for all employees, students, and visitors;
2. Ensuring that reasonable precautions are in place to prevent illness and/or injury;
3. Recognizing the roles, rights, and responsibilities of all employees in the field of Workplace Safety and Health, and ensuring that all employees are aware of these and other conditions embodied in provincial legislation;
4. Complying with the requirements of all relevant statutes, regulations, and standards of government agencies and other regulatory authorities representing Workplace Safety and Health;
5. Supporting safe work procedures through the funding of adequate equipment, programs, and training through the establishment of standards of safe work programs;
6. Establishing and maintaining a Workplace Safety and Health Program to ensure the goals of this policy and encourage the right of participation and responsibility of all employees for maintaining a healthy and safe workplace.

B. Responsibility

1. Although it is everyone's responsibility to maintain a healthy and safe workplace, it will be the responsibility of the Superintendent of Schools to ensure that all aspects of this policy are being followed.
2. Individuals have the right to take assertive action when they encounter harassment in the learning or working environment. An individual who believes they are being harassed by a person in a position of authority, or by a co-worker, or by any other person affiliated with the Kelsey School Division, shall report all instances of harassment to the administration and their respective union or association representative.



C. Definitions

1. Consistent with the Manitoba Human Rights Code and the characteristics referred to in that Code:

Protected grounds (referred to as “characteristics” in *The Code*) are:

- Ancestry (including colour and perceived race)
- Nationality or national origin
- Ethnic background or origin
- Religion or creed, or religious belief, religious association or religious activity
- Age
- Sex, including sex-determined characteristics, such as pregnancy
- Gender-identity
- Sexual orientation
- Marital or family status
- Source of income
- Political belief, political association or political activity
- Physical or mental disability
- Social disadvantage

What is Harassment?

Harassment is abusive and unwelcome behaviour that degrades, demeans, humiliates, or embarrasses a person. It is a form of discrimination when it is based on one of the protected grounds. The person experiencing the harassment may have informed the harasser the behaviour is unwelcome or the behaviour may be deemed unwelcome if a reasonable person in those circumstances would view it that way.

It can take many forms:

- verbal behaviour (comments, innuendo, jokes, threats)
- gestures and other non-verbal behaviour (touching or unnecessary physical contact)
- visual forms of harassment (posters, videos)
- physical behaviour (pushing, shoving)
- electronic harassment (emails, text messages, displaying graphic images)

Harassment can take place in the workplace itself, or outside of the workplace in a situation that is in some way connected to work (for example, during delivery trips, off-site meetings, workplace parties, business trips). Appropriate performance reviews, counselling, or discipline by a supervisor or manager is not harassment.



2. Sexual harassment shall be defined as:

What is Sexual Harassment?

Sexual harassment is harassment based on sex or creating or permitting a sexualized or sexually charged, negative work atmosphere. Sexual harassment usually occurs where there is a power imbalance between the people involved.

Sexual harassment includes offensive or humiliating behaviour that is related to a person's sex, or behaviour that could reasonably be seen as putting conditions on a person's job or employment, housing or service opportunities. For example, questions and discussions about a person's sexual life; persisting in asking for a date after having been refused; writing sexually suggestive letters or notes, persistent "jokes" or reference to sex or sexual topics or displaying derogatory pictures, cartoons or other images, may all be forms of harassment.

Sexual harassment is defined in *The Code* as a series of objectionable and unwelcome sexual solicitations or advances or a sexual solicitation or advance made by a person in an authority, if that person should reasonably have known that their behaviour would be unwelcome or retaliating against someone for rejecting a sexual solicitation or advance.

3. Racial and/or Discriminatory Behaviour are defined as a verbal, written, or physical expression of racial, discriminatory, or ethnic bias which exhibits a negative attitude, disparagement, or hatred toward a person's or group's race, colour, religious preference, sexual orientation, or ethno cultural heritage (including racial/ethnic slurs, jokes, graffiti, images, and stereotyping as well as threats, abuse, intimidation, or assault).

D. Investigative Officer

1. The Superintendent shall act as the investigative officer unless the alleged harassment involves an administrator, supervisor, or trustee. In such cases, the school board shall appoint an investigative officer.
2. The investigative officer shall be expected to deal expeditiously and fairly with any known instances or allegations of harassment. The investigative officer must act promptly and provide written documentation or corroborative evidence of steps taken to deal with the situation. The complainants, supervisors, administration, and unit heads shall cooperate fully with the investigative officer.



E. Confidentiality

1. The School Division encourages its staff members and students to report all instances of harassment to the administration, the appropriate unit head or the investigative officer. The provision of confidentiality extends to the complainant, the alleged harasser, or any other individual who reports harassing behaviour. Confidentiality should be maintained at each stage of the procedure.
2. Should a complaint proceed to the stage of a formal complaint, requiring investigation, it will be necessary to keep a file on pertinent information. However, these files should be maintained separately from employee's personnel files and should be destroyed two years after the date of satisfactory resolution. If the accused is supported in the resolution, the accused may ask that the file be immediately expunged or retained for a two-year period. This shall be solely at the accused's discretion.

F. Procedure

Step 1 Employees who believe that they have been subjected to harassment should take direct action and make the unease and/or disapproval known to the respondent immediately. This should be done in a courteous, professional manner. The complainant should make clear that this action is to stop immediately.

Step 2 If the actions by the respondent do not cease as a result of Step 1, the complainant should lay a formal complaint to the School Division's investigative officer. A written record of the date, time, and nature of the incident(s) and the names of any witnesses should be kept. If a written complaint is made, the investigative officer shall determine whether the incident(s) on which a complaint is based would fall within the definition of harassment as set out in the policy on harassment.

If in the opinion of the investigative officer, the incident(s) would not constitute harassment as set out in the policy, the complainant will be so advised and no further investigation shall take place.

1. If in the opinion of the investigative officer, the incident(s) constitutes harassment as set out in the policy, the following procedures shall apply:
 - a) The investigative officer shall advise the respondent of the complaint that has been received.



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- b) The investigative officer shall investigate the complaint and interview the complainant and the respondent. The complainant or respondent may be accompanied during the interview by a union representative (in the case of unionized staff).
- c) The investigative officer shall decide on and initiate an appropriate course of action and communicate their resolution in writing to the complainant and the respondent. Where no mutually agreeable resolution has been reached, the complainant or the respondent shall immediately appeal the decision to the Superintendent.
- d) No person shall be subject to reprisal or threat of reprisal as a result of filing a complaint under this clause. It is recognized that false or malicious complaints may damage the reputation or be unjust to others. Disciplinary action may apply in cases where false or malicious complaints are lodged.

Step 3 The Superintendent shall review all the information available from Step 2 and shall involve all personnel previously in Step 2. The Superintendent must offer a resolution; which shall be communicated to both the respondent and the complainant.

Step 4 In cases where the action taken by the Superintendent is considered to be inappropriate, the matter shall be referred immediately to the Board of Trustees for review.

Step 5 Failing satisfactory resolution from the Board of Trustees, either the complainant or the respondent may apply for an arbitration board ruling.


G. Appeals

Any decision of an investigative officer, Superintendent, or School Board may be appealed by the complainant or respondent through normally accepted procedures set out by the School Division. The time launching the appeal shall not exceed 14 days after a decision has been rendered.

H. Discipline

- 1. The nature and type of discipline will depend on the severity of the incident. In the case of employees, disciplinary measures may range from reprimands and warnings for less serious offenses to suspensions without pay or discharge for more serious offenses. If a transfer is necessary, it should be the harasser who is transferred, not the victim. However, before deciding upon the appropriate disciplinary action, factors such as the nature of the behaviour, the persistence of the behaviour, whether or not the harasser

displays cooperation and willingness to change, may be taken into consideration.

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2. In a case where a victim of harassment has suffered a loss, such as a demotion or denial of a promotion, it is appropriate to restore such a person to their proper employment position. Depending on the circumstances, the employer may want to consider providing some outside psychological counselling or a leave of absence to the victim should it be necessary.
3. Other remedies may include a written or oral apology from the harasser.

I. Specific Incident Scenarios

1. Between Students

- a) School staff who witnesses a racial incident and/or discriminatory behaviour and/or harassment must intervene immediately.
- b) The principal will arrange for a meeting with the offending student and their parent(s) or guardian(s) if a problem is not effectively resolved at the staff member level or is repeated. The disciplinary policies of the Kelsey School Division shall provide direction for appropriate action.
- c) If the meeting with the parent(s) or guardian(s) proves ineffective and there is another incident, students may be suspended at the principal's discretion subject to the provisions of the Public Schools' Act and the disciplinary policies of the School Division.
- d) All racial/discriminatory/ethnic behaviours serious enough to warrant disciplinary action by a school administrator are to be reported to the Superintendent who will report to the Board through established procedures.
- e) Once a report of a racial incident and/or discriminatory behaviour is made to the Superintendent, the students involved and their parents/guardians shall be advised of the action that is being taken.

2. Between Staff and Students

- a) All racial incidents, discriminatory behaviour and/or harassment involving staff and students will be reported immediately to the principal. The principal may attempt to mediate the situation to resolve it. If there is no satisfactory resolution, the incident should be reported to the Superintendent for investigation.



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- b) If an allegation is substantiated, the Superintendent will write a letter of reprimand to the offending individual including documentation relating to the incident.
- c) If there is a second substantiated incident involving the same offending individual, the Superintendent will advise the offending individual in writing that the matter has been reported to the Board of Trustees for their information. Any further substantiated incidents would lead to a hearing before the Board of Trustees for appropriate disciplinary action.

3. Between Staff Members

- a) Teachers have the right to lodge a complaint under the provisions of their Code of Professional Practice. Where a staff member feels that they are a victim of a racial incident and/or discriminatory behaviour, they may lodge a complaint with their immediate supervisor. The supervisor has a responsibility to attempt to resolve the incident.
- b) If the immediate supervisor is unable to resolve the incident, a report with the approval of the employee, shall be sent to the Superintendent. The Superintendent may appoint a three-person review team to investigate and report back to the Superintendent on the matter.
- c) After receiving the report, if an allegation is substantiated, the Superintendent will advise the employee in writing that the matter has been reported to the Board of Trustees and that any further substantiated incidents would lead to a hearing before the Board of Trustees. Disciplinary action, as deemed appropriate by the Board, may result.

4. Between Staff and Others

Staff who feel they have been subjected to harassing behaviour by others as a result of performing their staff responsibilities shall report the incident to their immediate supervisor.



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Code: GBEB

EMPLOYEE CONDUCT

The Kelsey School Division Board of Trustees believes all employees represent the School Division and the communities they serve. As such, they are held to a higher standard of conduct both on and off duty.

- A. Every employee of the Kelsey School Division should be aware of, understand, and adhere to the employee conduct policy.
- B. All employees of the Kelsey School Division are expected to act with integrity and honesty on-duty and off-duty, and be aware of the policy framework that governs their behavior and day to day performance of their job. Employees must act in a manner that is consistent with the School Division's policies and set a positive example for all.
- C. The off-duty conduct of an employee is usually a private matter. However, it could become a work-related issue if it:
 - 1. harms the School Division's reputation;
 - 2. renders the employee unable to perform a requirement of their duties;
 - 3. leaves other employees reluctant or unable to work with the employee;
 - 4. renders the employee guilty of a serious breach of the Criminal Code of Canada and thus renders the employee's conduct injurious to the general reputation of the School Division and its employees; and
 - 5. makes it difficult for the School Division to manage its operations and to direct its workforce efficiently.
- D. Disciplinary action, when necessary, shall be applied in accordance with applicable laws, policies, and collective bargaining agreements.
- E. Employees will:
 - 1. adhere to the policies set forth by the Kelsey School Division Board of Trustees and Provincial legislation;
 - 2. perform their assigned job duties in a competent and responsible manner;
 - 3. attend work on a prompt and regular basis;
 - 4. treat colleagues, students and the community with respect and in a courteous manner; and
 - 5. abstain from any and all behaviour that could harm the School Division's reputation.



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Code: GBEC

LEAVES OF ABSENCE

1. The Board of the Kelsey School Division recognizes the need of employees for leaves of absence from work for various personal and professional reasons.
2. Requests for personal leave shall be submitted to and dealt with by the Superintendent of Schools in keeping with the relevant clauses of the Public Schools Act and Regulations, and with Kelsey School Division collective agreements in force.
3. Appeals may be heard by the Board.



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Code GBE

WORKPLACE SAFETY AND HEALTH

1. Kelsey School Division is committed to:
 - a) providing a safe and healthy work environment for all employees, students, and visitors;
 - b) ensuring that reasonable precautions are in place to prevent illness and/or injury;
 - c) recognizing the roles, rights, and responsibilities of all employees in the field of Workplace Safety and Health, and ensuring that all employees are aware of these and other conditions embodied in provincial legislation;
 - d) complying with the requirements of all relevant statutes, regulations, and standards of government agencies and other regulatory authorities representing Workplace Safety and Health;
 - e) supporting safe work procedures through the funding of adequate equipment, programs, and training through the establishment of standards of safe work programs;
 - f) establishing and maintaining a Workplace Safety and Health Program to ensure the goals of this policy and encourage the right of participation and responsibility of all employees for maintaining a healthy and safe workplace.
2. Although it is everyone's responsibility to maintain a healthy and safe workplace, it will be the responsibility of the school division Workplace Safety and Health officer under the authorization of the Superintendent of Schools to ensure that all aspects of this policy are being followed.



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FRAUD INVESTIGATION PROCEDURES

1. Definition of fraud: An intentional deception made for personal gain or to damage another individual. Examples include but are not limited to:
 - Any dishonest act;
 - Forgery or alteration of any document or account belonging to the School Division;
 - Forgery or alteration of a cheque, bank draft, or any other financial document;
 - Misappropriation of funds, securities, supplies, or other assets of the School Division;
 - Impropriety in handling or reporting of money or other financial transactions;
 - Profiteering as a result of insider knowledge of School Division activities;
 - Disclosing confidential and proprietary information to outside parties;
 - Destruction, removal, or inappropriate or unauthorized use of records, furniture, fixtures, equipment or other assets owned by the School Division.
2. Policy To facilitate the development of controls which will aid in the detection and prevention of fraud against Kelsey School Division, all employees and School Board members are subject to the following:
 - a) The Board believes in promoting consistent organizational behavior to mitigate fraud by providing guidelines and assigning responsibility for the development of controls and conduct of investigations of fraudulent acts.
 - b) This procedure applies to any fraud, or suspected fraud, involving employees, School Board Members, consultants, contractors, vendors, and other parties conducting business with the School Division.
 - c) The Board does not condone any acts of fraud. Employees or School Board members found, through appropriate investigation as outlined in the procedures, to have defrauded the School Division will be subject to discipline up to and including termination and subject to prosecution under any applicable provincial or federal law.
3. Procedure:
 - a) All supervisors in the School Division are responsible for the detection and prevention of fraud within the organization. Each supervisor will be familiar with the types of improprieties that might occur within their area of responsibility and be alert for any indication of irregularity.
 - b) Any fraud that is detected or suspected must be immediately reported to the Secretary Treasurer, who coordinates all investigations with legal advisors and other departments, both internal and external.



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- c) Any employee who suspects dishonest or fraudulent activity will notify the Secretary Treasurer immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act. If the suspect is the Secretary Treasurer, the Superintendent will be notified.
- d) The identity of the reporting employee will remain confidential and may be disclosed only to those who have a legitimate need to know.
- e) The Secretary Treasurer has the primary responsibility for the investigation of all suspected fraudulent acts as defined in this policy. If the investigation substantiates that fraudulent activities have occurred, the Secretary Treasurer will issue reports to appropriate designated personnel and to the School Board through the Finance Committee.
- f) Decisions to discipline, prosecute, or refer the investigation results to the appropriate law enforcement for further investigation will be made in conjunction with the Superintendent, as will final decisions on the disposition of the case.
- g) The Secretary Treasurer will keep all information received through investigation confidential.
- h) All inquiries concerning the activity under investigation from the suspected individual, their attorney or other representative, or any other inquirer should be directed to the Secretary Treasurer.
- i) Investigation results will not be disclosed to anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the School Division from civil liability.

3 Investigation Procedures:

- a) The Investigation team will consist of the Secretary Treasurer and the supervisor of the accused. If the accused is the Secretary Treasurer, the investigation will be conducted by the Superintendent.
- b) Members of the investigation team will have unrestricted access to all School Division records and premises to conduct the investigation.



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- c) The investigation team will have the authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities (including electronic) on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of the investigation.
- d) The reporting individual will not contact the suspected individual for any reason and will not discuss the details of the allegation with anyone unless asked to do so by the Secretary Treasurer.
- e) If the investigation results in a recommendation to terminate an employee, the recommendation will be reviewed by the Superintendent and if necessary, legal counsel, before any action is taken.
- f) The results of all investigations will be reported as appropriate to those involved in the investigation and to the Board through the Finance Committee.



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FRAUD PREVENTION

Committed to maintaining high standards of honesty, integrity and ethical conduct, the Kelsey School Division will develop procedures to ensure effective disclosure, reporting and investigation of fraud occurrences within the Kelsey School Division operation. The procedure does not refer to students, but does apply to all School Division employees.

Management is responsible for the detection and prevention of fraud, misappropriations and other irregularities. The Secretary Treasurer is responsible for instituting and maintaining a system of internal control to provide reasonable assurance for the prevention and detection of such instances.

A procedure document will include definitions of fraudulent acts, and outline the steps to be followed in dealing with such acts including reporting to authorities, investigation, and possible disciplinary action to be taken.



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SAFETY - WORKING ALONE

1. All staff must be aware that working alone is a recognized hazard in the workplace. All staff must make arrangements with their immediate supervisor for an appropriate check-in procedure when employees are working alone or working in a secluded area (e.g. crawl spaces, schools on weekends) at all times of the year.
2. Evening custodians are to be provided with radios for inter-personal and supervisor contact.
3. All employees planning on entering Kelsey School Division workplaces after regular hours or on weekends must make check-in arrangements with a spouse/significant other, or another employee before entering a workplace.



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GBIA

RECOGNITION AWARD

1. The Kelsey School Division Recognition Award is an award open to any individual or group in the field of public education and previously employed by the School Division. The award recognizes:
 - a) Outstanding achievement beyond the requirements of the position, in such areas as trusteeship, classroom teaching, administration, educational leadership, or educational support;
 - b) Demonstrated innovative thinking and personal initiatives directed at ensuring success for students of Kelsey School Division; and
 - c) Lasting and pervasive impact on some facet of public education at the local and/or provincial level.
2. Each May, notices will go out from the School Division office to solicit nominations for the Kelsey School Division Recognition Award from the following organizations:

- the Kelsey Association of Principals
- the Kelsey Teachers Association
- the Canadian Union of Public Employees Local #1596
- The Pas Retired Teachers Association.

One Nominee forms and letters of recommendation must be received by the end of June. nominee may be chosen with selection by the end of September.

3. The Selection Committee, none of whom shall be a nominee or nominator, will consist of:
 - the School Board Chair (or designate)
 - the Superintendent
 - the Secretary Treasurer
 - two trustees from the Kelsey School Division Board.

The recipient will be selected by consensus of the committee, using a Kelsey School Division scoring template.

4. In those years in which an award is to be given, the award will be presented at the School Division's recognition evening held in November.
5. The award will consist of an individual presentation. The recipient's name will be added to a commemorative plaque on display in the School Division office.



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STAFF GIFTS AND SOLICITATIONS

1. Gifts of a personal nature are not to be accepted by School Division personnel from firms or individuals conducting business with the School Division.



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Code: GBL

SMOKE FREE WORKPLACE

1. The Kelsey School Division has a responsibility to provide a healthy environment for the students and employees who work in the School Division. Smoking/vaping [and use of tobacco products] in all School Division facilities and vehicles and on all School Division grounds is prohibited. Smoking/vaping or using tobacco products in a School Division building, on school property, in a school vehicle, or on a school organized activity is strictly prohibited and shall be dealt with in accordance with the applicable School Division discipline policy.
2.
 - a) As with any other infraction of School Division policies, progressive disciplinary measures will be applied to employees who do not adhere to the Smoke Free Workplace policy:
 - b) First Offence – Discussion with the administrator and employee re policy and consequences.
 - c) Second Offence – A written reprimand by the administrator and documentation inserted in the personnel file with a copy to the Superintendent and the employee.
 - d) Third Offence – Referral to the supervisor for disciplinary action with the information provided to the Board of Trustees. Any offence beyond the third will result in a recommendation for disciplinary action to the Board of Trustees.
3. All visitors will be required to comply with this School Division policy.
4. Community groups/external organizations using School Division buildings shall be informed of the School Division's smoke/vape/tobacco product free policy and shall be expected to comply with the policy. Failure to comply will result in the revoking of permit privileges.
5. School authorities may confiscate cigarettes, e-cigarettes and other tobacco products seen in the possession of students on school property.



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PERSONNEL RECORDS

1. Employees are responsible for submitting medical certificates for the Working Anecdotal File, and other required credentials to the School Division office for entry into their personal records.
2. Any changes of address, marital status, or income tax exemptions etc. shall be submitted in writing to the Secretary Treasurer.
3. Permanent personnel files of all teaching and administrative staff are private and confidential. These files will be kept in a secure location within the Division Office and may not be allowed out of the office except for cases of dismissal and Court or Department of Education certification hearings.
4. Principals who wish to view the permanent files of their staff or perspective staff may be allowed access in the presence of the Superintendent.
5. Requests for information from these files by outside agencies must be made to the Superintendent, and may be released with the following criteria:
 - a) The teacher is aware of the request and has no objection to such access.
 - b) Reference requests regarding teacher competency will be answered by referring to the most recent evaluation.
 - c) Requests for information made by the Board of Trustees must be made to the Superintendent who will examine the file and prepare a response to the request.
 - d) No files or information will be released without the consideration of the appropriate legislation (i.e. FIPPA or PHIA).



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JOB SHARING

A. Principles

1. The Board supports the idea of job sharing between two tenured teachers as a means of creating more job opportunities in a period of declining enrolment.
2. Job sharing is available to full-time teachers with four (4) continuous years' experience or more in Kelsey School Division. Job sharing will not incur loss of tenure.
3. Two teachers sharing the equivalent of a full-time position must be in the same school; (ie. one teacher assigned to morning, the other to afternoon, or alternate days, or one for the first semester and one for the second semester).
4. Each application for job sharing shall be submitted to the Superintendent, who shall have sole discretion as to which applications and how many will be approved each year.
5. A detailed plan for the job sharing position shall be submitted to the Superintendent along with the application and be subject to approval by the Superintendent.
6. Before a job sharing position is assigned, the impact on students and the school's programs shall be considered. No job sharing position shall occur in grades 1 or 2.
7. The administration shall have full right and responsibility to terminate any job sharing program that, in the opinion of the administration is deemed detrimental to the education of students for reasons they deem appropriate.
8. All applications for job sharing shall be submitted by March 31.
9. Not more than two persons shall share any position and suitability of the shared position shall be reviewed annually by the Superintendent.
10. Teachers taking job sharing assignments and wanting to return to full time positions shall advise the Superintendent two years prior to September 1 of the year they wish to return to full time teaching.
11. The Board of Trustees has the exclusive right as it may deem advisable to limit the number of job sharing positions.
12. Should one member of a job sharing position resign, a replacement deemed suitable and acceptable to the Superintendent may be sought.



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13. All job sharing positions may or may not be approved as per submitted request, and the final job sharing members shall be determined by the Superintendent.
14. Applicants for a shared position must make appropriate arrangements for the collaborative education of their students to the satisfaction of the Superintendent.

B. Job Sharing Guidelines

The expectations of the job sharing teachers are not different from those of full time teachers and fall under the following categories:

1. Workload

A "fairshare" shall be determined by agreement between the principal and the job sharing teachers. The workload of all teachers entails more than specific classroom assignments. Job sharing teachers will be expected to participate in their share of all school activities in which a teacher normally would participate.

- a) Time Slots: Assignment to specific time slots cannot be guaranteed from year-to-year in fairness to other job sharing and full time teachers and ease of timetabling. Consideration may be given to grade assignment and the teacher's course or subject preferences, as far as is possible, keeping in mind full time teachers and the master timetable. Assigned extra curricular duties should be proportionate to the teacher's workload.
- b) Program Continuity: The onus is on the job sharing teacher to be available for consultation between the two job sharing teachers to ensure a coordinated program.

2. Overall Considerations

- a) There shall be a good rapport between the two individuals considering a "shared" position. This is especially important at the early and middle years levels.
- b) Prior to such an arrangement, a discussion of educational philosophy and behaviour modification techniques is important.
- c) An equitable division of curriculum and of preparation time shall be discussed, along with an examination of the scheduling possibilities.
- d) There shall be mutual sharing of duties and extra curricular commitments.
- e) Both teachers shall attend all staff meetings, unless excused by the principal.



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- f) Both teachers shall attend all inservices on a shared basis.
- g) The guidelines for part time staff will apply to all job sharing teachers.

3. Communication

Close contact between the teachers is important. Information about student problems and progress can be shared in the following ways:

- a) A weekly meeting to discuss students, student progress, classroom concerns, etc.
- b) Anecdotal reports on a daily basis, where necessary.
- c) Messages regarding all parent/teacher communication dated and filed in the classroom student folder.
- d) Daily plan books containing student assignments and grades.
- e) A cooperative checklist on the completion of daily assignments, corrections, etc.
- f) Both teachers to be present for parent/teacher interviews.
- g) A discussion of all student reports prior to their being sent home, and collaboration in the area of student development.

4. Classroom Setup

The following must be considered prior to the beginning of the school year:

- a) Plan the physical arrangement of the classroom.
- b) Discuss and agree upon a set of classroom routines and preferred management techniques.
- c) Outline the textbook order and student supply list.
- d) Discuss a rationale for field trips and outline criteria.
- e) Timetabling.
- f) Long range planning of skills, trips, and instructional units.



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RESTRUCTURING OF ADMINISTRATION POSITIONS

Where the restructuring of an administrative position may be necessary in order to meet the changing needs of the School Division, all final decisions regarding such reallocation will be made by the Kelsey School Division Board of Trustees.



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PROFESSIONAL STAFF JOB DESCRIPTIONS

The Superintendent shall develop and keep current job descriptions for all non-administrative positions, both professional and non-professional. The Superintendent shall submit to the Negotiations and Personnel Committee job descriptions for review as required, and the committee shall report to the Board.



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PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS

A. Teacher – General

1. All full-time permanent teachers employed by the Kelsey School Division shall have signed the accepted provincial prescribed Teacher – General contract form.

B. Limited Term Teacher – General

1. The Limited Term Teacher – General contract is designed to accommodate the hiring of short-term contract professional personnel.
2. The intent of the Limited Term Teacher – General contract is to allow long term substitute teachers to receive the benefits available through the collective agreement. In light of the above, the hiring of teachers under the Limited Term Teacher – General shall be done as follows:
 - a) Term Positions: Any term position (ie. one semester) where no high degree of probability exists that the position may become permanent.
 - b) Maternity Leaves: When a teacher takes a maternity leave for the maximum of 17 weeks allowable under the Employment Standards Act and for any teacher who takes a maternity leave for 21 days or more.
 - c) Extended Sick Leave: Where a teacher who makes the School Division aware of or requests an extended sick leave, and the substitute teacher takes over such teacher's duties for 21 days or more.
 - d) Leaves of Absence: Where the Board of Trustees grants a regular teacher 21 or more days absence from their duties.
3. A Limited Term Teacher – General contract will not be given for any substitution of 20 days or less.
4. The period shall be the equivalent of 20 actual teaching days. One-half time will have to be 40 teaching days.
5. The above are used as guidelines for the Limited Term Teacher – General contract pending future legislation as to the use of this contract.



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PROFESSIONAL STAFF HIRING

- A. The Superintendent shall have the responsibility and authority to select and hire professional staff. Manitoba Regulation 68/97 Sec. 30 stipulates that the principal is to participate in the hiring of teachers. The principal will be involved at such times as practical. Variables of travel, time of work, etc. may dictate that a more efficient approach be used. School administrator hiring follows procedures detailed in Policy GCDA School Administrator Hiring.
- B. In the filling of positions, the procedure will, in general, be as follows:
 - 1. The Superintendent shall prepare files for all applications that meet minimum requirements. In addition to the application, such files will include:
 - a) A documented report concerning the recommendation provided by at least one personal and one professional reference.
 - b) A documented report concerning the recommendation provided by at least one other professional superior, if available.
 - c) Any other information that might be considered pertinent to the application.
 - 2. Interviews will be held with candidates whenever this is feasible.
 - a) The Superintendent or designate shall select as many candidates as deemed necessary from the most promising candidates for each position. From these candidates, the Superintendent or designate will then make a first choice and an alternate choice.
 - b) Should the Superintendent or designate fail to choose a candidate, or should both the top candidate and the alternate choices be unavailable, then the interviewer shall reconsider the other applications until either a candidate is successfully employed, or it is felt necessary to re-advertise the position.
 - c) The Superintendent will acknowledge selected applications and will advise those applicants of the status of their applications.



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SCHOOL ADMINISTRATOR HIRING

A. Description of process


1. When a school administrator position (principal, assistant principal) becomes vacant, the Board will be advised by the Superintendent and initiate the replacement process. The Board will establish the Selection Committee.
2. Active participation by those affected is encouraged in this decision making process. As each school is a unique entity, the specific needs relative to the school program, students, parents, teachers and support staff will be considered.
3. The selection process must take into account the global perspective of leadership in the Kelsey School Division, the job description for the position, and the specific needs of the available position. To do so in a fair and equitable manner, criteria for a position must be established; bulletins for the position issued; and applicants screened, short-listed and interviewed in a confidential manner before a final selection is recommended to the Board. Feedback may be provided by the Superintendent upon request, to unsuccessful applicants.
4. The Superintendent, in consultation with the Board, shall determine whether the position shall be bulletined externally as well as internally, and establish a budget for the screening. Personnel bulletins shall state clearly the nature of the position, a brief description of the school, specific criteria for the position, and the closing date for the competition.
5. An applicant shall submit: a resumé, a written statement of educational philosophy and leadership style, and three references.

B. Selection Procedure

In preparation for the appointment of a school administrator by the school division Board of Trustees, the Superintendent shall:

1. confer with the school administrator(s) and school staff to determine the requirements of the position to be filled and needs of the school;
2. solicit, coordinate and compile opinions of parent advisory council members and/or other education stakeholders as to the School's leadership needs;
3. review with the Board the Superintendent's view of the needs and priorities of the school;
4. prepare the advertisement and determine extent of the advertising search;
5. receive the applications and eliminate those applicants not meeting the qualifications being sought; (These applications will be available for Board to review, should the trustees so wish.);
6. obtain references for the applicants that are deemed to be qualified;

7. report the response to the Board and arrange for interviews with the short listed applicants;
8. provide a complete dossier on each of the short listed applicants to be interviewed, for each member of any Interview Committee set up; and
9. when the appointment is confirmed, initiate a media release and/or other event to introduce the new school administrator to the school system and the community.

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C. Criteria Guidelines

1. **Educational background**
The minimum qualifications expected shall include: a valid Manitoba teaching certificate, a Bachelor of Education degree (or equivalent), appropriate successful teaching experience. For assistant principals, a Manitoba School Administrator's Certificate (Level1) and some relevant school administrative experience will be desired. For principals, a Manitoba Principal's certificate (Level 2), or some progress toward it, is desired. A post-graduate degree in education is also an asset.
2. **Personal professional development and contributions**
Such development must be current and on-going. It may include formal studies as well as professional activities, workshops, conferences, etc. Contributions may include involvement in research, committee work, and educational leadership roles.
3. **Management skills**
Prospective administrators must show evidence of knowledge and/or leadership in the following areas: core knowledge and particular skill sets in leadership, planning, organizing, and evaluating that enhance decision-making.
4. **Educational Philosophy**
Applicants, it is expected, will have developed a sound educational philosophy and will be able to articulate it in writing and orally. They should be able to give evidence of action consistent with their stated leadership style.
5. **Other**
Data for consideration in establishing specific school level criteria will be sought through input from the trustees, superintendent, teachers, parents and students of the specific school. Consultative options for each group shall be advertised. The Superintendent is responsible for establishing the final list of criteria.

D. Interviewing and Selection

1. If an Interview Committee is to be utilized, it will consist of:
 - a) the Negotiations & Personnel Committee, with member substitutions allowed by the Board;
 - b) the Superintendent, and/or an alternate designated by the Board;

- c) other trustees who may wish to participate in this process;
- d) a representative may be nominated by the school's Parent Advisory Council, if a Council exists; or if an operational Parent Advisory Committee does not exist, the Board may appoint a parent representative from that school.

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- 2. The Interview Committee will:
 - a) conduct the interviews, and ensure a full discussion among all the interviewers;
 - b) have input to the recommendation taken forward to the Board;
 - c) dissolve as soon as the vacancy has been successfully filled by the Board.
- 3. The Board will:
 - a) receive and consider the recommendation of the Superintendent and the Interview Committee;
 - b) make the appointment;
 - c) initiate a media release and/or other event to introduce the principal to the school system and community.



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RECRUITMENT AND SELECTION OF THE SUPERINTENDENT

A. RECRUITMENT AND SELECTION PROCESS


1. The Superintendent is the Chief Executive Officer of the School Division.
2. The Board of Trustees will approve the purpose and function of the position to be filled in accordance with existing Provincial Statutes and Regulations.
3. Notwithstanding the following procedures, the Board may at its sole discretion modify and/or dispense with the procedures along with any related steps and appoint a Superintendent.
4. At its discretion, the Board may assign aspects of the search and selection process to an external recruiting agent or agency.

B. BOARD-APPROVED QUALIFICATIONS OF THE SUPERINTENDENT

The preferred candidate will be a visionary leader who:

1. is able to work effectively with staff, parents, community, and government organizations;
2. exhibits strong interpersonal, communication, community relation skills, integrity, a strong work ethic, sound judgment, and effective decision making;
3. has demonstrated success in leadership in a position of administrative responsibility, such as a principalship or equivalent;
4. is proficient in educational and administrative applications of technology;
5. displays expertise in effective and efficient planning for, and implementation of, personnel, financial, and material resources;
6. understands the relationship between research, teaching, and learning;
7. is knowledgeable of research and good practice with respect to diverse student populations and program adaptations;
8. is committed to developing a culture of learning, life-long learning, a professional learning organization, collaborative decision-making, and community participation in the operation of the schools;
9. has knowledge of current issues in education;
10. has a Manitoba Teaching certificate (or is eligible for same), at least five years teaching and/or administrative experience; and a Manitoba Level II Principal Certificate (or equivalent);
11. holds a postgraduate degree (preferred qualifications) in the fields of educational administration, such as organizational and leadership theory, education law, public

finance, communications, curriculum, inclusive education, and politics of education; and has demonstrated skills in educational, political and managerial leadership;


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12. meets the qualifications as set out in Manitoba Education regulation.

C. SEARCH AND SELECTION PROCESS

1. The Board will:
 - a) articulate clearly the School Division's needs and priorities;
 - b) in consultation with the community, initiate the soliciting and compiling of opinions of the education and community stakeholders as to the School Division's leadership needs;
 - c) authorize an advertising process and the advertisement(s) for seeking qualified applicants;
 - d) make available information that may be helpful to applicants (i.e. the job description, any prepared information about the School Division, etc.).
2. To facilitate the Search Process, the Board will:
 - a) establish a preliminary budget for the search process;
 - b) review the job description to ensure that it still meets the needs of the School Division and clearly defines all aspects of the job. If changes are required, this must be done through the Policy Committee for approval by the Board.
3. If an agent or agency is contracted to conduct the search and short listing of candidates, this will include:
 - a) inviting feedback via email from the public regarding perceived School Division needs and personal attributes desired of a superintendent;
 - b) engaging in a consultative process with various first level community contacts as deemed appropriate such as the secretary-treasurer, the school administration of each school, the president of the Kelsey Teachers' Association, the president of the Canadian Union of Public Employees #1596, staff operating out of the school division office, Parent Advisory Councils, and the school board members;
 - c) receiving the applications and eliminating those candidates not meeting the qualifications being sought; and making these applications available for the Board to review;
 - d) arranging for the interviews of the Board approved short listed candidates;
 - e) preparing a dossier on each of the applicants to be interviewed, for the Board;

- f) checking the references for those candidates that are short-listed;
 - g) developing the short list of about 3-6 candidates for authorization by the Board for interview;
 - h) prepare the interviewing questions on the basis of the job description for the candidates, and assigning each trustee with a question(s) to ask.
4. The Interviews of short-listed candidates will be done by the Board, led by the Board Chair.

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5. The Interview process will include:
- a) conducting the interviews and;
 - b) selecting the person chosen by majority vote of the Board.
6. Upon the selection of a candidate, the Board will:
- a) request the Negotiations and Personnel Committee to negotiate a contract with the successful candidate after a majority vote by the Board has approved the employment recommendation, including a review of the contract agreement to determine if conditions need to be revised/added; and possible salary levels for discussion with the Board to determine parameters of negotiation;
 - b) appoint the Superintendent by motion;
 - c) initiate a media release and/or other event to introduce the new superintendent to the school system and community.
7. Candidates from outside the Kelsey School Division who are requested to attend an interview shall be entitled to expenses, other than salary, as outlined in policy BHD.



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EMPLOYEE ABSENTEEISM

A. Sick Leave:

1. When an employee is unable to work due to a medical condition of the employee, the sick leave plan provides for pay for such absences to the extent of the employee's accumulated sick leave.
2. The School Division is committed to promoting and maintaining high standards of attendance.


B. Responsibility of the Employee

1. The following basic responsibilities of the employee are fundamental to ensuring the School Division meets this commitment:
 - a) To be at work on time, barring any reasonable and unavoidable problem.
 - b) To attend to personal affairs and obligations outside of working hours within the context of existing policy and expected practice (see Professional Personal Leave Guidelines).
 - c) To notify their supervisor or principal as far in advance as possible of any absence from work or return to work.
 - d) To provide documentation to support the absence and/or fitness to return to work (ie. Request for Leave Form and a medical certificate, signed appointment slip, prescription slip, etc.) after 3 consecutive days of being absent. All unsubstantiated absences reported on the principal or designate's "Month End Report" will be deducted as days without pay.
 - e) To provide the School Division with documentation to allow it to satisfy any obligation it may have to the insurance carrier.
 - f) Whenever possible to schedule out-of-town appointments on non-instructional days.

C. Responsibilities of Supervisor/Principal or Designate

1. Attendance records shall be monitored by the supervisor/principal and the School Division Human Resources.
2. If an employee's record of absenteeism reflects above average usage of sick leave or a pattern of absenteeism is apparent, an interview will be held with the employee.

3. The Supervisor/Principal will, if necessary:
 - a) Provide emotional support to employees who are sick and require assistance.

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- b) Offer support and make employees aware of the availability of support programs Employee Assistance Program (i.e. E.A.P.).
- c) Inform the employee that they are required to take any and all measures to improve their attendance.
- d) Restate the School Division's expectations regarding attendance.
- e) Inform the employee that the employee's attendance will continue to be monitored, and if no improvement is forthcoming, a follow up interview will be conducted with the Superintendent (for teaching staff) or Secretary-Treasurer (non-teaching staff).
- f) Report to payroll the employees who will be or have been away 10 or more days.

D. Responsibilities of Kelsey School Division

1. The payroll officer will, on a monthly basis, provide each principal and supervisor with a current cumulative record of absenteeism for employees under their supervision. This record shall be held in confidence by the supervisor/principal. The record shall be compiled from the time sheets submitted to the School Division office Human Resources.
2. If a principal/supervisor advises that an employee has a personal problem contributing to above average absenteeism, the School Division Office (Superintendent and/or Secretary Treasurer) will counsel the employee as to what the School Division can provide in the way of assistance (ie. counselling such as the E.A.P. or other options provided by the School Division).
3. Attendance interview records are to be received and monitored by the School Division office Human Resources.
4. If an interview is required, the employee should be advised that an employee representative may be present.



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SUBSTITUTE PLAN

1. The Board makes available to the staff of its schools, except Kelsey Learning Center, a fund known as a "Back Up Fund" which will approximate the monies which normally would be paid out for substitute services when a casual substitute is unavailable.
2. In return for this, the staff of these schools will provide the substitute services in all cases of approved leaves of absence except those of extended illness. The principal of the school will be the final authority in organizing the substitute service.
3. In all cases of approved leaves of absence, except those of extended illness, the administrators of each school shall make all reasonable efforts to obtain a substitute from the approved list of available substitutes. If this procedure fails and an emergency situation exists, the substitute plan described shall come into force and all sections of this policy, including reporting procedures and methods of expenditures, shall apply.
4. The monies allocated for the substitute services provided will be placed in each school's account with the signing officers being the principal and one other designated school staff member. At least fifty percent of the monies accumulated for any one school year must be spent on educational supplies and equipment for that school as agreed to by the Superintendent.
5. Each school must submit an accounting under the substitute plan at the end of December and at the end of June in any given year.
6. Fifty percent of the money accumulated through use of the backup fund shall be given directly to the school. The other fifty percent, which has been designated for educational materials, shall be placed into a category as designated by the Secretary Treasurer. Each school shall have a separate category and account. The assistant principals shall then order from this category, educational materials that they and the committee deem necessary. The regular ordering system shall be followed. Any monies not spent shall be carried over to the next calendar year.
7. The school's fifty percent portion is for the sole use of the designated school and staff. The expenditures from this portion shall be in consultation with the staff and under the jurisdiction of the school administration. The School Division purchase order system shall be used. The amount of the school's portion and the School Division's portion shall be reconciled as of December 30 and June 30 of each year.
8. In cases of previously determined and approved extended illness or leave, the administrators of the schools shall work in close cooperation with the School Division administration in selecting a suitable replacement.



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PROFESSIONAL STAFF ORIENTATION

The orientation of professional staff falls under the jurisdiction of the Superintendent, who may elicit the support of other School Division personnel. The orientation process will take place at three levels:

A. School Division Level

Information that is broadly based and applies over all School Division schools and operations will be made available to newly hired staff and substitute teachers as a handout, and/or via an orientation session. Early in the school year the School Division may organize an event for trustees to meet new teachers.

B. School Level

Principals are responsible to ensure that an orientation to the school's operation is available to staff and substitute teachers. This information process may include a school handbook, an informational meeting, school tour, etc.

C. Classrooms

Persons hired as short term substitute teachers shall be provided with appropriate information by the School Division, the school, and the teacher of the class to be managed so that the substitute teacher is knowledgeable of school and class dynamics that will make the substitute's tasks appropriate and successful.



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PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

1. All requests for transfers or changes in teaching shall be submitted in writing to the Superintendent's office with a complete explanation of the reasons for the request. These will be considered confidential until it is necessary to confer with the teachers and concerned administrative officers present regarding decisions and arrangements.
2. In the judgement of the Superintendent, these changes must be in the best interests of the students, the teachers, and the schools concerned.
3. Any transfers that involve changes in salary shall be submitted to the Board for final approval.



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PROFESSIONAL DEVELOPMENT OF ADMINISTRATIVE PERSONNEL

This policy provides an opportunity for a school administrator to experience and develop expertise in a school other than the one they presently administer. Professional development is not limited to administrative experience only but may be used to allow for a defined period of teaching experience.

1. Professional development assignments for up to one year will be considered upon application to the Superintendent. This temporary placement will be considered as a professional development opportunity for administrators and shall involve only the applicant.
2. Pending retirements, staff turnover, school moral, administrator's health problems, or other reasons may subsequently affect the time frame and/or plan, but the accommodation of such deviations shall be at the discretion of the Superintendent and the School Board.
3. All school administrators (ie. principal or assistant principal) with at least five years of service in a school in the Kelsey School Division, may apply for consideration of this professional development plan.
4. All plans shall be determined prior to March 31 of any year. The school administrator will receive notification in writing. The staff in the school to which a principal is assigned shall be notified of the appointment at that time.
5. The difference in allowances under any plan shall be considered by the Board prior to approval.
When a school administrator initiated reassignment from an administrative position to a teaching position or other position not carrying an allowance is approved, no allowance will be paid to the administrator who has assumed duties other than administrative.
6. The number of professional development opportunities in any given year shall be at the discretion of the School Board.
7. Orientation for the administrator moving for professional development reasons shall occur prior to the plan taking effect.



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PROFESSIONAL STAFF WORKLOAD

1. The Kelsey School Division recognizes the need for professional staff to receive preparation time during the normal school day.
2. The purpose of preparation time is to provide an additional opportunity for teachers to spend time preparing effective lessons and carrying out thorough follow-up procedures in order to achieve high quality instruction.
3. The process of staffing a specific school should include, a sufficient number of teachers to allow each teacher some unscheduled time within the normal school day.
4. The scheduled contact time for classroom and specialist teachers should be as close to equal as possible within a school and when compared to other teachers at similar levels within the Kelsey School Division.
5. Principals should make a reasonable effort to schedule preparation times in blocks throughout the timetable in order that the preparation times can be effectively used. A minimum thirty minute planning time is desired.
6. The amount of preparation time is subject to change depending on financial and other considerations such as: enrolment, staffing patterns, financial support from Manitoba Education, the special levy and grants, and the educational direction of the School Division's programs, curriculum and organization.



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Code: GCLA

SUPPORT FOR PROFESSIONAL DEVELOPMENT

A. Applications

The School Division recognizes the importance of professional and technical development of its employees and shall make every effort to make an appropriate level of professional development funds available according to Division funding limitations. For professional staff wishing to attend conferences, seminars, and workshops related to professional development which occur in locations outside of the Kelsey School Division and for which there are travel and accommodation costs involved, these guidelines indicate how they apply to financial assistance.

1. Professional Development funding may be available from the following sources:
 - a) The Kelsey School Division Professional Development budget, funds that are administered by the School Division Superintendent according to budgeted allocations and Division priorities.
 - b) The Professional Development Committee of the Kelsey School Division, funds administered by that committee.
 - c) Special grants provided by organizations or agencies to meet their specific needs.
 - d) Individual personal professional funds allocated to teachers employed by the school division.
2. Application forms for all Professional Development activities shall be submitted to the Superintendent via the principal at least one month prior to the date of the activity so that they may be processed in sufficient time. Professional staff must apply for funds in the following order (if funding is to be requested from either or all of the sources):
 - a) Any special grant, when applicable, via the organization or agency involved.
 - b) The Kelsey School Division teacher personal Professional Development budget.
3. The Kelsey School Division Professional Development Committee will make recommendations on Division-wide professional development prior to the start of the school year.

B. Support for Division Directed Professional Development.

1. Upon the direction of the Division, selected participants shall complete an application for financial support that includes all the appropriate costs for the particular seminar, workshop, conference, or event.



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2. Approved costs shall be as per Kelsey School Division Policy BID (Board Expenses).
3. All necessary advertising, brochures, and information which clearly specify the length of the conference, themes, speakers, etc. must accompany the application. Late requests or requests with insufficient information will be tabled for future consideration.

C. Principal Recommendations for Teacher Attendance at Inservice or Conferences

Principals will utilize the following guidelines in making recommendations for attendance at an in-service or conference by members of their school's professional staff, based on funds available.

1. Assess the potential benefit to students in the school, class, or School Division as a whole.
2. Assess the applicability of the conference topics to the teaching responsibilities of the teacher.
3. Assess the sharing that has been or will be provided to the professional staff.
4. Consider the number of in-services this teacher has applied for and/or has attended to date.
5. Assess the teacher's personal needs to becoming more effective.
6. Assess the economic factor (i.e. costs versus the benefit derived).
7. Assess whether the applicant's request to attend is only a personal benefit and/or is a concept in which the school is involved.
8. Assess the need for the School Division to have a resource person in this area.
9. Assess the educational requirement for the applicant to attend.



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ADMINISTRATIVE INTERN PROGRAM

1. Administrative Interns interested in becoming administrators and wishing to enhance their abilities and skills in administration are encouraged by the Kelsey School Division to apply for such opportunities. These opportunities could take the form of workshops, conferences, courses, or inservice sessions designed by the School Division. Any activity which leads to an improvement in the teacher's potential as an administrator is included in this category.
2. The Kelsey School Division Board feels that professional development is an important and integral part of education and thus desired to encourage and facilitate the participation of staff in professional development opportunities.
3. Kelsey School Division may only support 75% of the allowed expenditures for the authorized professional development sessions: the approved accommodation, meals, registration, substitutes, travel, and any other expenses incidental to the requested professional development opportunity. If Kelsey School Division requires the attendance of any teacher at any session, full approved costs will be supported.
4. All requests are to be approved by the Superintendent or designate in accordance with the accepted established practice for dealing with professional development requests.



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Code: GCL

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

1. Professional development is intended to further enhance the teacher's ability to reach the educational goals set by Kelsey School Division and Manitoba Education. This could take the form of workshops, conferences, courses or in-services designed by the School Division or provincial authorities. Any activity which leads to an improvement in teaching, learning or curricula is included in this category.
2. The Kelsey School Division believes that professional development is an important and integral part of the education process and thus desires to encourage and facilitate the participation of Kelsey School Division personnel in professional development.
3. The School Division will assume a large part of the financial responsibility for professional development. Though the major portion of the costs will be borne by the School Division, financial or other support may be made to other agencies including:
 - a) Manitoba Education.
 - b) The Kelsey Teachers' Association.
 - c) The Manitoba Teachers' Society.
 - d) Federal or provincial agencies.
4. Professional development, while under the authorization and jurisdiction of the Superintendent, is to be utilized for three main purposes:
 - a) Objectives which support the main professional development goals of the School Division and its strategic plan.
 - b) Objectives which coordinate the defined professional development needs of a particular school and its teachers.
 - c) Individual teacher professional development objectives that enhance their skills, knowledge and teaching competency.
5. Professional development activities can be initiated by any of the School Division personnel such as individual teachers, school groups of teachers, separate discipline areas, the administration, and the School Division Professional Development Committee.
6. In addition, the non-teaching personnel may hold education development sessions or may be requested to conduct their education development in conjunction with that of the teaching staff.
7. Wherever possible, participants will be involved in the planning and execution of professional development programs. Professional development activities may involve university courses, bringing personnel in for in-service, making local resource personnel

available, utilizing a school group in a subject area, and attendance at conferences, workshops, in-school sessions, or school division-wide sessions.

8. If a teacher requests to be excused from attending a specific professional development activity, the request must be made in writing at least one week prior to the activity, giving reasons and detailed alternate professional development plans for approval. An example would be when an in-service is out of town (e.g. annual Special Area Group Education conferences and a teacher is unable to attend for family reasons).



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PERFORMANCE EVALUATION – CRITICAL INCIDENT

1. If a teacher, principal, or assistant principal is not fulfilling their role to the satisfaction of the Board or Superintendent, a formal intensive evaluative process may be initiated by the Superintendent.
2. The duration, frequency of observation, and the number of formal reports shall be at the discretion of the Superintendent.
3. The Superintendent shall make recommendations to the Board at the conclusion of the evaluation process. The teacher, principal or assistant principal will be made aware of any decision arrived at by the Board.



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Code: GCN

EVALUATION OF PROFESSIONAL STAFF

The Superintendent of Schools shall have the responsibility for initiating a procedure to carry out regular evaluations for all professional personnel in the school system.

The evaluation shall be done in accordance to the Administrative Organizational Plan as per Policy CC and the supervisory authority indicated therein. As a result, principals shall be responsible for the evaluation of assistant principals.

This policy has been developed and agreed to in conjunction with the Kelsey Teachers' Association.

I. TEACHER EVALUATION

A. PURPOSES OF EVALUATION

The evaluation of teachers in the Division shall be conducted for the following purposes:

1. Improvement of instruction.
2. Maintenance of the teacher's personnel record.
3. Review of teaching performance in order to make decisions regarding permanent certification, probation, contract termination and/or reassignment.
4. Professional growth.

B. FREQUENCY OF EVALUATION

1. Evaluation for improving instruction shall occur on a continuing basis.
2. For teachers in their first two years of employment in the Division, a formal evaluation report will be completed prior to April 30th in each year.



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3. For teachers with more than two years of employment in the Division, a formal evaluation report will be completed every three years unless:
 - a) the teacher requests a formal evaluation;
 - b) the principal determines that a formal evaluation is required; or
 - c) the teacher has applied for permanent certification.

For third year evaluation, every effort will be made to have these completed prior to May 30th or within a 6-month period. Time extension beyond these parameters will be collegially agreed to by the evaluator and evaluatee.

4. Teachers who have received at least four favourable formal evaluations under the standard evaluation procedure shall be considered for evaluation under the professional growth model. For teachers on a professional growth procedure, the frequency would be at least every three years.

C. CRITERIA

The general criteria for teacher evaluation shall include:

1. Professional Abilities:
 - a) lesson organization
 - b) lesson presentation
 - c) evaluation
 - d) remediation
 - e) class management
 - f) class climate

Other criteria related to the specific role of the teacher may be added by agreement between the teacher and the evaluator. Specific determinants of these criteria will be collegially agreed upon at the school level. In the case of specialist teachers, the criteria/determinants shall be determined by the principal based on the specialist's job description and in consultation with the specialist. Where appropriate, the criteria and determinants used should reflect those of the Division and school.



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2. Professional Qualities:

The characteristics commented on are these personal qualities which relate to the person's professional role as a teacher. The specific determinants will be collegially agreed upon at the school level.

For teachers on a professional growth procedure, the following shall be considered in discussions held between the evaluator and the teacher:

- a) The professional growth which has occurred since the last formal evaluation.
- b) The professional goals established by the teacher.
- c) Curricular objectives set by the teacher.

D. PROCESS

- 1. Evaluation for improvement of instruction may be conducted formally or informally as determined by the teacher and the evaluator.
- 2. On those occasions when a formal evaluation procedure might be utilized, it should include:
 - a) a pre-observation conference at which the criteria to be reviewed are clarified;
 - b) an observation period;
 - c) an analysis of data gathered; and
 - d) a post-conference with the teacher to discuss the analysis and any recommendations for improvement.
It is expected that reasonable support and assistance shall be given to the teacher in an attempt to effect an improvement.
- 3. If the teacher is not fulfilling his/her role to the satisfaction of the principal:



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- a) The principal shall recommend to the Superintendent that the teacher be placed on probation.
- b) If the Superintendent concurs with the recommendation or if the Superintendent initiates probation, the Superintendent shall notify the teacher in writing of the probationary status, such notice to include the length of the probationary period, the evaluative procedure to be followed, and an explanation of consequences.
- c) During the probationary period, there should be at least three reports of the formal evaluations submitted to the Superintendent. The evaluation report should indicate details regarding aspects requiring improvement, suggestions, and support given to the teacher during this period. The Superintendent may choose to conduct an evaluation personally either in an informal or a formal manner.
- d) At the conclusion of the probationary period, the Superintendent shall notify the teacher in writing of any decision made regarding the teacher's future status.
- 4. In following a procedure for professional growth, the following steps shall be included:
 - a) An invitation to the teacher to participate in a review for professional growth.
 - b) A preconference to determine the time frame during which the review is to occur.
 - c) An opportunity for the teacher to compile information, such as a portfolio, illustrating the teacher's professional growth, goals, and objectives.
 - d) An opportunity for the teacher and the evaluator to review and discuss the information relating to the professional growth criteria provided.
 - e) Production of, and an opportunity to review, the final documentation developed for signature of the participants.

E. DOCUMENTATION

- 1. Evaluation for improvement of instruction may utilize documentation agreeable to both evaluator and evaluatee but which is confidential between them and not placed in the teacher's permanent file at the office. Such documentation should make specific suggestions for improvement being made as required.



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2. Formal documentation shall be based on the criteria and determinants previously agreed upon and shall indicate areas of strength and/or weakness with an explanation of the latter in particular. In addition, general comments as requested by the teacher and recommendations of the evaluator may be included.
3. The teacher reads and signs the report. The signature of the teacher verifies that the report has been discussed with the teacher but shall not imply the teacher's concurrence with the contents of the report. If there are areas of disagreement that cannot be resolved to the satisfaction of both parties, the teacher has the right to attach their comments. The original document is placed in the teacher's permanent file, a copy is given to the teacher, and the principal retains a copy for the principal's file.
4. If possible, the document should be in the language of instruction of the teacher.

F. APPEALS

The principal is the primary evaluator of teachers in the school. If for any valid reason either the evaluator or the evaluatee feels that a fair evaluation will not take place, a third party satisfactory to both evaluator and evaluatee should give an independent evaluation. If they are unable to agree on a third party, the Superintendent shall appoint an alternate evaluator if the reason is judged by the Superintendent to be valid.

II. PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION

- A. The evaluation of principals and assistant principals in the Kelsey School Division shall be conducted for the following purposes:
 1. To assist in developing an awareness of the principal's and assistant principal's competencies.
 2. To identify general areas in job performance and skills in which improvements are needed.
 3. To develop realistic performance goals, both short and long range, to assist the professional growth of the individual



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4. To have a record of performance to determine qualifications for promotion and/or recommendations to prospective employers.
5. To review administrative performance in order to make decisions regarding reassignment, probation, demotion, or dismissal.

B. FREQUENCY AND EVALUATION

The formal evaluation of principals and assistant principals will occur:

1. in the first year that the individual fills an administrative position in the Division;
2. if there is mutual agreement between the principal/assistant principal and the Superintendent that an evaluation occur or if the Superintendent determines that an evaluation is required; and
3. at least once every three years after completion of the principal/assistant principal's initial year in a position.

C. CRITERIA

The formal evaluation process for principals and assistant principals requires the selection of criteria for evaluating that determines a standard of acceptable administrative performance.

Although it may be advisable to focus on only a few areas of the principal's or assistant principal's responsibilities, all of these responsibilities should be considered before the final criteria are selected for examination.

The general criteria for principal/assistant principal evaluation should include:

1. Criteria applicable to the role of the principal/assistant principal:
 - a) Management of the instructional program (technical-educational skills).
 - b) Human relations (human-managerial skills).



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- c) Management of resources (technical-managerial skills).
- d) General management performance (speculative-creative skills).
- 2. Determinants agreed upon considering the particular school level and facility.
- D. THE PROCESS
 - 1. Annually, the principal/assistant principal will participate with their superior in a performance-objective setting discussion. Self-assessment and/or faculty staff assessment may be used as sources of information.
 - 2. Every three years, the principal/assistant principal will be involved in a formal evaluation procedure which may be divided into four phases:
 - a) Pre-Conference

Consultation between the evaluator(s) and the evaluatee will determine the instrumentation required, the areas of mutual concern, and the time line necessary to complete the evaluation.
 - b) Data Gathering

This will take into consideration the areas of mutual concern and the particular nature of the school environment as it affects the criteria being observed. Data gathered may be by instrument, observation, and interview of the evaluatee as mutually agreed upon.
 - c) Post Conference

This will be held to discuss the assessment report, professional development recommendations, and to set performance objectives which may include a statement of general improvement goals, self-development objectives, the means of which these might be achieved, methods for measuring the achievement, and a target date for accomplishment of the objectives.



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3. If it becomes apparent that the principal/assistant principal is not fulfilling their role to the satisfaction of the Superintendent:
 - a) the principal/assistant principal shall be informed in writing that they are now on probation;
 - b) the principal/assistant principal shall be given conditions in order to have the probationary status removed;
 - c) documentation of the above, as well as assistance provided to the principal/assistant principal during the probationary period, shall be maintained; and
 - d) at the conclusion of the probationary period, the Superintendent shall notify the principal/assistant principal in writing of any decision made regarding future status.
4. The evaluator shall be the Superintendent or designate. The Superintendent may, in consultation with the evaluatee, permit another person to be involved.

E. DOCUMENTATION

The documentation may include the following:

1. Self-assessment: may be discussed with the evaluator but remains the property of the evaluatee.
2. Faculty/Staff assessment: individual copies remain confidential to the evaluatee, but a compilation of these may be provided to the evaluator(s) by the evaluatee as part of the formal evaluation documentation.
3. Formal Evaluation Report: this is the report of the formal evaluation procedure. It may include the compilation of the faculty assessment, a report of the performance objectives attained since the last formal assessment, a summary of the interview, and the observation conclusions, and recommendations of the evaluator(s). The evaluator(s) and the evaluatee sign and date this documentation. The signature of the evaluatee verifies that the report has been discussed with the evaluatee but shall not imply the evaluatee's concurrence with the contents of the report. If



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there are areas of disagreement that cannot be resolved to the satisfaction of both parties, the evaluatee has the right to attach comments. The original document is placed in the evaluatee's permanent file, and a copy is given to the evaluatee.

4. When the evaluation is for purposes of professional growth, the final report shall focus on the principal's professional growth and goals.

F. APPEALS

The Superintendent is the primary evaluator of principals and assistant principals in the Division. If for any valid reason either the evaluator or the evaluatee feels that a fair evaluation will not take place, a third party satisfactory to both evaluator and evaluatee should give an independent evaluation. If they are unable to agree on a third party, the Board shall appoint an alternate evaluator if the reason is judged by the Board to be valid.

III. ACCESS TO PERMANENT FILES

The School Division office's permanent files of the professional staff are private and confidential. They are to be kept in a secure location and may not be allowed out of the office unless required for dismissal or certification hearings. Professional staff are allowed access to their files in the presence of the Superintendent or designate. Principals may view the permanent file of their staff or of prospective staff in the presence of the Superintendent or designate.

Requests for information from these files by outside agencies or other administrative personnel must be made through the Superintendent. The decision to release pertinent information will be made within the following guidelines:

1. The person making the request has a legitimate reason for doing so.
2. The teacher is aware of the request and, if it is of a reference nature that the teacher has agreed to by completing a release form, the dissemination of the information to that applicant shall be made.
3. Reference requests regarding teacher competency will be answered by referring to the formal evaluation reports on file.
- 4.



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4. Reference requests should be in writing. If a phone request is made, the Superintendent or principal shall ensure the authenticity of evaluation report(s).
5. Requests for information by the Board must be made by motion to the Superintendent who will examine the file in preparing the response to the request. The teacher involved should be made aware of the details concerning such a request.



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Code: GCP

PROFESSIONAL STAFF TERMINATION

Prior to November 15th and April 15th of each year, the Superintendent, shall make recommendations to the School Board concerning termination. Such action does not preclude emergent situations.



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Code: GDA

SUPPORT STAFF JOB DESCRIPTIONS

1. The Superintendent shall be responsible for ensuring that current job descriptions are available for all support staff positions in the School Division office.
2. The Superintendent shall develop and keep updated, job descriptions for all non-administrative positions, both professional and non-professional.
3. The Superintendent shall submit to the Negotiations and Personnel Committee descriptions for review from time to time, and the Committee shall report to the Board.
4. Copies of current job descriptions for all staff are available at the School Division office.



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Code: GDBE

SUPPORT STAFF VACATIONS AND HOLIDAYS

1. Vacations and holidays for Kelsey School Division office staff and Canadian Union of Public Employees (CUPE) are as established by current agreements with Kelsey School Division.
2. Canada Day will be observed as a holiday on the day on which it falls, Monday-Friday. Should Canada Day fall on a weekend (Saturday or Sunday), the following Monday shall be a holiday.
3. Should any statutory holiday fall on a weekend (Saturday or Sunday), the following Monday shall be a holiday. Should Christmas and Boxing Day fall on a Saturday or Sunday in this instance only, Friday and Monday shall be holidays.
4. November 11 will be observed in accordance to the Remembrance Day Act.



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Code: GDMC

SUPPORT STAFF INSERVICE FUNDING

The Kelsey School Division may provide some encouragement via financial assistance to support staff for attendance at special workshops and training sessions in order to enhance their knowledge and skills in their specific area of work.

A. Objective

Support staff educational development is understood to respond to three levels of need:

1. Development activities determined to be important in the support of the role of the support staff personnel.
2. Development activities critical to the school's operation as identified in the annual school plan.
3. Development activities critical to the School Division operations and identified in the annual School Division program and curriculum plan.

B. Funding for Training

Funding of educational development for support staff may be available via a dedicated category in the School Division's annual budget. Approved mandatory training directly related to the current job of an employee will be funded fully as per guidelines in Policy BID. Elective workshops and seminars for personal growth recommended by the employee's immediate supervisor will be considered for support by the Superintendent.

C. Educational Development Committee

1. Membership: The Educational Development Committee, under the jurisdiction of the Secretary-Treasurer, will consist of:
 - a) a representative appointed from each of the following categories:
 - Educational Assistants
 - Secretarial Assistants and Librarians
 - Maintenance and Bus Drivers
 - b) two representatives of the School Division central administration
 - c) a school principal appointed by the School Division.

A quorum will be four members, with at least two members from (a) and from (b+c).



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Code: GDMC

2. Duties of the Committee

- a) The Educational Development Committee will meet at least once a term to review suggestions for divisional educational development inservice.
- b) Divisional inservice sessions shall be in keeping with the educational priorities and/or goals of the Kelsey School Division.
- c) The Educational Development Committee will consider the relative benefits that employees may derive from the provision of various inservice topics and make recommendations to administration.



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Code: GDN

EVALUATION OF SUPPORT STAFF

1. The Superintendent of Schools shall have the responsibility for initiating the procedure for carrying out regular evaluations for all support staff personnel in the school system.
2. The evaluation shall be done in accordance to the Administrative Organizational Plan and the supervisory authority indicated therein.
3. All members of the CUPE, Kelsey School Division office staff, and Kelsey School Division supervisory staff (Director of Maintenance & Transportation, Secretary Treasurer) shall receive an evaluation upon completion of the probationary period, at the end of their first year of work, and at the end of their second year of work. Evaluations shall then be conducted every three years afterward. All evaluations will be completed prior to June 30th of any year.
4. More frequent evaluations shall be completed if:
 - (a) the employee requests an evaluation be done or
 - (b) the supervisor deems an evaluation is necessary.
5. Supervisors shall relay their findings to the Superintendent upon request or as they deem necessary.
6. The Superintendent shall report the findings to the Negotiations and Personnel Committee of the Board on request or as the Committee deems necessary.



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CRIMINAL INVESTIGATION AND CHILD ABUSE

1. The School Division is required by law to obtain Investigation Authorization forms from all employees, prospective employees, and volunteers and forward them for Child Abuse Registry checks and Criminal Records checks. Employment or association with the School Division is conditional upon the results of the Criminal Record/Child Abuse Registry check.
2. The School Division shall apply the provisions of this policy to its employees, to individuals providing contracted service to students or staff, and to volunteers and coaches working under limited supervision with students. Checks may also be required of those employed or volunteering in the School Division where circumstances warrant.
3. The existence of such records does not automatically exclude an individual from consideration for employment or a volunteer position, or terminate employment. The School Division reserves the right to deny and/or terminate the employment and/or association of the individual in the event that the criminal record and/or child abuse registry exist.
4. Some convictions may or may not reasonably preclude an individual from satisfactorily performing the duties within Kelsey School Division. The following procedures will apply when an investigation reveals a conviction, and the decision is made to investigate further an application.
 - a. Upon receipt of a confirmed criminal record or child abuse registry check, the Superintendent or Secretary Treasurer will interview the employee or volunteer to obtain further information about the confirmed results of the investigation.
 - b. The Superintendent or Secretary Treasurer will call Child Abuse Registry, Criminal Records Agency, or the RCMP to verify the information received from the employee or volunteer.
 - c. The Superintendent or Secretary Treasurer will consult with MSBA /School Division Legal Counsel in identifying what action, if any, must be taken.
 - d. The Superintendent or Secretary Treasurer will provide the Personnel Committee and/or the Kelsey School Division Board of Trustees with the information obtained as deemed appropriate.



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- e. The Personnel Committee will make a recommendation to the School Board regarding the action to be taken, if any, in regards to the employee or volunteer with the confirmed criminal record or child abuse registry check.
- f. The employee or volunteer will not be left alone with students until all required action has been completed.
- g. All information gathered will be considered strictly confidential.



Kelsey School Division
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Code: HB

NEGOTIATIONS - LEGAL STATUS

- A. The Kelsey School Division Board recognizes for the purpose of negotiation the following organized groups:
1. KTA - Kelsey Teachers' Association
 2. CUPE - Canadian Union of Public Employees #1596
 3. Kelsey School Board Office Staff Association
- B. The Kelsey School Division Board recognizes that there are negotiations for individual agreements with the:
1. Secretary Treasurer
 2. Superintendent
 3. Director of Maintenance and Transportation
 4. Computer Systems Manager
- C. The Manitoba Teachers' Society (or its local association representatives) is the bargaining agent for the teaching staff of the Kelsey School Division.
- D. Local Union No. 1596 of the Canadian Union of Public Employees is the sole collective bargaining agency for its employees classified and covered by the agreement.
- E. The Kelsey School Division Board Office Staff Association is the sole collective bargaining agency for its employees classified and covered by the agreement.



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Code: HE

BOARD NEGOTIATING AGENTS

1. The Negotiations and Personnel Committee shall represent the Board in contract negotiations.
2. The Superintendent and Secretary Treasurer shall serve as resource persons to the Negotiations and Personnel Committee.
3. The Superintendent shall act as a consultant/resource person at the meetings with either organization.
4. A representative from the Manitoba School Boards Association (MSBA) will represent the Board in negotiations with the Canadian Union of Public Employees and the Kelsey Teachers Association.



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Code: HH

PRIVILEGES - STAFF NEGOTIATING ORGANIZATIONS

1. Staff negotiating organizations have the permission of the Kelsey School Division to reasonable use of those School Division facilities and services which are necessary to carry on negotiations.
2. These privileges involve the use of space for negotiating meetings, use of inter-school mail facilities, and the use of copying equipment.
3. These privileges should be exercised only with the approval of the principal.



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Code: ID

SCHOOL DAY

1. As required by regulations under Provincial Statute, the instructional day shall not be less than five and one half hours, including recess, but excluding the mid-day intermission.
2. Kindergarten students shall attend classes from 9:00 to 11:30 am, or 1:00 to 3:30 pm. The Kindergarten program shall be 1/2 days, 2 1/2 hours morning or afternoon or 5 hours for full day alternate day programs.
3. All students Grade 1 to Grade 12 shall attend in accordance with the regular school day hours.
4. Reasonable variations in opening and closing times of the individual schools may be made in order to conform with bus schedules. Any variations in these times must be approved by the School Board.



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Code: IE

ORGANIZATION OF INSTRUCTION

The schools of the Kelsey School Division, organized to meet the needs of pupils ages 5-21 years, are designated as follows:

Kelsey Elementary School – organized as a community school for pupils in early years curricula and Grade 5.

École Opasquia Elementary School – organized as a school for pupils in early years curricula and Grade 5, and offering a French Immersion program.

École Scott Bateman Middle School – organized as a school for pupils in middle years curricula from Grades 6-8, and offering a French Immersion program.

Margaret Barbour Collegiate Institute – a senior years school offering Grades 9-12 (academic, business education, marketing education, complementary and technical vocational courses), with some French Immersion program courses.

Mary Duncan School – an alternate school offering Grades 7-12 with a focus on individual student needs.

Kelsey Learning Centre – Programs for adult students offered at the University College of the North site and under separate management.



Kelsey School Division
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Code: IGABA

INDIGENOUS EDUCATION

A. Guiding Principles

1. The Kelsey School Division (KSD) is committed to an educational philosophy that recognizes the fundamental equality of people of all origins, abilities, gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic background or status, religion or spirituality, family status, mental and physical abilities, physical features, including body size and shape, intelligence or ability, learning preferences, ancestry or place of birth, first language or mother tongue.
2. In recognition of the significant contributions that Indigenous people have made in the development of Canada, The Board of Trustees acknowledges that our schools and administrative buildings are located on Treaty Five land – the traditional lands of the First Nations people as well as the traditional homeland of the Metis Nation.

B. Programs

1. KSD shall strive to support curricula that integrates Indigenous perspectives for the benefit of all students. This includes work on Restoring Relationships to support Indigenous Ways of Knowing and Learning.
2. KSD shall support the delivery and development of programs and services that enhance and encourage all staff, students, parents and members of the school community to be engaged in learning that integrates Indigenous Ways of Knowing and perspectives in relation to historical information, health and wellness, languages, arts and culture, teachings, protocols and traditions, and Restoring Relationships.
3. KSD will support an education system that honors balance so each student, staff, parent, person or group within KSD feels their presence is valued, important within the education system, and contributes to successful learners.
4. KSD shall provide opportunities for all students, parents and community to be engaged in learning that integrates facets of Indigenous Education where possible within the classroom, school and division activities and events.
5. KSD recognizes that it serves a diverse population and is committed to making education meaningful and responsive to, and inclusive of, the cultural diversity that characterizes the Canadian society.



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C. Curriculum

1. In accordance with Manitoba Education – Integrating Indigenous Perspectives in the Curricula, KSD shall:
 - a) support Indigenous students by developing a positive self-identity through learning their own histories, cultures, traditional values, contemporary lifestyles, and traditional knowledge. Students will also participate in a learning environment that will equip them with the knowledge and skills needed to participate more fully in the unique civic and cultural realities of their communities.
 - b) support non-Indigenous students by developing an understanding and respect for the histories, cultures, traditional values, contemporary lifestyles, and traditional knowledge of Indigenous peoples. Students will also participate in our shared histories as Canadian people.

D. Engagement

1. School principals shall be responsible for developing strategies to ensure active and meaningful participation of Indigenous parents/guardians and community in the educational process based on mutual respect and understanding, creating a partnership that will result in education of high quality for all students.
2. All staff within KSD shall be responsible for developing strategies to ensure active and meaningful participation of Indigenous parents/guardians and community in the educational process based on mutual respect and understanding, creating a partnership that will result in the best education for all students.

E. Professional Development

1. KSD is committed to including appropriate Indigenous knowledge, practices and ways of knowing as a significant part of the training and professional development within KSD.

F. Employment Equity

1. KSD shall ensure that all Indigenous persons seeking employment opportunities within the School Division are considered for employment on the basis of qualifications, work and life experiences, and the ability to do the job.



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Code: IGA

BASIC INSTRUCTIONAL PROGRAM

1. The School Division, consistent with the resources available, endeavours to provide a school system that:
 - (a) is based on sound learning principles;
 - (b) is innovative, employing appropriate effective instructional techniques and curricula;
 - (c) is responsive to student needs;
 - (d) is responsive to the aspirations and needs of the communities in our society;
 - (e) provides a safe learning environment with dignity and respect for students and staff;
 - (f) nurtures the skills and attitudes that assist students to contribute to our Canadian democratic society;
 - (g) develops self-directed individuals; and
 - (h) provides a range of curricular opportunities from Early Years to Senior Years.
2. Resident children in the School Division who attain the age of 5 years by December 31 in their year of registration may attend kindergarten.



SAFE AND CARING – TRANS AND GENDER DIVERSE STUDENTS AND STAFF

- A.** The Kelsey School Division (KSD) is committed to providing learning opportunities, dignity, respect and equity for all including trans and gender diverse students and staff. As diverse situations occur and the needs of individuals vary, all circumstances will be assessed on a case-by-case basis.

1. All students and staff regardless of gender identity or expression have the right to be open about who they are, and have the right to privacy and confidentiality.
2. This policy applies to:
 - a) All students, staff, parents/guardians, volunteers and trustees in the School Division.
 - b) All SD activities, sponsored or sanctioned events, on or off School Division property. This includes electronic communication/social media as outlined in accordance with Board policy JFCBA – Responsible Use, and may include situations outside of school hours that impact the learning environment.

B. Responsibilities


All employees, students and trustees are responsible to ensure their conduct contributes to a welcoming, caring, respectful, safe learning and working environment for everyone. All staff should consider each student's needs and concerns individually, as each trans & gender diverse student is unique with different needs.

1. Superintendent or designate shall be responsible to:
 - a) Ensure all staff receive the appropriate professional development opportunities and support for curriculum implementation.
 - b) Ensure that inclusive community resources and library supports are available to students and staff in the School Division.
 - c) Provide support for trans & gender inclusiveness in the KSD.
 - d) Promote and recognize diversities within school communities.



2. Principals and Assistant Principals shall be responsible to:
 - a) Provide a leadership role and promote safety, respect and inclusiveness in the school.
 - b) Implement this policy and other policies with respect to human diversity and safe and caring schools.
 - c) Oversee staff utilization of language, educational resources and approaches that are inclusive and respectful of diverse sexual orientations, gender identities and gender expressions.
 - d) Provide a support team as an extended advocate for trans and gender diverse students which may include: the student, parent/guardian, principal, assistant principal, counsellor, resource teacher, clinician, teacher(s) or education assistant(s).
3. Teachers and Designated Support Staff shall be responsible to:
 - a) Model inclusiveness and respect for human diversity and reinforce this policy.
 - b) Model respect, understanding, and affirmation of diversity in the working and learning environment.
 - c) Monitor academics achievement, engagement, attendance and well-being of trans and gender diverse students.
4. Resource Supports with library and classroom materials and activities through:
 - a) The acquisition of trans-positive fiction and non-fiction books for school libraries that support trans and gender non-conformity.
 - b) Reflecting upon the accomplishments and contributions by providing positive images and accurate information about the trans and gender diverse history and culture.
 - c) Challenging gender stereotypes and integrating trans-positive content into teaching all subject areas in accordance with KSD policy, and procedures in provincial legislation.
5. Student Roles: Students are expected to follow the school Code of Conduct and shall:
 - a) Behave in a respectful manner and comply with all KSD policies, including social media policies.
 - b) Respect the rights of all students with regard to their gender identity and gender expression.
 - c) Support the safety and well-being of all students.
 - d) Recognize the diversity of the student population.
 - e) Be aware that the following behaviours are unacceptable: i) bullying, or abusing physically, sexually, or psychologically – verbally, in writing or otherwise

- (ii) discriminating on the basis of any characteristic set out in subsection 9(2) of The Human Rights Code and (iii) outing other people.

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6. Privacy and Confidentiality: The Kelsey School Division recognizes everyone's right to privacy and confidentiality. An individual's right to discuss and express their gender identity and/or expression openly and to decide when, with whom, and how much private information to share shall be respected.
7. Communication: When parents/guardians are aware and supportive of the student's gender identity and expression, the school's student support team will work collaboratively with the student and family to ensure a safe and respectful environment. In situations where, familial support is not available for trans or gender diverse students, the school has the right to support the student in a safe and caring environment.

C. Dealing with Conflict

1. Education is necessary to promote human diversity and is the primary goal when conflict occurs. All students, staff, parents/guardians, volunteers and trustees in the KSD are required to abide by School Division policy and legislation in regards to bullying, discrimination, harassment and violence on the basis of gender identity or perceived gender identity.
2. Every staff who is a witness to disputes or conflict has the responsibility to resolve the matter and report to the Principal as required.
3. When disputes or conflicts occur, they are to be resolved in a manner that involves the trans or gender diverse student, an employee or an adult ally (from the Support Team) in the decision-making process to maximize the inclusiveness and address the best interests of the individual.
4. The resolution should be within the group, and the victim shall not be segregated throughout the process.
5. The Kelsey School Division may impose disciplinary measures for conduct that occurs at any time including after school hours, as well as off school property, where there is evidence of behaviour which:
 - a) may result in a disruption in the school community, or
 - b) may be or is harmful to the physical or mental well-being of students or staff, or
 - c) may reasonably be seen as intended to create a negative school environment for another person.



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WORK EDUCATION

The Kelsey Board of Trustees supports and encourages school programs which offer work experience opportunities to students.

A. Work Education Projects (Senior Years)

1. Whenever possible, actual work experience will be incorporated as required by a program. As appropriate, actual work education will take the form of work experience, on-the-job training, or co-operative work education. In all instances, programs providing practical work education shall be organized and conducted solely for the purpose of providing the students with a valuable training experience.
2. Work education projects must be registered with Manitoba Education so that students so occupied may receive coverage under the Workers' Compensation Act. To qualify for this, students may perform work, but may not be employed (i.e. receive pay).
3. The principal shall assign the responsibility for coordination of work education as needed.
4. The Manitoba School Public Insurance policy held by the Kelsey School Division covers all students who have been authorized to participate in work education projects.

B. Work Experience Opportunities (Senior or Middle Years)

1. Work experience is an opportunity for students to explore career options on a short term basis. Participants in these programs may not operate motorized equipment, handle hazardous products, operate computers without supervision, or be left alone on the work site.
2. Work experience opportunities are covered by The Manitoba School Public Insurance policy held by the Kelsey School Division.



SPECIAL EDUCATION SUPPORTS/PROGRAMS

1. GENERAL

- 1.1 The model of service delivery for students with exceptional learning needs in the Kelsey School Division shall be based on meeting the identified needs of students in the most enabling environment possible through provision of a continuum of supports.
- 1.2 The Kelsey School Division shall provide a variety of supports and/or special programs for resident students with exceptional learning needs in order that they may participate as members of their school communities including any one, or a combination, of the following:
- a) individualized/adapted/modified program/curriculum both within regular classrooms and special placements;
 - b) differentiated instruction both within regular classrooms and special placements.

These supports/special programs may include one or a combination of:

- a) trained specialists in education;
- b) individualized materials, equipment and/or physical facilities;
- c) specialized services (eg: clinical, therapy) behaviour intervention plans;
- d) community services referrals.

2. DEFINITIONS

2.1 Exceptional Learning Needs

Exceptional learning needs include social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health care needs that affect a student's ability to meet learning outcomes.


2.2 Special Education Supports:

Special Education programming will include:

- a) low enrolment special education classes. This programming includes spending a portion of the school day in regular classes.
- b) regular classroom setting, withdrawn for additional support services.
- c) regular classroom setting, receiving additional supports within the classroom setting.

2.3 Adaptation

“Adaptation” is a change in instructional strategies, content and/or assessment strategies, materials, assignments to assist the student in achieving the expected learning outcomes for a specific grade level/subject.

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2.4 Modification

“Modification” is a significant change to the learning outcomes (more than 50%) that a student is expected to meet as outlined in the mandated Department of Education curriculum.

2.5 Individualized Programming

“Individualized Programming” is the development of a program of studies designed to meet the needs of students with severe cognitive disabilities who need programming outside the regular curriculum in the areas of social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health-care needs.

2.6 Differentiated Instruction

“Differentiated instruction” is a method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests and strengths of pupils.

2.7 School Based Support Team (Core Support School Team)

A school-based student services support team may include the principal/vice-principal, resource teacher(s), counselor(s), classroom teacher(s) and others who have responsibility for students with exceptional learning needs. The team is responsible for the planning, development and monitoring of Individual Education Plan for students.

2.8 Specialized Assessment


A specialized assessment is an individualized assessment conducted by a qualified resource teacher, clinician and/or health care professional to identify the specific needs of students to facilitate decision making with regard to the supports required.

3. **IDENTIFICATION OF STUDENTS WITH EXCEPTIONAL LEARNING NEEDS**

3.1 A student may be identified as requiring special education support/services:

- a) through the detection of the exceptionality soon after birth or during the first few years of life, or when the child has become permanently disabled due to sensory, physical or specific health care needs. These students typically are diagnosed by physicians.
- b) by qualified school/clinical personnel when the child has failed to meet or has exceeded

expected learning outcomes for their grade level and has been assessed as having exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, and/or academic needs.

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4. ASSESSMENT OF EXCEPTIONAL LEARNING NEEDS

The principal is responsible for ensuring that students who are having difficulty meeting the expected learning outcomes are assessed by appropriate staff as soon as reasonably practical. The information gathered by the classroom teacher shall be used as the first source of information to guide student learning and programming decisions.

4.1 School-Based Student Support Teams

Following the preliminary identification at the classroom level, the school based student support team shall develop and implement interventions which may include the modification of learning outcomes, the adaptation of materials, assignments, and/or assessment strategies, differentiated instructional strategies and/or the development of a behaviour plan.

4.2 Specialized Assessments

4.2.1 The principal will ensure that a student is referred for a specialized assessment if the student's teacher and/or the school based student support team are unable to determine the basis for the difficulty meeting the learning outcomes or have determined that differentiated instruction and adaptations are insufficient to assist the student in meeting these outcomes.

4.2.2 Parental consent is required prior to any referral for a specialized assessment.

4.2.3 Specialized assessments shall be coordinated by the Superintendent or designate or by the principal depending upon the type of specialized assessment required; and conducted by one or more qualified practitioners, who may, if relevant in the circumstances, take into account reports and other information obtained from the student's pupil file, or the consent of the student's parent.


4.2.4 The report on the results of the specialized assessment shall include, 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) what additional supports the student requires to meet or approximate the expected learning outcomes, or the learning outcomes the student can reasonably be expected to achieve, if it is determined that differentiated instruction and adaptations will be insufficient to assist the student in meeting the expected learning outcomes.

4.2.5 Following submission of required enrollment documents, a student may not be denied

educational programming:

- a) for more than 14 days after seeking to be enrolled in a school within the Division regardless of whether that school has received the student's pupil file;

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- b) pending the results of any specialized assessment unless reasonable steps to address any significant risks to safety which a student may present to themselves or to others is required.

5. REQUEST FOR INTENSIVE SUPPORT SERVICES

- 5.1 Should the school-based support services not be successful in addressing the identified need(s) of the exceptional student or if the identified need(s) are beyond the scope of the school personnel, a referral should be made to the Superintendent or designate for additional services/programming.

- 5.2 Referral to the Superintendent or designate for additional supports for school-age children is the responsibility of the school principal, in consultation with the school-based student support team and the parent/guardian.

- 5.3 The preliminary identification of the need for referral for special programming beyond school-based support services shall be based on identification of intervention implemented at the school level and an individual specialized assessment which recommends the most appropriate programming option and/or differentiation/adaptations/modifications required. Information shall be obtained from one or more of the following sources, as applicable:

- a) teacher;
- b) resource teacher;
- c) guidance counselor;
- d) principal;
- e) parent/guardian;
- f) appropriate health and social service agency personnel;
- g) pediatrician.


- 5.4 Prior to referral for supports by designated school personnel, discussion shall be held with the parent/guardian (s) and provide information to assist them in participating in the decision-making process.

- 5.5 Referrals may be made by parents/guardians or community agencies according to the appropriate transition to school protocols for students who are beginning entry to school.

5.6 Referral Process

- 5.6.1 The referral form (see Exhibit 1) shall be completed by the school based student support services team and submitted to Superintendent or designate. The referral form shall

include the teacher report, resource teacher report, and any clinical reports, medical form/behaviour reports as appropriate, interventions at the school level, and a parent signature.

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- 5.6.2 The referral shall be reviewed by Superintendent or designate.
- 5.6.3 The referring principal shall be informed as to the status of the referral by the Superintendent or designate.
- 5.6.4 The Early Childhood Transition protocol shall be completed for students transitioning from the preschool system. The Children in Care protocol is to be completed for all students in care of Child and Family Services agencies.
- 5.6.5 Decisions with regard to the need for additional special education supports shall be based on:
- written documentation from school personnel familiar with the student's abilities, achievements, learning and behavioural needs including student assessment results;
 - previous school records;
 - interventions implemented at the school level;
 - clinical/medical assessment results, as required.
- 5.6.6 In general, only resident students shall be eligible for special education supports/programs.

6. DETERMINATION OF SUPPORTS/PROGRAM/ALTERNATE PLACEMENT:

In accordance with established procedures, appropriate supports/programs shall be determined by the Superintendent or designate in consultation with those making the referral (as outlined in Section 5).

A student may be considered for placement in a catchment area and/or low enrolment special education program when the school's efforts to program for the student in an integrated setting have not been successful, and when they require:


- intensive, multiple resources including specialized personnel;
- a high amount of structure and individual supervision;
- frequent adult feedback;
- frequent reinforcement;
- a learning environment with reduced stimulation;
- a learning environment with specific materials, equipment, or access.

6.1 Determination of Eligibility for Supports/Programs/Alternate Placements

To ensure appropriateness of supports, the following factors are considered:

- safety for self & others;
- the educational/emotional needs of the student in these areas: curriculum, instructional;

setting and support services in terms of abilities and learning/physical and/or behavioral needs;

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- c) a placement consistent with the student's chronological age;
- d) the best match of the student's abilities and developmental and learning needs and the program and its resources;
- e) placement in the most enabling environments;
- f) placement as close to the student's home as possible;
- g) access to an appropriate peer group.

6.2 Placement in Special Education

- 6.2.1 In general, the decision as to the placement of a student in a special education setting shall be made by the Superintendent or designate. Prior to the final decision on the placement and the intake (entry) meeting, the parent/guardians will be advised as to the reasons for placement and identify the specific supports required to assist the student in achieving defined learning outcomes.
- 6.2.2 The placement of a student in a special education program will be reviewed on an annual basis by the school-based support team.
- 6.2.3 Any decision to transfer a student in a special education program to another school in the same program shall be discussed with the home and the host school principals and the parent/guardians prior to the transfer.
- 6.3 Any refusal of special education supports/programs by the parent/guardian shall be requested of the parent in writing by the referring principal and documented in the student's pupil file.

7. **PROGRAM REQUIREMENTS**

7.1 Instructional Setting

The type of instructional setting shall be appropriate to the assessed needs of each student and in the most enabling environment. Special Education programs may be provided through a variety of settings which may range from the provision of supports in regular classrooms to treatment programs in non-school settings.


As much as reasonably practicable, appropriate educational programming will be available to a student in a regular class of their peers at:

- a) the catchment area which includes their residence; or

- b) another school that provides the appropriate program if the catchment area school does not provide the program.

7.2 Curricula

The learning outcomes for students with exceptional needs shall be based on the grade-appropriate mandated Manitoba Education curricula with differentiated instruction, modifications and/or adaptations as required.

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7.3 Individual Education Plan (IEP)

- 7.31 The principal shall ensure that an Individual Education Plan (IEP) is prepared for each student who has been identified as having exceptional learning needs.

A written Individual Education Plan is required for each student who is deemed eligible for special education supports/programs. The development of the IEP is the responsibility of the school team, including the parent/guardian and, if deemed appropriate by the parent and staff, the student. The principal shall identify a teacher to act as case manager with the school team to be responsible for the coordination, development, implementation, monitoring and evaluation of students' IEPs.


7.3.2 The Individual Education Plan shall:

- a) outline student specific educational and social goals for the student and program implementation plans;
- b) assist the school team in monitoring and assessing progress toward goal attainment;
- c) monitor the appropriateness of ongoing placement in a specific program;
- d) ensure continuity in programming through the provision of essential information when the student transfers from one program to another or returns to the home school.

7.3.3 The principal shall ensure that a student's Individual Education Plan (IEP):

- a) is prepared by the student's teacher with the assistance of other in-school personnel, as identified by the principal;
- b) takes into account a student's behavioural or health care needs, if any;
- c) is consistent with the provincial protocols respecting a student's transition to and from school;
- d) is developed by the first reporting period, and its implementation shall be monitored and evaluated on a regular basis (minimum twice annually or sooner if required by a change in a student's behaviour or needs) by the appropriate school staff members;

- e) is monitored and evaluated at least twice annually by designated staff.
- 7.3.4 The principal shall ensure that the parent, and the student, if appropriate, are given opportunity to participate in preparing and updating the IEP and having a person of their choosing accompany and assist them if they so wish.
- 7.3.5 A student shall not be denied educational programming pending the preparation of an Individual Educational Plan.
- 7.3.6 The Individual Education Plan format (see Exhibit 2) shall include:
 - a) a statement of the prime program needs and recommended resources;
 - b) a list of student specific outcomes;
 - c) a description of performance objectives, strategies, and target dates for achievement of objectives and criteria for evaluation;

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- d) current level of performance achievement relative to identified learning outcomes in the provincial curriculum and/or student specific outcomes;
- e) written informed parental confirmation to indicate involvement in the IEP process;
- f) documentation of any refusal and/or actions undertaken by the school to obtain consent and/or resolve concerns in cases where parents refuse to participate in the IEP process;
- g) a written behavioural intervention plan when indicated;
- h) a written transition plan for students who have reached the age of 16, where required by interdepartmental protocol agreements;
- i) documentation of any reductions or alterations in the school day.

7.4 Student Progress

In accordance with Policy IK – Student Assessment, individual student progress shall be assessed on a continuous basis in relation to the individual learning outcomes as outlined in the student's Individual Education Plan.

The number of reporting periods to parents/guardians shall be consistent with the reporting periods for all students in the school. The Individual Education Plan shall serve as the framework for ongoing assessment and the parent-teacher conferences.

The written report format for students with exceptional needs shall be the regular report format and/or an individualized performance profile outlining the specific outcomes for their identified exceptional need(s) and it shall be provided at the regular reporting times

throughout the year.

7.5 Program Evaluation


A program description, expected student outcomes and recommended student assessment procedures shall be established for all special education programs. These programs shall be reviewed on a regular basis according to School Division practices.

8. **ROLES AND RESPONSIBILITIES**

8.1 Superintendent of Schools

The Superintendent of Schools shall be responsible for the implementation of the policy and procedures within the resources available.

The Superintendent of Schools shall be responsible within the Division for the allocation of human and financial resources and the use of facilities for special education supports/programs and ensuring that these supports/programs are implemented according to School Division expectations.

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The Superintendent or designate shall be responsible for the coordination and evaluation of special education programming including the identification of general system needs related to staffing, program, and space requirements; decisions regarding the special education supports and/or placement in a low enrolment setting for individual students and assisting in the resolution of disputes that cannot be resolved at the school level.

8.2 Principal

The principal of the school shall be responsible:

- a) to administer and supervise all programs/supports in the school, including any special education programs/supports;
- b) developing a clear vision and mission for services for the students with exceptional learning needs in consultation with staff, parents and students (as appropriate);
- c) ensuring that a student's Individual Education Plan is developed in accordance with Section 7.3 of this policy;
- d) identifying and advocating for the necessary physical changes in the school facility which will allow all students to participate as fully as possible in the school;
- e) ensuring that all plans for school activities involve students with exceptional needs;
- f) the submission of all requests for funding;

- g) to implement appropriate student assessment procedures;
- h) providing parents/guardians with all data concerning their child in accordance with the Student Records Policy and Procedures(JO);
- i) advising the home school principal and the parent/guardian of any changes in the following year's placement;
- j) to attempt to resolve any disputes at the school level.

8.3 Classroom Teacher


The classroom teacher shall be responsible for:

- a) attending IEP meetings as required;
- b) the development/monitoring and revision of the Individualized Education Plan or Academic Improvement Plan with the assistance of other school personnel;
- c) the delivery of the Individualized Education Program with support from appropriate staff;
- d) reporting to parents/guardians on student progress as outlined in the Policy and Procedures (IK-Student Assessment).

8.4 Parents/Guardians/Family Services Agencies

Parent/guardians are responsible for:

- a) participating collaboratively in the development of a comprehensive Individual Education Plan (IEP), including Individual Health Care Plan, Individual Behaviour Plan, Individual

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- b) Transition Plan, Personal Transportation Plan, as required;
- keeping informed about any aspect of service or programming for their child;
- c) participating in parent-teacher interviews;
- d) notifying the school regarding health care needs.

9. **STAFF QUALIFICATIONS**

- 9.1 Insofar as possible, the School Division shall provide personnel who have teaching certificates in special education and/or specialized training to assist classroom teachers and to provide direct service to student with exceptional needs.
- 9.2 Insofar as possible, the School Division shall employ, in low enrolment programs, teachers who have certificates in special education and/or specialized training in specific

areas of exceptional need.

- 9.3 Professional development opportunities shall be made available to all staff with regard to programming for students with exceptional needs.

10. APPEAL PROCESS


10.1 At the School Level

When a dispute occurs as to the learning outcomes for, or the placement of a student, efforts will be made to resolve the dispute at the school level. The principal shall be responsible for arranging a meeting with the parent/guardian, teacher, student (as appropriate) and other relevant personnel to discuss the concerns and arrive at an agreed upon solution.

10.2 At the School Division Level

- 10.2.1 Where a dispute continues to exist between a parent/guardian of a student with exceptional needs and school personnel, the parent/guardian or student over the age of 18 may request in writing that the Superintendent review the matter. Where a written request is received under the above process, the Superintendent shall:

- a) acknowledge receipt of the request in writing;
- b) advise the school principal of the request for review;
- c) establish a date which shall be within fifteen (15) working days of the date of filing the request for review by which the person filing the request will be requested to meet with representatives of the particular school and of the School Division to review the request.

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- 10.2 If the matter is not resolved, the parent/guardian may request in writing that the Board of Trustees review the matter. All reasonable efforts shall be initiated by the Board to resolve the dispute through informal dispute resolution processes or a formal mediation process.

10.3 Formal Dispute Resolution Process

In those instances where the appeal process is not successful in resolving a dispute at the local level and all parties have made reasonable efforts to resolve the matter in accordance with the Department of Education's Formal Dispute Resolution Process, the disagreement may be referred by either party (the parent/guardian or student over the age of 18 or a representative of the School Division) to the Minister of Education.

- 10.4 The student whose educational program is in dispute shall remain in their present placement until the dispute has been resolved.



SERVICE/ASSISTANCE DOGS IN SCHOOLS

This policy provides direction to school administrators regarding requests for use of Service Dogs in school.

A. Definitions:

1. A “Certified Service/Assistance Dog” is a recognized working dog that has been trained to assist children and adults who have a physical or developmental disability with their daily living activities. There are strict guidelines that apply to their access, handling, and interaction. The use of Service Dogs in the schools is an intervention strategy that is recognized as an aid to students with Special Needs.
2. Service Dogs refers to dogs that assist those with a physical disability, and include pulling, bracing, retrieving, and hearing dogs.
3. Guide Dogs for the Blind & Visually Impaired focus on increased independent travel for the individual. The guide dog is trained for safe street crossings, using public transportation, and exposure to all environments. Users of guide dogs will have previous mobility training in the school system or adult agencies for blind and visually impaired.
4. Companion Dogs are a support to assist the learning behaviour of some students. Therapy dogs are trained to provide affection and comfort to people in hospitals, retirement homes, and schools. Companion dogs and therapy dogs are not considered Service Dogs with access for the handlers in places of public accommodation.

B. Roles and Responsibilities

When a school principal receives a request for the use of a Service Dog, the decision regarding such use is made on a case-by-case basis and includes the individual needs of the student being assisted. The request is reviewed by the Principal with student services personnel and the Superintendent following the procedures below.

C. Parent Responsibilities

1. Provide a letter to the school requesting permission for a Service Dog and outlining the benefits of having a Service Dog attend school with their child.
2. Provide a letter from a qualified professional (physician, psychologist) confirming the diagnosis of a recognized special need, including a recommendation for the use of a Service Dog.



3. Provide a Certificate of Training for the Service Dog from a certified training centre.
4. Pay for any financial implications regarding the use and care of the Service Dog.
5. Annually, provide the school with proof of up-to-date vaccinations, a municipal Service Dog licence, and confirmation that the Service Dog is in good health.
6. Arrange for the personal care and physical needs of the Service Dog, including a once a day bio-break procedure (attending to physical needs of the animal).

D. Principal's Responsibilities

1. Ensure that the use of a Service Dog is consistent with the needs or recommendations as outlined in the IEP process.
2. Consult with the Superintendent and the student services personnel prior to arranging a case conference. The School Board's approval may be required prior to school entry.
3. Schedule and chair a meeting with parents/guardians, classroom teacher(s), appropriate student services personnel, a representative from the dog training centre, and the student (when appropriate) to discuss and develop a plan to determine the strengths, needs and required accommodations and type of service the Service Dog will provide.
4. Provide training for staff and students regarding the rules of conduct around the Service Dog.
5. Inform the school community of the arrival of the working Service Dog, its purpose, rules and regulations regarding the existence of the Service Dog at the school.
6. Inform all staff including teachers, educational assistants, custodians, all support staff, volunteers, school council, union representatives, and health and safety representatives of the presence of a Service Dog.
7. Liaise with the student services personnel to resolve any specific concerns or issues raised regarding the presence of a Service Dog.
8. Revise emergency procedures as required to include the Service Dog, such as evacuations, and notification to the Fire Department regarding the existence of the Service Dog.
9. Retain all letters regarding the Service Dog in the student's cumulative file for a period of one year, or until superseded.



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E. Division Responsibilities

1. Contact the School Division Transportation Department regarding any transportation requirements.
2. Post signs on each entry door of the school to advise visitors of the presence of a working Service Dog.



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DISTRIBUTED LEARNING

A. Definition

1. Distributed Learning is a learning model where learners are not bound by school or school division boundaries for accessing learning opportunities. Learners can enroll in courses from a variety of accredited organizations and utilize various delivery modes to customize a program of studies.
2. Distributed Learning:
 - a) provides web-based or video conferencing educational alternatives to student where local courses are not available
 - b) allows the delivery of courses to students across a school division (or beyond division boundaries) – as a means to “congregate students electronically”
 - c) allows web-based courses to become integrated into overall programming offered by schools.

B. Implementation

1. Kelsey School Division will consider distributed learning to address:
 - a) small schools – low enrolments
 - b) increasing difficulty in staffing courses
 - c) student interest in alternative methods for receiving credits
 - d) timetable conflicts
 - e) teacher availability, particularly in specialized areas
 - f) instructional necessity when a student is unable or prohibited from attending school.
2. Web-based courses or video conferencing courses differ from other distance learning models by being:
 - a) teacher-mediated (regular instructor contact)
 - b) delivered asynchronously via the internet or video-conferencing technology for web based courses
 - c) flexible in scheduling – “anytime – anywhere” access to the course materials
 - d) computer-mediated communications-bases, i.e. e-mail, discussion groups for web-based courses.



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3. Distributed learning impacts teaching assignments in the following ways:
 - a) teacher time for delivery of an online course or video conferencing course is at least equal to face-to-face delivery (one course equivalent to 1/8 FTE)
 - b) teacher “attentiveness” is important – students respond well to quick responses
 - c) the teacher must have appropriate instructional skills prior to course delivery.

C. Guidelines

1. Kelsey School Division will offer distributed learning courses to students in the school division.

The following are guiding principles:

- a) Kelsey School Division will deliver web-based courses or video conferencing courses as feasible, based on data provided by MBCI and Kelsey Learning Centre administration regarding student needs and availability of staff.
- b) If a school is unable to offer one of the required compulsory or optional credits for graduation, the school must make a reasonable effort to find an appropriate alternative means of delivery of that credit.
- c) Registrations for web-based courses or video conferencing courses should not impact negatively on the viability of face-to-face sections of courses in schools.
- d) Class size shall be comparable to other class sizes in the School Division.
- e) In cases where minimum student registrations can not be achieved internally, the School Division will allow students from other jurisdictions to register at their expense.

2. Priorities for Registration

The order of priority for registrations will be:

- a) within a program or school
- b) within the School Division
- c) outside the School Division (when there are no fees by reciprocal arrangement).

3. Responsibilities

The responsibilities for implementation include:

- a) Principals engaging in an information-sharing process with students wanting to register for distance learning courses, and with their parents to facilitate informed decision making.
- b) Providing an on-site facilitator.
- c) Providing access to the appropriate information and communication technology.
- d) Ensuring that any distance learning course for which a student registers is valid for credit towards Manitoba graduation requirements.
- e) Recording the marks received by students in distance learning courses on the student transcripts.
- f) Making arrangements for students to write any required Manitoba Standards Tests.



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FIELD TRIPS AND EXCURSIONS

1. Kelsey School Division endorses the concept of field trips/excursions (within Manitoba) or excursions (outside of Manitoba) as an integral part of the overall curriculum, to broaden the students' horizons and to provide the opportunity to experience other communities. Kelsey School Division does not usually authorize any excursions to places outside of Canada. Specific requests for international travel may be considered by the Board.
2. Kelsey School Division policies regarding student conduct (i.e. alcohol, drugs, behavioural expectations) shall apply on all field trips/excursions. The use of alcohol by chaperones and staff is prohibited on all Kelsey School Division field trips/excursions. For out of the community field trips, a behavioural contract which includes major and minor infractions, must be developed for each field trip. In addition to the school's discipline procedures, violation of the behavioural contract will result in suspension of the student from participation in any out-of-town trips for one year.
3. Appropriate field trip authorization forms must be completed.
4. Trip coordinators will submit a risk assessment form prior to authorization.



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SOCIAL MEDIA

A. Definitions

“Social Media” Any method of communication through the internet that may be viewed by others, including but not limited to Facebook, GooglePlus, Twitter, LinkedIn, Flickr, Snapchat, Instagram, blogging, websites, etc.

“Cloud” Internet accessible storage or internet accessible workspace available through a web browser or application which allows a user to store information outside the Kelsey School Division or on the School Division network.

“Email” Electronic messages sent via the internet among users.

B. Ownership

Any approved social media account set up by a teacher or staff member for the purpose of engaging students is deemed to be the property of the Kelsey School Division and governed by its policies.

C. Security

In order to ensure the security of the site, the teacher shall:

1. Select a secure password.
2. Upon request, grant the principal access to the site, including full read/write access.
3. Under no circumstances give the password to a student.

D. Personal Use

1. Social media accounts established by the teacher and used for school purposes shall be separate from personal social media used by the teacher, and not used for personal communications.
2. The teacher shall not accept friend requests or make use of personal social media accounts when interacting with students and/or parents.

E. Student Access

1. A student under the age of 18 years shall only subscribe to a school social media site with the permission of his/her parent or guardian.



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2. Before becoming a member of a teacher's social media site, the student must return a signed contract and, if under age 18 years, the contract must be signed by both the student and his/her parent or guardian.
3. Staff shall ensure students are not exposed to inappropriate material or communications in their use of school-based social media.

F. Record Keeping

The teacher shall ensure that all communications on the social media site are logged and recorded. The teacher shall not delete or otherwise tamper or interfere with communications on the site. In the event that the teacher finds that a communication breaches the rules of behaviour, the teacher may suppress the communication, but must keep a record of the communication for investigation and possible discipline.

G. Acceptable Conduct

All users of social media shall treat the social media virtual site as an extension of the school that is accessible 24 hours per day, seven days a week.

1. Students shall be bound by the student conduct policy, and the harassment policy of the Kelsey School Division.
2. Teachers and staff shall be bound by their professional ethics, the School Division harassment policy, and respectful workplace policy. They shall model ethical and appropriate online behaviour. Teachers shall communicate in a professional manner with students and parents, and shall not use email or texting to convey difficult messages.
3. What is published on social media reflects on the writer and the employer. Entries shall not violate current laws, School Division policies, or presume to speak on behalf of the school or the Kelsey School Division.
4. For staff, the consequences of a breach will be dealt with under School Division disciplinary action, including termination of employment.

H. Privacy and Permanency

There is no expectation of privacy in relation to the use of social media sites. Any postings made to a social media site shall be presumed to be permanent. All users shall be aware that anything posted may be viewed by others, and may remain accessible by others from the site forever.



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INTERNET TECHNOLOGY ACCEPTABLE USE

A. Purpose

This policy outlines the acceptable use of computer equipment at Kelsey School Division. The policy applies to employees, support staff, consultants, temporaries, and other workers at Kelsey School Division including all personnel affiliated with third parties and to all equipment that is owned or leased by Kelsey School Division. The use of Kelsey School Division internet technology and network is intended for responsible educational or research purposes. Access is a privilege and not a right.


B. General Use and Ownership

1. All data created on the Kelsey School Division systems remains the property of Kelsey School Division. Because of the need to protect Kelsey School Division's network, administration cannot guarantee the confidentiality of information stored on any network device belonging to Kelsey School Division.
2. Employees are responsible for exercising good judgment regarding the reasonableness of personal use. Kelsey School Division network accounts will be used only by the authorized owner of the account. Account holders are responsible for their passwords and all activity within their accounts. Information on acceptable use will be provided.
3. For security and network maintenance purposes, authorized individuals may monitor equipment systems and network traffic at any time.
4. Kelsey School Division reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.
5. Kelsey School Division computers are the property of the employer. Should an employee wish to have a private means of accessing their personal email accounts/other communication, including any access to the internet for personal reasons, employees ought to do so utilizing their own electronic device and not through a connection to the employer's network.

C. Security and Proprietary Information

1. The information contained on Kelsey School Division Internet/Intranet/Extranet-related systems should be classified as either confidential or not confidential. Employees should take all necessary steps to prevent unauthorized access to information of a confidential nature.
 2. Authorized users are responsible for the security of their passwords and accounts.
 3. Employees must use extreme caution when opening e-mail attachments received from
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unknown senders, which may contain viruses, e-mail bombs, or Trojan horse codes.


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4. Employees must use extreme caution when sending any e-mail from inside Kelsey School Division to an outside network in order to prevent the unauthorized or inadvertent disclosure of sensitive or personal information.
5. All employees are responsible for ensuring periodic review and clean-up of their individual e-mail files to avoid undue overload on the system.

D. Unacceptable Use

1. Under no circumstances may Kelsey School Division-owned resources be used to engage in any activity deemed illegal under provincial, federal or international law.
 2. Other prohibited activities include:
 - a) Violating the rights of any person, organization or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations.
 - b) Unauthorized copying of copyrighted material including installation of any copyrighted software for which Kelsey School Division or the end user does not have an active license.
 - c) Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws, is illegal. The appropriate management should be consulted prior to export of any material that is in question.
 - d) Introducing malicious programs into the network or server (eg., viruses, worms, Trojan horses, e-mail bombs, spyware, etc.). No one shall reconfigure network software or operating systems or install or download software on any computer system or stand-alone computer without the written authorization of the Computer Systems Administrator, the Secretary Treasurer or the Superintendent.
 - e) Revealing an account password to others or allowing use of an account by others. This includes family and other household members when work is being done at home.
 - f) Using a Kelsey School Division computing asset to actively engage in procuring or transmitting material that is in violation with sexual harassment or hostile workplace laws in the user's local jurisdiction.
 - g) Making fraudulent offers of products, items, or services originating from any Kelsey School Division account.
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- h) Making statements about commitments/guarantees, expressly or implied, unless it is a part of normal job duties.
- i) Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's host computer, via any means locally or via the Internet/Intranet/Extranet.

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- j) Providing information about Kelsey School Division employees to parties outside Kelsey School Division.

E. Prohibited E-mail and Communications Activities:


1. Sending unsolicited e-mail messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material (e-mail spam).
2. Any form of harassment via e-mail, telephone or paging, whether through language, frequency, or size of messages.
3. Unauthorized use, or forgoing, of e-mail header information.
4. Solicitation of e-mail for any other e-mail address, other than that of the poster's account, with the intent to harass or to collect replies.
5. Creating or forwarding "chain letters", "pyramid" schemes of any type.
6. Use of unsolicited e-mail originating from within Kelsey School Division networks of other Internet/Intranet/Extranet service providers on behalf of, or to advertise, any service hosted by Kelsey School Division or connected via Kelsey School Division network.
7. Posting the same or similar non-business-related messages to large numbers of Usenet newsgroups (newsgroup spam).
8. Users are prohibited from accessing, uploading, downloading or distributing material, that the school has determined to be objectionable, using school division network technology or personal communication devices such as digital cameras and cell phones (including those equipped with digital cameras).

F. Guidelines on Anti-Virus Process

- Users are directed to:
1. Always run the Kelsey School Division standard supported anti-virus software. Download and install anti-virus software updates as they become available (typically this process is

automated).

2. NEVER open any files or macros attached to an e-mail from an unknown, suspicious or untrustworthy source. Delete these attachments immediately, then “double delete” them by emptying your Trash.
3. Delete spam, chain, and other junk e-mail without forwarding.
4. Never download files from unknown or suspicious sources.

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5. Avoid portable drive sharing with read/write access unless there is absolutely a requirement to do so.
6. Always scan a file from an unknown portable source for viruses before using it.
7. Back-up critical data and system configurations on a regular basis and store the data in a safe place.
8. If the anti-virus software is disabled, do not run any applications that could transfer a virus, eg., e-mail or file sharing.

G. Sanctions

1. Any malicious attempt to harm or destroy hardware, software, or data belonging to Kelsey School Division or any other account holder will result in cancellation of Kelsey School Division network privileges.
 2. Users may not violate, or attempt to violate, the security of the Kelsey School Division computers, data, or network. Any user who exhibits inappropriate behavior will be subject to appropriate discipline, which may include loss of user privileges, suspensions, expulsion or legal action.
 3. Administrators reserve the right to suspend or terminate a user's access to the Kelsey School Division network upon any breach of the Kelsey School Division Acceptable Use Policy by the user. Appeals may be made to the school administration or via collective agreement processes.
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CRIMINAL RECORD AND CHILD ABUSE REGISTRY CHECKS - SCHOOL VOLUNTEERS

- A. The Kelsey School Division is responsible to ensure that any individual who aspires to work with students on a voluntary basis does not present a foreseeable risk to students and is free of pertinent criminal charges. A “volunteer” refers to any person, other than an employee, who offers their services freely to support students and teachers in any school settings.
- B. **GUIDELINES**
Understanding the need for a judicious balance between the rights and privacy of volunteers and protecting students the School Division will request a check of the Provincial Child Abuse Registry and a Criminal Record Check where appropriate. The policy will apply to all volunteers in the School Division. For the protection of all students in our schools, procedures pertaining to accepting volunteers will be authorized by the Principal as per the PROCEDURES below.
- C. **PROCEDURES**
1. A volunteer working independently with students or regularly in the school will authorize the Division to reference the Provincial Child Abuse Registry and will be required to complete a Criminal Record Check with Vulnerable Sector Screening, with the cost paid by the School Division.
 2. Volunteers working in the presence of school personnel may, at the discretion of the Principal, not be required to complete a check with the Provincial Child Abuse Registry or a Criminal Record Check.
 3. In coaching assignments, volunteers will authorize the School Division to reference the Provincial Child Abuse Registry and will be required to complete a Criminal Record Check with Vulnerable Sector Screening, with the cost paid by the School Division. The Division must receive and review the results of the Criminal Record Check and Child Abuse Registry Check before the volunteer begins a coaching assignment.



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VOLUNTEERS

A. Definition

“Volunteer” refers to either a person who is a parent or guardian and who has a child enrolled in that school, or a member of the community who does not have a child enrolled in that school, and who wishes to perform support activities to staff without remuneration.

B. Responsibilities

It is the responsibility of school administrators, in consultation with their staff, to:

- a) identify volunteer activities in their schools and assess the risk level;
- b) screen volunteer candidates based on the volunteer activity and associated risk level;
- c) review all school volunteer applications;
- d) conduct reference checks where applicable;
- e) review security checks (criminal, child abuse) where applicable;
- f) approve and assign volunteers in consultation as necessary with school staff;
- g) prohibit volunteer access to confidential student records and diagnostic information.

1. The utilization of a volunteer is contingent upon:

- a) the signing of a volunteer agreement to be kept securely on file at the school and valid for up to two years;
- b) ensuring that the orientation and supervision of volunteers occurs;
- c) providing on-the-job training and support for the volunteer;
- d) coordination and supervision of volunteer activities;
- e) the provision of appropriate security check documents every three years.
- f) emphasizing the “rule of two” in planning for individualized interactions with students outside of school to protect students in potentially vulnerable situations by ensuring that more than one adult is present.

2. Volunteers shall:

- a) provide a signed volunteer agreement and, if not on file, a criminal record check and/or child abuse registry check prior to the start of any volunteer activity;
- b) participate in available orientation and training as needed;
- c) keep student information secure and confidential;
- d) not be involved in prescriptive or evaluative duties, or duties that conflict with the Board’s employee collective agreements;
- e) follow the teacher’s or supervisor’s direction;
- f) operate within the confines of the Public Schools Act, Kelsey School Division Board policies, and school administrative procedures;
- g) complete the Respect in Sport program for coaches and staff.



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3. The principal or supervisor retains the authority to accept or decline any volunteer's offer of service without appeal and to halt without appeal a volunteer activity based on any specific concerns.



STUDENT ASSESSMENT

- Policy Components
- I Preamble
- II Assessment of Learning
- III Academic Responsibility
- IV Academic Honesty
- V Academic Promotion/Retention
- VI Reporting to Parents

I. Preamble

- A. This policy is intended to create the conditions to accomplish Manitoba's educational mission: "To ensure that all Manitoba's children and youth have access to an array of educational opportunities such 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"
[www.edu.gov.mb.ca/edu/mandate.html].
- B. Definitions
 - 1. Summative assessment – The summative process or assessment of learning – the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.
 - 2. Measurement – the process by which a teacher designs data collection instruments and quantifies the results obtained.
 - 3. Non-measurement – refers to the teacher's personal judgement on the student's ability and chances for success.
 - 4. Reliability – inferences about student knowledge and ability are similar among the student's various teachers.
 - 5. Validity – there is consistency in the accuracy and interpretation of assessment information.
 - 6. Meaningful record keeping – data collected is consistent with subject assessment standards, and students and parents are able to understand its meaning. Student attendance and behaviour shall not be used to adjust an assessment of student skills or knowledge demonstrated.



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7. Student products – includes tests, exams and/or assignments, rich performance tasks, demonstrations, projects and essays completed whenever possible, under the supervision of a teacher.
8. Student Report – represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

II. **Assessment of Learning**


A. Assessment Procedures

1. The assessment of student learning is the responsibility of the teacher.
2. Evidence of student achievement is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and the validity of the student assessment process.
3. Ongoing homework done to consolidate knowledge or skills or to prepare for the next class is not “student product”.
4. Assignments used to provide evidence of learning may involve group projects as long as each student's work within the group project is assessed independently and assigned an individual mark.
5. In determining a student's grade, the teacher will consider all evidence collected through observations, conversations, and student products:
 - a) completed or submitted to be used for the purpose of assessment of learning
 - b) tests/exams or assignments not completed or submitted
 - c) evidence available for curricular expectations in a particular grade or course
In addition, the teacher will consider that some evidence carries greater weight than other evidence.
6. Teachers will use their professional judgement and interpretation of evidence to determine the student's report grade, with special consideration given to more recent evidence.
7. The principal will ensure there is a common understanding among all staff about the process for determining the final grade.

III. Academic Responsibility

A. Principles

1. Assessment practise and policy must support students' responsibility for their learning.


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2. It is important to support students in the development of lifelong learning skills and values, and educational practise must support this.
3. Students are responsible for providing evidence of their learning within established timelines and there are consequences for not completing work or submitting work late.

B. Teacher Responsibilities:

1. Teachers must establish and clearly communicate to students expectations regarding assignment requirements and assessment criteria; communicate the intended learning outcomes, the nature of products and performances, and the criteria for judging the evidence of learning; and provide timely and specific feedback to students as needed.
2. Set and communicate timelines for assignments and support student learning and provide adequate time for students to complete the work.
Teachers should establish reasonable but firm expectations regarding timelines, support and motivate students through a variety of strategies to ensure regular progress, and communicate about student progress regularly among teachers, students and parents. Strategies may include:
 - a) Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
 - b) Share assignment timelines and reminders through many means including classroom web pages, email, course outlines, or other means.
 - c) Assist students to manage time effectively – monitoring student progress at each stage of a complex assignment can ensure they stay on track.
 - d) Anticipate which students may require additional supports to complete assigned tasks and monitor those students more closely.
 - e) Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date.
 - f) Contact parents to discuss strategies for keeping students on track when students are falling behind or not taking personal responsibility for their work.
3. Establish, communicate and apply consequences for late and missing work.

- a) Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late.
- b) If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers may need to apply the following strategies:
 - 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.

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- Develop a contract 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.
 - Provide appropriate support to students in the form of counselling or peer tutoring to address issues 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, or who need special education services.
 - Provide alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so.
 - Deduct marks for late assignments.
- c) Students are responsible for the timely completion of their assignments and knowing that there are consequences for failure to adhere to those parameters. However, deducting marks for late or missing assignments must be done only after carefully considering all other options and the impact it will have on student motivation, especially for struggling learners, consider and be sensitive to individual student circumstances. The deduction must not result in a mark that, in the professional judgement of the teacher, inappropriately distorts or misrepresents the student's achievement. The marks must also reflect students' responsibility for their own learning.

IV. Academic Honesty

- A. Tests/exams completed and assignments submitted by students as evidence of learning must be their own work. Cheating and plagiarism will not be condoned.
- B. Teachers and principals have the following responsibilities:
 - 1. Communicate and reinforce expectations of academic honesty with students.
- a) Students are expected to exhibit self-discipline and be responsible for their behaviour, to this end, and in accordance with the Provincial Assessment Policy Kindergarten to Grade 12, the School Division expects that all students will demonstrate integrity, ethical conduct and academic honesty in all assignments, research, class work and homework

assignments.

- b) The School Division will not tolerate academic dishonesty, which includes the following:
- Cheating: e.g. copying others work, using cheat sheets, any methods whereby a student gains an unfair advantage


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- Deception: e.g. misrepresenting contributions to group work, providing false information in order to obtain an extension on deadlines
 - Plagiarizing: e.g. submitting or misrepresenting someone else's work as one's own
- c) The principal and teachers are responsible for ensuring that expectations for academic honesty are communicated and reinforced frequently and consistently with all students. At the beginning of each school year, schools are to communicate this information in school newsletters, websites and course outlines.
2. Respond appropriately to academic dishonesty
- a) Teachers, in consultation with the principal, will determine whether a breach of academic honesty has occurred. In circumstances where it has been determined that the student has engaged in dishonest behaviour the principal and/or teacher will:
- Inform the student's parent/guardian promptly
 - Document the incident in the student's file
 - Ensure that the student completes the work honestly
- b) The principal and teacher may determine an additional consequence be implemented, in keeping with the School Division's discipline policy, such as:
- Student takes an active role in helping other students learn the value of academic honesty
 - Enforce loss of privileges for the student at school
 - Deduct marks for academic dishonesty
 - Detention
 - Suspension

In determining an appropriate consequence the School Division expects that the principal and the teacher will consider the nature of the assignment, age and maturity of the student, and the potential impact of the consequence on subsequent learning and motivation. In all cases, both the principal and the teacher will ensure that support is provided to teach students how to demonstrate academic honesty.

V. Academic Promotion/Retention

- A. The Kelsey School Division recognizes that students vary in their abilities to learn and the rate at which they learn. Decisions around promotion or retention of students may have far-reaching implications for student success. The school will address the struggling student's learning needs by providing the appropriate supports such as differentiating instruction, adapting instruction for students unable to achieve curricular

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B. Kindergarten to Grade 8

In Kindergarten to Grade 8 the decision for a student's grade level placement that best supports and extends their learning is based on evidence of their progress and growth in curricular, cognitive, social, and emotional learning. This decision rests with the principal in consultation with teachers, parents, and other specialists, as appropriate.

C. Grades 9-12

1. In Grades 9-12 the final decision on whether or not to grant credits rests with the principal, who consults with teachers, parents, and other specialists as appropriate. Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (detailed in an individual education plan), as appropriate.
2. If a student does not submit the necessary evidence of learning to be granted a credit in a course, then the student may be assigned a failing grade or, in extenuating circumstances, may be assigned a grade of "Incomplete" (IN). If an IN is assigned, a plan must be put in place at the school level to assist the student in submitting the outstanding evidence of learning in order to receive the credit within a reasonable, agreed-upon timeframe. Once a student has been granted a percentage mark, this information will be reported to the Department of Education.

D. Promotion Appeal Process

In the event that parents/guardians do not agree with the decision regarding the promotion or retention of a student, the following procedures will be in place:

1. The parents/guardians will request that the principal conduct an inquiry of the decision to promote or retain the student. The results of the inquiry will be communicated to the parents/ guardians in writing and a copy retained in the student's file.
2. If the principal's findings continue to be unsatisfactory to the parents/guardians, a letter may be written to the Superintendent or designate outlining the concern. The Superintendent or designate shall review the circumstances with the principal and will convene a meeting of the parents/guardians, principal and any other individuals pertinent to the review.
3. The Superintendent or designate will inform the applicable staff, parents/guardian of the outcome of the review within a reasonable and mutually agreed upon timeframe.



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VI. Reporting To Parents

- A. Reporting documents developed may vary among the curricular levels of the students (Early, Middle, Senior Years), but shall be consistent within each curricular level and with Manitoba Education guidelines.
- B. The utilization of reporting documents as directed by Manitoba Education shall be confirmed in consultation with the Superintendent.
- C. Reporting documents include but are not limited to report cards, portfolios, electronic documents, etc.



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CHALLENGE FOR CREDIT OPTION

1. Kelsey School Division recognizes that students may, in exceptional circumstances, have already acquired the knowledge, skills, and attitudes of a particular course. The Challenge for Credit Option provides a process for students to demonstrate that they have achieved learning, outcomes as defined in the Manitoba curriculum for a directly-related course. Requirements to earn a credit via challenge should not be more demanding than the requirements to earn the credit through regular instruction; this should involve demonstrating that the student can meet the curriculum learning outcomes in an appropriate way.
2. This policy does not apply to the Special Language Credit Option or the Private Music Option as provincial policy on these opportunities already exist.
3. This option is intended to serve particular needs such as:
 - a) students, who, by virtue of special talents or private study, can be accelerated in particular subject areas;
 - b) students transferring into a Manitoba school from another jurisdiction whose placement in a subject/grade would be facilitated by such a provision;
 - c) students whose educational attendance has been interrupted through sickness or other reasons and who may be able to successfully challenge the learning outcomes of a particular subject area, in which they were previously unable to enrol;
 - d) students who were previously home schooled;
 - e) students who are considered exceptional achievers in a certain area;
 - f) students who can demonstrate that they have met course requirements through life experiences such as independent study, world of work, volunteer activities, and hobbies.
4. For particulars, refer to the Margaret Barbour Collegiate Institute's School Administration.



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Code: IKFB

GRADUATION EXERCISES

1. The graduation ceremony for students who have met MBCI graduation requirements (Policy IKF) will take place in June on the school day prior to the official end of the school year. Arrangements are the responsibility of the high school principal and staff.
2. In general, graduands are expected to raise any funds necessary in connection with graduation activities but the Board may be approached for assistance when student funds are insufficient to cover reasonable costs. In addition, the Kelsey School Division will provide a grant towards the cost of diplomas.
3. The Kelsey School Division supports the Safe Grad concept and any social activities organized under the auspices of the school or parent/graduand Steering Committee shall comply with accepted Safe Grad provisions.

The "Application for Safe Grad Liability Insurance Coverage" (IKFB-E) must be completed by the Graduation Steering Committee and submitted to Manitoba Safe Grad at the address as per the application.



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Code: IKF

GRADUATION REQUIREMENTS

When a student has completed sufficient public school credits, as determined by the school principal, to warrant graduation from Margaret Barbour Collegiate Institute, Mary Duncan School or the Kelsey Learning Center, the student may participate in the school's graduation exercises. In addition to provincially mandated courses, locally required courses will be identified as part of the minimum requirements for graduation with an MBCI diploma. The final authorization for graduate status rests with the principal.

Requirements

- A. Provincial diplomas require the completion of credits as determined by MB Education.
- B. Graduation credit requirements in Kelsey School Division are as follows:
Students who meet these requirements will be presented with a school diploma as well as the provincial diploma.

English diploma	33 credits
French Immersion diploma	33 credits (14 in FI)
Mature Student diploma	8 credits (as per provincial regulation)
Technology Education diploma	33 credits (14 in Technology Course)

- C. French Immersion Certificate

Students who complete at least 10 French Immersion credits will receive a MBCI certificate.

- D. Certificate of Completion

In the Individualized Senior Years Program, the completion of the Individualized Education Plan over the student's high school career will result in granting of a Certificate of Completion.

- E. Substitution of Credits

Principals may substitute one or two compulsory credits where individuals can make a strong case for doing so. Any substitution of credits must be reported and explained to the Students Records Unit of Manitoba Education.



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Code: INDB

FLAG DISPLAYS

(Rules for Flying the Canadian Flag)

1. The National Flag may be flown by night as well as by day. At schools in the Kelsey School Division, flags will be displayed as per Manitoba Education regulations. On flag poles, it will be displayed from at least 8:30 am to 4:00 pm on school days.

The national Flag of Canada may be displayed as follows:

- a) Flat against a surface, horizontally and vertically
If hung horizontally, the upper part of the leaf should be up and the stem down. If hung vertically, the flag should be placed so that the upper part of the leaf points to the left and the stem to the right from the point of view of the observer facing the flag.
- b) Sharing the same base – Three flags
When only three flags are displayed, the National Flag should be at the centre. To an observer facing the display, the second-ranking flag (in order of precedence) is placed to the left of centre, and the other to the right.

A common combination of flags is that of the National Flag of Canada with a provincial or territorial flag, and a municipal flag or an organization's banner. In such a case, the National Flag should be in the centre with the provincial/territorial flag to the left and the municipal flag/organization's banner to the right (to an observer facing the display).

- c) Position of honour
When two flags (or more than three flags) are displayed, the position of honour for the national Flag of Canada is furthest to the left (to an observer facing the display). When three flags are flown, the position of honour is in the center.



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- d) Alone
- i) When the National Flag of Canada is flown alone on top of or in front of a building where there are two flagpoles, it should be flown on the flagpole to the left to an observer facing the flag.
 - ii) When the National Flag of Canada is flown alone on top of or in front of a building where there are more than two flagpoles, it should be flown as near as possible to the centre.
 - iii) When the National Flag of Canada is displayed on a speaker's platform, it should be against the wall, or on a flagpole on the left from the point of view of the audience facing the speaker.
 - iv) When used in the body of an auditorium, the National Flag of Canada should be to the right of the spectators facing the flag.
- e) With flags of other sovereign nations
When crossed with a flag of another sovereign nation, the National flag of Canada should be on the left of the observer facing the flags; the flagpole bearing the National Flag of Canada should be in front of the pole of the other flag.
- f) With flags of the Canadian provinces and territories
When provincial and territorial flags are flown with the national Flag of Canada, the order is based on the date of entry into Confederation of the provinces followed by the territories.
2. Half –masting for Mourning
- a) Flags are flown at the half-mast position as a sign of mourning.
 - b) The flag is brought to the half-mast position by first raising it to the top of the mast then immediately lowering it slowly to the half-mast position.
 - c) The position of the flag when flying at half-mast will depend on the size of the flag and the length of the flagstaff. It must be lowered at least to a position recognizably "half-mast" to avoid the appearance of a flag which has accidentally fallen away from the top of the mast owing to a loose flag rope. A satisfactory position for half-masting is to place the centre of the flag exactly half-way down the staff.



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- d) The following are examples of the practice when directed by the Department of Canadian Heritage:
- i) across Canada and abroad, on the death of the Sovereign or a member of the Royal Family related in the first degree to the Sovereign (spouse, son or daughter, father, mother, brother or sister), the Governor General, the Prime Minister, a former governor general, a former prime minister, or a federal cabinet minister;
 - ii) within a province, on the death of the Lieutenant Governor, the Premier or another person similarly honoured by that province;
 - iii) within their own riding, on the death of the Member of the House of Commons, or the Member of the Provincial/Territorial Legislature.

“Death” may be taken to include the day of death and up to and including the day of the funeral.

- e) In addition to the above, schools of the Kelsey School Division will fly flags at half-mast as directed by the Government of Manitoba, the Manitoba Department of Education, and as authorized by the Superintendent of Education.
- f) Within Kelsey School Division the Superintendent may authorize flags at a school to be flown at half-mast for special events such as Aboriginal Veterans’ Day, or the school site of a public/community Remembrance Day service.

3. Disposal of Flags

When a flag becomes tattered and is no longer in a suitable condition for use, it should be destroyed in a dignified way by burning it privately.



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CODE: JCA

SCHOOL OF CHOICE PROCEDURES

- A. To minimize disruption for families, parents of English program students may exercise their school of choice option on a “first come, first served basis.”
 - 1) As a result of the exercise of a school of choice option, no class shall exceed the cap established for each grade level.
 - 2) Priority shall be on the basis of the location of the family residence and in accordance with the provincial regulations.
- B. When the Superintendent judges that there are circumstances involving a serious medical condition or extreme family hardship, the Superintendent shall make a student placement independent of the criteria set forth in A.



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Code: JCBA

PERSONAL TECHNOLOGY DEVICES

1. Personal technology devices are not to be used by students except as specified below.
2. The Board of Trustees recognizes that it may be necessary for some students to be in possession of cellular phones or other devices for communication with family and/or for safety reasons while at school. The educational integrity of the school, privacy of others and safety during school emergencies must be ensured. Therefore, the following conditions will apply:
 - a) Students shall receive training on permissible uses of cell phones on school grounds and proper cell phone etiquette.
 - b) All personal communication devices must be turned off when the student arrives at the school. These devices must not be activated or used in school during the school day or at a school activity unless designated by a staff member, or authorized by School Administration.
 - c) Camera phones and other cameras may not be used at school except as directed by staff when incorporated into a school program.
3. Portable music players may not be used in class during class time, unless authorized by the teacher.
4. The use of personal technology devices for circumventing security and confidentiality in student assessment, instruction, counselling, etc. will be dealt with by the school administration.
5. The unauthorized recording of students or staff with any personal technology device is prohibited. Use by students and staff of communication devices is prohibited in instructional areas during the school day. School officials may confiscate electronic communication devices from students if they are used for unauthorized purposes or at unauthorized times.
6. The School Division assumes no responsibility in any circumstances for the loss, destruction, or theft of any personal technology devices brought to school or to any school related activity by a student.



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Code: JC

SCHOOL ATTENDANCE AREAS

- A. Area Definitions and Internal Transfers
 - 1. School boundary areas within the Kelsey School Division shall be established under the direction of the Superintendent. School boundaries are set in accordance with the availability of space.
 - 2. Students shall attend the school within the boundaries in which they reside.
 - 3. Students may be permitted, or may be requested, to attend another school provided that there is adequate accommodation in the other school for them.
 - 4. If circumstances dictate that a student's best interests can be served by a transfer, arrangements may be made following notification of the Superintendent. In addition, the sending school will give information on current program placement and progress.
- B. Assignment of Resident Students to Schools
 - 1. The Superintendent may assign students to any school irrespective of the place of residence if the welfare of the student or of other students requires such assignment.
- C. Transfers Outside the Kelsey School Division
 - 1. Students transferring out of the Kelsey School Division shall receive transfer information as outlined in the Department Regulations. In addition, the sending school will forward upon request a resume of work completed in the various subjects/courses and a suitable mark transcript.



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Code: JEA

ENTRANCE AGE

A. Age of Entrance

1. Any child whose fifth birthday falls on or before December 31st may enter Kindergarten at the opening of school in September of the same year, and any child whose sixth birthday falls on or before December 31st may enter Grade One.
2. Subject to Provincial Statute all students of compulsory school age are required to attend school whenever classes are in session, with exceptions as stated in Statute.
3. In the case of inadequate building facilities and/or staff, the Superintendent may refuse admission of a child to Kindergarten until such time as room is available or suitable staff is found.

B. Birth Certificate

1. The presentation of a birth certificate or other satisfactory proof of age shall be required of each child upon admission to the Kelsey School Division schools.

C. Immunizations

1. The Division encourages parents to ensure entering students have obtained childhood immunizations.



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Code: JECA

ADMISSION OF RESIDENT STUDENTS

1. Subject to Provincial Statute all residents of school age shall be eligible to enrol in schools of the Kelsey School Division.
2. For purposes of the Kelsey School Division, "children of school age" means students of ages five to seventeen years inclusive. To qualify as a resident such students must fulfil the requirements as defined in Provincial Statute and must be Canadian citizens or landed immigrants. Placement of a student in a home in the Kelsey School Division by a government agency confers resident status.
3. To qualify as adult residents, individuals must be Canadian citizens or landed immigrants and must in fact, be residents as defined in Provincial Statute.



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ADMISSION OF NON-RESIDENT STUDENTS

1. A 'Non-resident student' is defined as any student who does not fall under the specifications determined by the Public Schools Act:

"Resident", as used to refer to or describe a person living in a particular school division or school district, means a person who has their chief place of abode or dwelling in that school division or school district;

"Resident Pupil" as used to refer to or describe a pupil in a particular school division or school district, means a pupil:
 - a. whose parent or legal guardian, with whom they reside, is a resident therein, or
 - b. who has attained the age of 18 years and is a Canadian citizen or permanent resident as defined in the *Immigration and Refugee Protection Act* (Canada) resident therein, or
 - c. who, by reason of being dealt with under any provision of *The Child and Family Services Act* or the *Youth Criminal Justice Act* (Canada), becomes a resident therein, or
 - d. who is designated in writing by the Minister as a resident therein."
2. A registration form for a non-resident must be completed by the student's parent or legal guardian or band authority and be submitted to the Superintendent for approval to attend schools within the Kelsey School Division. Approval will be given or withheld in accordance with the above definition.
3. The request must be accompanied by the first term fees, or a statement from the parent or guardian, or other school authority as to the method of payment. Fees for enrolment of non-residents are determined by the grant formula of the Kelsey School Division.
4. The process used by the Kelsey School Division to collect the required non-resident fees may include:
 - a. A telephone call from the Kelsey School Division office, notifying the parent/guardians of the financial requirements for non-resident students.
 - b. A registered letter sent from the Kelsey School Division office to the parent/guardian if no payment is received or arrangements made after two (2) weeks following contact. This letter will inform the recipient of the financial requirements.
 - c. An attempt will be made to meet with the parent/guardian of the student if no payment is received after a further two (2) weeks.



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- d. If none of the above actions result in arrangements on the student's behalf by their parent/guardian, Child and Family Services will be notified. The parent/guardian will be informed of this action.
- e. Subsequent to the student's enrolment at school, enrolment may be terminated if no payment is received or arrangements made after a further four (4) weeks since the involvement of Child and Family Services.
- 5. Band sponsoring agreements that are in default will be dealt with by the Kelsey School Division authority.
- 6. The student's attendance at school will not be affected until all possible measures on their behalf have been taken by the Kelsey School Division.
- 7. Criteria for Acceptance
Non-resident students are admitted to the Kelsey School Division schools as long as:
 - a. space is available in the school in question;
 - b. the student does not require an Individual Educational Plan (I.E.P.), individual additional programming services, or support services which would incur costs to the School Division beyond those normally attributable to the classroom teacher;
 - c. special equipment or physical facilities required by the student is available.
Should any question arise with respect to determination of additional costs, the Superintendent of Schools/CEO or designate shall make a ruling;
 - d. enrolling the student would not be detrimental to the continuity of their education;
 - e. the program chosen is suited to the age, ability or aptitude of the student;
 - f. enrolling the student would not be detrimental to order, discipline and well-being of the students in the school;
 - g. proper notification is provided by the parent or student (if over age 18).



ADMISSION OF STUDENTS WITH PRIVATE SCHOOL STANDINGS

The following procedures/guidelines shall be used when admitting students from a private school.

A. Definition of Private School

For purpose of this document, a private school shall be defined as any form of schooling undertaken outside a public school including home schooling and all schools outside North America except as noted in the definition of a public school given below.

B. Definition of Public School

For the purposes of this statement, a public school shall be defined as an institution established for educational purposes and maintained under legislation by a provincial authority in Canada or a state authority in the United States; or a Canadian private school which used provincially approved curriculum and maintains a standard of education generally recognized by public schools in the home provinces. (Such schools in Manitoba are as defined by Manitoba Education.) Schools outside North America are those which grant certificates recognized internationally such as the General Certificate of Education issued by the Universities or Cambridge or London, and the Hong Kong Certificate of Education or equivalent.

C. Credit Recognition

1. Schools in the Kelsey School Division shall recognize for credit only those courses for which standing has been granted by a public school or Manitoba Education as defined above.

D. Placement of Students

1. Initial placement of students entering any level of a public school from a private school is the prerogative of the receiving school principal and shall be on a probationary basis only, with the school reserving the right to re-assign a student to a different level of program if, in the judgement of the staff and principal, the student's progress or lack thereof warrants such a re-assignment.



2. Probationary initial placements of such students shall be made by the principal with due consideration of the following:
 - a) the age and years of attendance at school
 - b) the identification of programs undertaken by the student while in attendance at a private school as identified:
 - i. on the private school record
 - ii. in discussion with the student and the student's parent(s) or guardian(s)
 - iii. in documentation such as may be available outlining the "degree of fit" the private school curriculum may have with Manitoba Education and Training approved curricula
 - iv. in discussion with the principal of the private school when feasible.
 - c) the program offerings of the public school system
- d) any school level assessments such as standardized testing made available through the public school system and deemed applicable.
3. The completion of a course and the granting of credit by a private school shall not result in recognition by the Kelsey School Division of standing in any pre-requisite school program(s) completed in a private school.

E. Eligibility to Participate in Graduation Exercises

1. When, in the opinion of the principal, the student has completed sufficient public school credits to warrant graduation, the student shall be permitted to participate in the graduation exercises of the school. Students shall not be awarded a Kelsey School Division diploma or certificate of graduation unless at least (10) or more credits have been earned from a public school.

F. Transcripts

1. When such students leave the public school they shall be provided with a transcript outlining only the credits earned at the public school. Such transcript shall state:

"This student previously attended _____, a private school. The student's enrolment in courses at _____ public school shall not be interpreted as acceptance of standings granted by the private school. _____ school assumes responsibility only for the credits identified on this transcript."
2. Other credits transferred into the school system at the Senior High level and accepted by the principal of Margaret Barbour Collegiate Institute, shall be noted on the transcript as transfer credits.



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ADMISSION OF INTERNATIONAL AND FOREIGN STUDENTS

A. Admission of International Students

1. An International Student is defined as a non-resident of Canada who requires admission into a Kelsey School Division (KSD) school.
2. Admission of an International Student may be granted by the Superintendent. Acceptance is conditional upon payment of International Student fees or alternative arrangements (ex. student exchange programs).

B. Admission of Foreign Students

1. A Foreign Student is defined as a non-resident of Canada who requires admission into a Kelsey School Division school.
2. Admission of a Foreign Student will only be granted by the Superintendent for fee-paying students or the school principal for students whose fee is waived (as specified below). Acceptance is conditional upon payment of foreign student fees or the waiving of foreign fees.
3. The Kelsey School Division may waive the foreign student fee for students whose parents or court ordered guardian with whom they reside are residents of the KSD and have satisfied ONE of the following criteria:
 - a. They have been granted an Employment and/or Student Authorization by Citizenship and Immigration Canada; or,
 - b. They have attained Landed Immigrant Status by Citizenship and Immigration Canada; or,
 - c. They have been granted Refugee Status by Citizenship and Immigration Canada.



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4. Foreign Students who satisfy the criteria of having their fees waived as specified above can apply for admission directly to the school in their catchment area. The Secretary-Treasurer may approve the waiving of fees. Foreign Students whose fees cannot be waived must apply for admission to the Superintendent.

C. Application Process

1. An International or fee-paying Foreign Student (or representative) must apply to the International Student Program at the Kelsey School Division. The application must include the following items:
 - a. a completed application form;
 - b. original transcripts;
 - c. a letter of recommendation from the previous principal or school official;
 - d. a current photograph; and,
 - e. a non-refundable application fee payable to the Kelsey School Division.
1. International and fee-paying Foreign Students are accepted to study in the Kelsey School Division for:
 - a. a period of 10 months, from September to June, inclusive; or,
 - b. a period of five months, from September to January or February to June (i.e. one semester – Grade 9 to 12 only); or,
 - c. customized programs of a shorter duration offered by the International Student Program (ex. Summer E.S.L. Program).
3. The Superintendent will forward the necessary documentation to the school for evaluation and acceptance or rejection of the student.
4. The Superintendent will issue a letter of acceptance to the student and provide a copy to the receiving school.
5. International and fee-paying Foreign Students must obtain a Student Authorization from Citizenship and Immigration Canada and provide a copy to the Superintendent (or designate) along with all outstanding International or Foreign Student fees.



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6. When the student appears at the school they should present their Student Authorization and receipt for payment of International or Foreign Student fees. An International or fee-paying Foreign Student cannot be admitted without such proof.
7. Students must reapply for each school year or individual term.
8. Before the Superintendent or Secretary Treasurer may approve a waiver of the fees for a Foreign Student on the basis that the Foreign Student is a resident of the School Division a copy of the court order must be provided to the Superintendent or designate.

D. International Student Fee

1. The Kelsey School Division sets International and Foreign Student fees. These are available from the School Division. Fees may be pro-rated as follows:
 - a. enrolled in 3 credits or more 100% of the semester fee enrolled in 1 or 2 credits 40% of the semester fee
 - b. upon approval of the Superintendent Customized International Student fees may be set on an individual program basis.
 - c. An administrative assessment fee must accompany the application form. In the event a student is refused admission because of a lack of space, this fee will be returned. Minimum requirements for admission are outlined on the application form.
2. The deadlines for one and two semester programs are as follows:
 - a. applications for September admission must be received by May 31st of that year;
 - b. applications for February admission must be received by December 15th of the preceding year.

International/Foreign Student Application Forms are available at the Kelsey School Division Administration Office.

3. Application forms can also be downloaded from the Kelsey School Division/s website.



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ASSIGNMENT OF STUDENTS TO CLASSES

Principals, in consultation with the Superintendent, are responsible for the organization of the classes in their respective schools and for the assignment of students to classes.



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STUDENT WITHDRAWAL FROM SCHOOL

1. The PSA Section 262 clarifies when student non-attendance is permitted:

262 Exemption from liability

No person is guilty of an offence under subsection 260(2) for failing or refusing to ensure that his or her child attends school if

- a) the child is in regular attendance at an independent school, as defined in *The Education Administration Act*;
- a.1) in the case of a child who is 16 years of age or older, the child is enrolled in an adult learning centre registered under *The Adult Learning Centres Act* and is taking a program of study leading to a high school diploma;
- b) the field representative certifies that in his opinion the child is currently receiving a standard of education at home or elsewhere equivalent to that provided in a public school;
- c) the child is unable to attend school by reason of sickness or other unavoidable cause or is excluded from attendance under subsection 261(2);
- d) the child is absent from school on any day regarded as a holy day by the church or religious denomination with which the child is affiliated;
- e) the principal of the school has suspended the child from the school and the suspension is still in effect;
- f) the child has been expelled and has not been permitted to enroll in another school division;
- g) the child has received, or has completed the necessary requirements to receive, a graduation diploma or certificate of completion, as defined in the regulations made under subsection 259(2);



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- h) the child is at least 15 years of age and is participating in an activity or program provided for in the regulations made under section 262.2;
 - i) the child is absent or excused from school as authorized under this Act, a regulation made under this Act or another enactment; or
 - j) the child is at least 16 years of age and has withdrawn from parental control.
2. A person is deemed not to be a student of compulsory school age if, on the day the provincial school attendance regulations come into force, is 18 years of age or older; and had stopped attending school.
 3. If a person begins attending school again, compliance with the attendance regulations is required.
 4. The Minister may make regulations respecting activities and programs, including work training programs that provide educational benefits, in which a student who is at least 17 years old may participate instead of attending school. In such instances, conditions shall be established under which students may participate in an activity or program, criteria or standards for the activities or programs established, and monitoring and reporting on the student's participation prescribed, and how and to whom the reports are made.



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STUDENT ATTENDANCE

- A. The Manitoba Public Schools Act, Section 260, requires all children of compulsory age (age 7 to 17 inclusive) to attend a school. Section 260 (1) states that “every parent of a child of compulsory school age . . . shall ensure that the child attends school.” Section 260 (2) states that “any person who fails or refuses . . . is guilty of an offence.”
- B. Regular school attendance shall be expected of all registered students according to the Public Schools Act.
- C. Admission to school may begin in September of the year the child reaches a 5th birthday by December 31 and shall be compulsory in September of the year the child reaches the 7th birthday by December 31 and shall remain so until the child reaches the 18th birthday. Any person has the right to attend until the end of the school year which includes the 21st birthday.
- D. In all cases, significant failure to attend school regularly shall be considered to be a symptom of medical, psycho-social and/or family problems and shall be dealt with accordingly. It shall not automatically be considered as cause for punitive or legal action.
- E. The Superintendent shall appoint an official Attendance Officer for the purpose of carrying out the provisions of the Act.
- F. For policy purposes, missed classes will be categorized as “excused”, “unexcused: or “explained”. Parent/guardian permission for absence may be given in advance to the school administration either by phone or in writing.
- 1. Excused Absences – Grades K-12
Acceptable reasons for student absence according to the Public Schools Act are:
 - a) Absences by reason of sickness or other unavoidable cause (including the presence of a communicable disease, medical appointments, compassionate leave)
 - b) Absence on a day regarded as a holy day by the church or religious denomination to which the student belongs.
 - c) Attendance at an approved home study course or private school. Student must be registered with Manitoba Education, Citizenship and Youth.
 - d) Participation in a superintendent approved out of school program.



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2. Accountable Absences – Grades K-12

Students may be absent for other reasons providing that the school administration is informed of the absence and the absence is approved by the parent(s)/guardian(s). When these absences occur, the student or parent(s)/guardian(s) must make arrangements with the student's teacher(s) to ensure that the class work will be covered either before, during, or after the absence.

3. Unexcused Absences – Grades K-12

Unaccountable absences are those about which the school has not been informed. It is the parent(s)/guardian(s) responsibility to ensure that the school is notified of each absence. All absences not reported to the school within a reasonable length of the student's return to class will be deemed as unaccountable.

G. School administration, in conjunction with the Superintendent, will be responsible for the development of a written attendance policy particular to that school, and make it available to all students and parents at the beginning of each school year.

H. **A** school-based attendance protocol should include the following:

1. A statement emphasizing the importance of good attendance.
2. A definition of what is an acceptable reason for a student's absence as well as a definition of what is unacceptable.
3. If proof of a valid reason for absence is required (such as a medical certificate), the situations for which such proof is required must be clearly defined and consistently defined.
4. A statement that it is permissible for student to miss for certain obvious reasons,-including illness, participation in specific events such as athletics, etc.
5. A clear description of the steps that will be taken to deal with poor attendance.



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6. A clear indication of the implications of any corrective steps that are taken. I.e., the consequence of any corrective step should be clearly stated.
7. Clear communication processes for actions taken at significant benchmarks. This communication shall be with parent(s)/guardian(s) as well as with the Superintendent, so that all are aware as situations become serious.
8. An opportunity for parent(s)/guardian(s) to appeal any action(s) taken or for the student to appeal if they are of the age of majority. The protocol should consider the need for temporary reinstatement of the student until the appeal is heard. The appeal process should include opportunity for higher levels of appeal from the school, to the Superintendent, to the Board of Trustees. The decision of the Board shall be final.



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INTERNET TECHNOLOGY ACCEPTABLE USE BY STUDENTS

1. Purpose

Kelsey School Division Internet technology and network are intended for responsible educational or research purposes. Access is a privilege and not a right. Using the technology and network for any purpose not deemed appropriate by the School Division is prohibited and may lead to suspension or termination of privileges.

2. Kelsey School Division network accounts will be used only by the authorized owner of the account. Account holders are responsible for their passwords and all activity within their accounts. Information on acceptable use will be provided.
3. In the case of misuse or suspicion of misuse of the network or services, Kelsey School Division reserves the right to access any files on the system.
4. Any malicious attempt to harm or destroy hardware, software, or data belonging to Kelsey School Division or any other account holder will result in cancellation of Kelsey School Division network privileges, and/or criminal charges.
5. Users may not violate, or attempt to violate, the security of the Kelsey School Division computers, data, or network. Any user who exhibits inappropriate behavior will be subject to appropriate discipline, which may include loss of user privileges, suspension, expulsion or legal action.
6. Users are prohibited from accessing, uploading, downloading or distributing material that the school has determined to be objectionable using School Division network technology or personal communication devices such as digital cameras and cell phones (including those equipped with digital cameras).
7. Administrators reserve the right to suspend or terminate a user's access to the Kelsey School Division network upon any breach of the Kelsey School Division Acceptable Use Policy by the user. Appeals may be made to the school administration or via collective agreement processes.
8. No one shall reconfigure network software or operating systems on any computer system or stand alone computer without the written authorization of the Computer Systems Administrator, the Secretary Treasurer, or the Superintendent.
9. No person shall install or download software on any network system or on any stand alone computer without the written authorization of the Computer Systems Administrator, the Secretary Treasurer, or the Superintendent. Software licenses must be in the possession of the Computer Systems Administrator before installation occurs.



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Code: JFCB

CARE OF SCHOOL PROPERTY

1. Damage to school property

- a) Students shall be held responsible for wilful damage to Kelsey School Division property. This may involve restitution for all damages.
- b) If property of the Kelsey School Division is destroyed, damaged, lost or converted by the intentional or negligent act of a student, the student and their parents are jointly and severally liable for the loss.

2. Care of dressing rooms

Teachers in charge of school sponsored activities must see that students and associated visitors leave the dressing rooms in an orderly state.

3. Theft

All cases of theft on school property or during school sponsored activities shall be reported to the teacher in charge or to the school principal.



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STUDENT CONDUCT ON SCHOOL BUSES

The goal of Kelsey School Division is to transport students safely and efficiently in accordance with The Public Schools Act and Kelsey School Division policy. While school bus safety is a shared responsibility, it is especially important that students comply with safe bus riding practices on a daily basis.

A. Jurisdiction

1. A school bus is an extension of the school and as such students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behaviour. The principal of the school whose pupils are being transported in the school bus has the same disciplinary authority over the conduct of the pupils during the period in which they are entering in upon, or leaving from the school bus, as is provided by the regulations under The Education Administration Act. Should a student exhibit behaviour that violates the expected standards necessary for the safety and welfare of others riding the bus, thereby endangering the safety of others, the misbehaviour will be addressed through this policy.
2. This policy outlines for all stakeholders the disciplinary procedures for student misconduct on buses. It is administered universally from Kindergarten to Senior Years. Included are classifications of major and minor discipline problems along with procedures and guidelines for the administration of consequences.
3. Identified special needs students will be disciplined in accordance with the student's behaviour plan.

B. Minor Infractions

1. The following are examples of (but not limited to) minor infractions on the bus:
 - * frequently out of seat
 - * loud talking/yelling
 - * eating/drinking
 - * failing to obey drivers
 - * putting arms/head out of window
 - * swearing at other students
 - * horseplay/roughhousing
 - * tampering with window
 - * throwing objects out of bus
2. The administrator may impose a consequence on bus students using the following guidelines:
 - 1st violation – warning (parental contact where appropriate)
 - 2nd violation – parental contact
 - 3rd violation – suspension of bus privileges (minimum length 1 day)
 - Repeated violations – suspension of bus privileges (of progressive length)



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C. Major Infractions

1. The following are examples of (but not limited to) major infractions on the bus:
 - * fighting
 - * threatening/assaulting driver
 - * smoking/chewing smokeless tobacco
 - * vandalism
 - *swearing at driver
 - *serious disrespect/defiance
 - * drug/alcohol abuse
 - * lighting matches/lighter
2. The school administrator may impose a consequence on bus students using the following guidelines:
 - 1st violation – suspension of bus privileges (minimum length 1 day)
 - 2nd violation – suspension of bus privileges (minimum length 2 days)
 - 3rd violation – suspension of bus privileges (minimum length 3 days)

D. Disciplinary Procedures

1. When a student's conduct becomes unacceptable, the driver will speak to the student as they exit the bus. The driver will outline the concern(s) and inform the individual that they are being warned.
2. The driver, in consultation with the Director of Transportation, will determine when a student's behaviour has reached the point where administrative action is required.
3. Once it has been determined that administrative involvement is required, a Bus Misconduct Report along with all appropriate documentation will be forwarded to the school.
4. It is expected that school administrators will follow the above guidelines and also consider the frequency and severity of the problem(s) when determining the appropriate consequence for a violation.
5. Although vandalism is considered a major infraction, the normal consequence will be parental contact and possible restitution instead of a suspension.



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3. To designate a specific staff member to administer the medication to the student on a regular basis. The principal or designate who has full knowledge of the facts, will administer the medication when the designated staff member is unavailable for whatever reason.
4. To ensure that there is a copy of the "Administration and Authorization of Prescribed Medication" form in the student's student record file (clinical records file) and that a copy is available for immediate reference by the principal and/or teacher(s) designated by the principal to administer the prescribed medication.
5. To check to ensure that the medication bottle carries the official label from the pharmacist stating the student's name, physician's name, name of the drug, the dosage to be administered and the time of day it is to be given.
6. To refuse to administer the prescribed medication to any student whose parent(s) or legal guardian(s) has not fully completed the approved "Administration and Authorization of Prescribed Medication" form.
7. To contact the parent(s) or guardian(s) immediately and if they are not available the assistance of a qualified person should be sought if a student will not take the prescribed medication.
8. To ensure that a record is kept by the person administering such medication as to date and time plus space for absence or refusal. Each entry must be initialled by the person so administering the medication.
9. To return unused medication to the parent(s)/guardian(s).
10. The School Board and all staff are covered under the Manitoba School Boards Association liability policy which covers all damages and legal defence.

C. Special Medication Requirements

1. This regulation is restricted to the administration of prescribed medications which can be taken orally or which can be applied externally. The following exceptions may be made following development of an individual plan for administration:



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2. Insulin-Dependent Diabetes – Assistance in administering of insulin by a specially trained staff member who has attended the required inservices and with signed consent by the child's parent or legal guardian.
 3. Asthma –
 - a) Students with asthma who are prescribed inhaled medications to relieve or prevent their symptoms should be allowed to carry their own inhalers. If the parents feel that their child may lose the inhaler, arrangements should be made for the inhaler to be kept in an easily accessible site in the school which is no more than 5 – 10 minutes away from the student at all times. Parents need to consider arrangements for inhalers when their children are involved in school activities away from the school.
 - b) If a student who has asthma inhales asthma medications (bronchodilators and/or anti-inflammatories) prescribed to another student, they will suffer no serious side effects. In the event of an asthma attack, a child may therefore use another student's asthma medications if they do not have access to their own in an emergency situation.
 - c) If a student who does not have asthma inhales asthma medications (bronchodilators and/or anti-inflammatories) for whatever reason, they will suffer no serious side effects. All staff are to be advised that students with asthma who bring inhalers to school may be allowed to carry them with them at all times.
 4. Allergies – Upon medical authorization, students may carry auto-injectors at school.
- D. First Aid
1. School staff shall not apply any external antiseptics such as mercurochrome to injuries sustained by students. In the case of minor cuts or abrasions, the staff may assist the student in washing the wound with water and, where necessary, helping apply a sterilized bandage. In the case of serious cuts or other injury, the child is to be referred to a physician for treatment.
 2. In the event a student is demonstrating any symptoms of illness, the parents of the student shall be contacted. If it is deemed advisable that the student return to their home, such arrangements shall be made. Under no circumstances is a student to be sent home unless a responsible adult is at the home to receive the student. Students at the elementary grade level shall be picked up by a responsible adult or accompanied to their home by a responsible adult.
 3. The School Division will encourage staff to obtain and maintain current first aid and CPR certificates.



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Code: JFCD

STUDENT AND FACILITY SEARCH

1. School administrators may conduct or organize in-school searches of students, their possessions, or their lockers, without a warrant, if there is a reasonable suspicion that dangerous, prohibited, or illegal articles or substances are present and that the student is in violation of school or School Division policy.
2. Kelsey School Division prohibits the possession on school property or at school functions of substances or objects which may threaten good order, discipline, or public safety. These policies include such issues as:
 - a) alcohol beverages,
 - b) illicit drugs,
 - c) stolen property,
 - d) weapons, either restricted or prohibited by law,
 - e) objects which may be used as a weapon, or,
 - f) hate literature, racist material, or pornography.Such items may be the basis for search and seized upon discovery.
3. Reasonable grounds for suspicion would exist when information is received from a source considered to be credible by the school administrator.
4. Student lockers are the property of the school.
5. Searches of students, their possessions, or their lockers will proceed with at least two (2) authorized personnel being present (one of whom must be the principal or designate). Every effort will be made to ensure privacy during the search.
6. A record of the following information on the search will be kept:
 - a) details of allegations
 - b) names of relevant parties and possible witnesses
 - c) time of relevant incidents
 - d) time and place of the investigation
 - e) parties interviewed
 - f) efforts made to contact parents/guardians
 - g) discussions held to date, and
 - h) details of police involvement, if any.
7. If a locker or student is found to have illegal articles or articles in violation of school or School Division policy, the administrator will take appropriate action, which may include contacting the RCMP and/or the parents/guardian of the student.



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Code: JFCIA

DRUG TRAFFICKING ON SCHOOL PROPERTY

The selling or distribution of illegal drugs or cannabis (marijuana) products on school property is a criminal offence. Swift and severe disciplinary action will be taken by school authorities independent of any future court action. Therefore, the following guidelines will apply when a student is suspected of selling, purchasing or otherwise distributing illegal drugs or chemicals.

1. If a teacher or other Kelsey School Division employee suspects that a student or trespasser is purchasing, selling or otherwise distributing drugs near or on school premises, or at school functions off site, the suspected student or trespasser shall be escorted immediately to the office or the presence of an administrator.
2. The administrator shall question the student as to whether the student has unauthorized drugs, products or chemicals in their possession or control elsewhere in the school. This may involve searching the student's person or locker. All legal procedures shall apply.
3. An administrator shall immediately notify the RCMP and the parents of any student who is suspected of or apprehended for selling, purchasing, distributing, or providing drugs to others on school property. The administrator shall cooperate with the RCMP during their conducting of an investigation. Until the parent(s) arrive, the administrator shall ensure the rights of the students are protected.
4. When the administrator is convinced that an offence has been committed, the administrator shall suspend the student for five school days.
5. The School Administrator shall submit a written report to the Superintendent within twenty four hours.
6. Upon further investigation by the Superintendent and after meeting with the student and their parents, the student may be further suspended in accordance to the provisions of Public Schools Act. If the Superintendent deems it appropriate, a recommendation may be made to the Board of Trustees for the permanent expulsion of the student from the school Division.



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STUDENT DRUGS AND ALCOHOL ABUSE

The following are the components of the Kelsey School Division's approach to illicit drug (including alcohol) problems:

A. Rationale

1. Kelsey School Division recognizes that the use of illegal and unauthorized drugs (including alcohol and cannabis) constitutes a serious hazard to the positive development of students and impairs their ability to learn and meet their responsibilities as students. Moreover, such use of drugs is deemed to be harmful not only to the user but also to those around them. Because such behaviour is injurious to the welfare of the school, use, possession of, or being under the influence of illicit drugs in or on school property or at any school-sponsored event is strictly prohibited.
2. Wherever the word "drug" is used, it implies drugs, cannabis (marijuana) and alcohol.

B. Prevention

1. Various school presentations will be used to encourage students to demonstrate attitudes and behaviours that promote a positive life style behaviour.

C. Intervention

1. An established process shall be used by which an individual will be confronted with data regarding the student's drug use behaviours in an effort to help the individual seek appropriate corrective measures. The availability of counsellors shall be promoted in the community.

D. Counselling and Rehabilitation

1. All staff are to be advised that they are responsible for identifying students who, as a result of irregular behaviour patterns and/or declining personal performance over a period of time are suspected drug abusers and for bringing them to the attention of the principal.
2. An organized support system will be made available for identified students.



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E. Staff Development

1. Staff members will be provided with an opportunity to acquire the knowledge and skills to identify and respond to drug problems of students.

F. Process

1. If a staff member has reason to believe that a student is illegally using drugs during the normal school day, the staff member must report this suspicion to the principal immediately.
2. When a student is found during the regular school day or at a school sponsored event to be in possession or under the influence of unauthorized drugs, the school principal may impose disciplinary measures independent of court action.
3. If a principal has reasonable grounds for believing that a student is in possession of, or under the influence of alcohol, cannabis or other illicit drugs, the principal shall notify the appropriate authorities and parents of minor students and shall impose disciplinary measures.
4. If a student is involved with selling or distributing alcohol, cannabis or other illicit drugs, Policy JFCIA will be utilized.

G. Disciplinary Measures

Any student in violation of the provisions herein shall be subject to the following disciplinary procedure:

1. First Offence: On the first violation, the principal shall:
 - a) refer the matter to the police for legal action where appropriate;
 - b) suspend the student for such a period as deemed necessary while remaining within the provision of the Public Schools Act;
 - c) notify a parent/guardian of the action taken, where appropriate;
 - d) submit a detailed report with recommendations to the Superintendent, who may take further action on the recommendation;



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- e) set up a conference with the parent(s)/guardian(s), student, and any other resource deemed appropriate;
- f) establish conditions and expectations to be met by the student and parent(s)/guardians(s) before the student is readmitted to school. These will include the following:
 - i) a written statement and commitment by the student and parent(s)/guardian(s) that such occurrence will not happen again;
 - ii) a commitment by the parent(s)/guardian(s) and student to make provisions, acceptable to the school authorities, to seek and receive help (medical, psychological, psychiatric) to overcome the problem;
 - iii) acceptance by the student of their responsibility to keep up to date in school studies;
 - iv) a written declaration by the student agreeing to abide by the rules and regulations of the school;
 - v) receipt and acceptance by the parent(s)/guardian(s) and the student of a written warning (prepared by the principal) that the next offence regarding drugs will result in an indefinite suspension pending a review of the case which may result in a recommendation for expulsion;
 - vi) other conditions depending on the circumstances.

2. Repeat Offence

- a) The principal will refer the case to the police for legal action where appropriate.
- b) The principal will notify the parent(s)/guardian(s) where appropriate, and give written notice that the student has been suspended indefinitely and that expulsion is being considered.
- c) The principal will submit a detailed report of the case with recommendations to the Superintendent.
- d) The Superintendent will review the case submitted, and if expulsion of the student is recommended and warranted, will make this recommendation to the Board.
- e) The Board shall make the final decision on the case.



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3. Stays of Disciplinary Action

- a) The suspension and/or disciplinary action of a student due to a first offence of the Board's alcohol, cannabis and drug policies may be "stayed" in whole or in part, providing that the student becomes involved in an "approved" program of chemical rehabilitation. Approved programs include: regular counselling sessions with school counsellors, regular counselling sessions with Community Health Workers, regular attendance at Narcotics Anonymous meetings and/or Alcoholics Anonymous meetings, participation in an addiction's recommended or supervised program, combinations of these programs, or any other rehabilitation program as might be deemed necessary and appropriate by the Superintendent of Schools.
- b) Application for such a "stay" of disciplinary action or suspension shall be made by the student, or on the student's behalf, to the principal of the affected student's school who, in consultation with the Superintendent of Schools and under the power of approval of the Superintendent of Schools, shall inform the student of the decision.
- c) All students subject to suspension due to initial infractions of the Board's alcohol and drug policies, shall be informed of the existence of the "Stays of Disciplinary Action" clause. Further, students expressing interest in submitting an application for such a "stay" shall be assisted in the process by the administration of the applicable school.
- d) Should such a stay of disciplinary action or suspension be granted, a specific contract defining the particular program, frequency, and length of expected participation, and methods of substantiating program involvement will be drawn and signed by the student, the parents or guardians of the student, and the principal.
- e) Ongoing attendance and participation in the sanctioned program must be regularly substantiated. The responsibility for substantiation is on the student in an agreed-upon method. Should the attendance or substantiation of attendance at the approved program be discontinued prior to the agreed-upon completion of the program, or should the disciplined behaviour re-occur, the "stayed" portion of the disciplinary action will be applied.



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STUDENT CODE OF CONDUCT

Kelsey School Division requires certain standards of conduct from all its students.

A. Students shall:

- 1) be a participant in their studies.
- 2) be kind and courteous to classmates.
- 3) be co-operative with and show courtesy and respect to teachers and to other school authorities.
- 4) attend school regularly and punctually.
- 5) complete assignments and other regular work required.
- 6) provide a reasonable explanation to the teacher, either orally or in writing as required, in case of absence or tardiness.
- 7) be clean and tidy in person and in dress, and wear appropriate clothing for a school setting. Obscenities written on clothing are not acceptable and beach wear must not be worn in school (see JFCA).
- 8) accept responsibility for care of personal belongings, for practising good housekeeping habits, and for locking valuables in lockers where they are provided.
- 9) comply with traffic laws and regulations when making their way to or from school.
- 10) be responsible to their teachers and principal for their conduct on the school premises and also for their behaviour towards one another on the way to and from school.
- 11) use only decent and acceptable language in school, on the grounds, and on the way to and from school.
- 12) treat with respect school property and the property of others at the school.
- 13) behave respectfully in assemblies in accordance to school rules.
- 14) abide by all school and School Division policies
- 15) provide as possible, information that relates to their enrolment.

B. The following will not be tolerated on school sites:

- 1) Gang involvement, affiliation, sign of gang affiliation, or activities on or near school property.
- 2) Possessing a "weapon" as defined in section 2 of the Criminal Code (Canada).
- 3) Using, possessing, or being under the influence of alcohol or illicit drugs.
- 4) Abusing another student physically, sexually, psychologically, verbally, in writing, or otherwise including bullying.

C. Failure to abide by this policy will require that a student be subject to the discipline process (see JG-Student Disciplinary Process) and dealt with as directed by the "Code of Conduct".



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PREGNANT STUDENTS

1. Pregnancy shall not affect the right of a student to receive a public education, nor the privilege of a student to take part in activities offered by the school.
2. The educational setting and program of studies of a student who is pregnant shall be that which is most appropriate in keeping with the health of the pregnant student. As required, alternate arrangements which will maintain the student's academic progress shall be considered.



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Code: JFG

INTERVIEWS AND SEARCHES

The principal, in order to ensure the rights of the student, must adhere to the following procedures:

1. **Police**

- a) The principal of the school may request that interviews of the student be done out of the school by the police.
- b) If an interview in the school is unavoidable and involves a student under the age of majority, the principal shall advise the parents and obtain the parent's permission for the interview. Either the principal or a designate shall be present for the interview involving a student under the age of majority.
- c) If the police have a warrant or if they are making an arrest, then no one has the right to interfere.
- d) The police may secure the addresses of students from the principal's office in order that they may carry on investigations outside of the schools.
- e) When possible, the principal should notify the Superintendent immediately.

2. **Child and Family Services**

Any agent of Child and Family Services may enter a school without a warrant to investigate or apprehend any child who is deemed to be in need of protective guardianship but shall notify the principal of this action.

3. **Sheriff**

Any Sheriff's Officer with appropriate court order may enter a school to investigate or apprehend a child.



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The Pas, MB R9A 1R4

Code: JGA

FREEDOM FROM VIOLENCE

I. Introduction

1. All employees and students, volunteers, and visitors within the Kelsey School Division have the right to work and learn in an environment supportive of their personal health, safety, and well-being.
2. All employees have the responsibility to take those actions deemed necessary to maintain an environment free from physical violence, verbal or written abuse, or the threat of physical assault. Teachers and administrators have the authority to maintain order and discipline in the school (PSA 96[c]).
3. Students have a responsibility to behave towards all school division employees and other students in a non-violent manner.
4. The School Division has a responsibility to:
 - a) ensure establishment of programs and supports to help employees and students practice preventative measures regarding violent behaviour,
 - b) ensure response to both the victim and the aggressor, and
 - c) ensure that each workplace establishes procedures for dealing with incidents as they occur.
5. The School Division recognizes that a violent incident may result in physical injury, personal loss, and/or long-term trauma to a student or employee. The School Division will provide the victims with information about the procedures for seeking restitution.

II. Process for Addressing Acts of Violence

1. Each act of alleged violence will be recorded on the Freedom From Violence Report form.
2. Any person may complete the "Freedom From Violence Report" available in the schools.
3. A copy of the report is to be filed at the school, and a copy forwarded to the Superintendent's office within 24 hours, if possible.
4. The response to an incident will be determined by the school administrator in accordance with the guidelines specified below:
 - a) Notification of parent(s) or guardian(s), as soon as possible.
 - b) Involvement of parent(s) or guardian(s) where appropriate, in dealing with the problem.
 - c) Consequences, where possible, that involve a learning experience for the offender.
 - d) Due process meaning a fair procedure, and rights to appeal.
 - e) Safety of students and staff.
 - f) System of appropriate progressive consequences, dependent upon the act of violence.
 - g) Notification of police when deemed necessary.
 - h) Involvement of agencies when deemed necessary.



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5. The School Division shall provide a reasonable accommodation for students who have exceptional learning needs that affect their behavior, and when disciplining the student, take into consideration the student's ability to comply and the amount of support required. When a special needs student is involved, the Superintendent may be consulted.

III. Specific Incidents


A. POSSESSION, THREAT WITH, OR USE OF A WEAPON

1. Weapon means:
 - a) anything used, designed to be used, or intended for use in causing injury or death to any person;
 - b) anything used, designed to be used, or intended for use for the purpose of threatening or intimidating any person.
2. Possession of a weapon: A person has a weapon in their possession when they:
 - a) have it in their personal possession,
 - b) have it knowingly in the custody of another person, or
 - c) have it in any place, whether or not that place is subject to their control or is occupied by them, for the use or benefit of themselves or of another person.
3. Where one of two or more persons with the knowledge and consent of the rest has anything in their custody or possession, it shall be deemed to be in the custody and possession of each and all of them. A student who finds a weapon on the way to school or in the building and takes the weapon or reports it immediately to the principal shall not be considered in possession of a weapon.
4. Threat with or use of a weapon occurs when a person who has a weapon in their possession behaves and/or communicates in a manner which lead another person to believe that they intended to utilize the weapon to cause injury or death to that other person or someone else, regardless of whether the person actually uttered a threat to cause injury or death.
5. Examples of weapons that are not allowed on school property include, but are not restricted to: explosive devices, brass knuckles, switchblade knives, hunting knives, pocket jack-knives, slingshots, or other tools with sharp edges or points such as chisels, ice picks, screwdrivers, laser pens, pepper spray, or other chemicals. The decision of what is considered to be a weapon rests with the principal.

B. Consequences for Possession of a Weapon, Threat with or Use of any Weapon by a Student

1. The principal shall:

- a) file a "Freedom from Violence Report".
- b) take steps to ensure the safety of students and staff, (eg. evacuation of the building).
- c) notify the R.C.M.P.

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- d) suspend the student from school for up to five school days.
- e) recommend to the Superintendent that the student:
 - i) be suspended for a longer period.
 - ii) be expelled from the school or the Division.
 - iii) be reinstated under certain conditions, including referral to School Division-support services or outside agencies.

2. Weapons on School Property

- a) Possession:
Guns: A student guilty of bringing a gun to school shall automatically lose the right to attend school. The principal shall notify the police and consult with the Superintendent to arrange for a six-week suspension and possible expulsion.

Knives: When a student is found to be carrying a knife that could be regarded as a weapon, the principal shall confiscate the knife and notify the parent/guardian that it is being held at the school to be retrieved by the parent/guardian or that it has been turned over to the RCMP.


Other Weapons: When a student is found to be carrying other weapons, the principal shall confiscate the weapon and notify the parent/guardian.

Suspension for the balance of the day and possibly an additional day would be appropriate.

- b) Threats:
 If a gun, knife, or weapon is used by a student in a threat on another student or adult, the offending student shall be suspended immediately for a minimum of five days. The principal should consult with the Superintendent as to the possibility of an extension up to six weeks.
 - c) Attacks:
 If a gun, knife, or other weapon is used by a student in an attack on another student or adult, the offending student shall be suspended immediately for a minimum of five days. The principal should consult with the Superintendent as to the possibility of an extension up to six weeks and expulsion. The police shall be notified.
- ## 3. A re-entry meeting involving the school, student, parents/guardians (if required), and other appropriate personnel/agencies as necessary, must be held for all students suspended for possession, threat with, or use of a weapon.


C. PHYSICAL VIOLENCE

1. Physical Violence is an attempt or threat, by an act or gesture to apply force in a reaction to anger and/or destruction.

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2. “Physical Assault” occurs when a person:
 - a) without the consent of another person, applies force intentionally to that other person, directly or indirectly.
 - b) attempts or threatens, by an act or gesture, to apply force to another person such that the other person has reason to believe that force may be applied.
3. Fighting occurs when students attempt to resolve disputes through physical force.
- D. Consequences for Physical Violence, Assault, or Fighting Between Students in the Division
 1. The principal shall file a “Freedom from Violence Report” and take one OR more of the following actions:
 - a) set up a conference involving the parent(s), student(s), and any involved staff member(s)
 - b) develop a Behavioural Performance Contract or a Behavioural Individual Education Plan process to address the safety concern
 - c) contact the R.C.M.P.
 - d) consider suspending the student(s) from the classroom OR the building for up to five days, in cases of a student fighting with another student.
 - e) suspend the student for five days from the school in cases of a student’s physically assaulting another student while under the jurisdiction of the school.
 - f) Recommend to the Superintendent that the student:
 - i) be suspended for a longer period;
 - ii) be considered for an alternative learning placement;
 - iii) be expelled from the school or the School Division;
 - iv) be reinstated under certain conditions, including referral to School Division support services or outside agencies.
 2. A re-entry meeting involving the school, student, parents/guardians (if required), and other appropriate personnel/agencies as necessary, must be held for all students suspended for five days for physical violence.
- E. Consequences for Physical Violence, Assault, Threats or Fighting by a Student on a Division Employee
 1. The principal shall, where developmentally applicable for the student:
 - a) file a “Freedom from Violence Report”;
 - b) suspend the student for five days from school;
 - c) contact the R.C.M.P., if required.
 - d) recommend to the Superintendent that the following options be explored:
 - i) Suspension for a longer period.

- ii) Placement in an alternative learning environment.
- iii) Expulsion from the school or the School Division.
- iv) Reinstatement under certain conditions, including referral to School Division support services or outside agencies.

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- e) facilitate a re-entry meeting for those students being re-admitted, involving the school, student, parents/guardians (if required), and other appropriate personnel/agencies as necessary, to develop a Behaviour Intervention Plan.

- 2. In cases of sexual assault or indecent exposure, Policy GBEA (Harassment) shall be followed.


F. VERBAL AND/OR EMOTIONAL ABUSE

- 1. Verbal or Emotional Abuse includes, but is not limited to, the following:
 - a) conduct or language which might reasonably be expected to cause insecurity, discomfort, offense, humiliation, or fear to a person or group of people;
 - b) conduct or language which demeans or insults a person or group of people including, but not limited to, on the basis of race, culture, religion, ethnicity, gender, sexual orientation, and/or physical or mental disability;
 - c) conduct or language which draws unnecessary or unwanted attention to a person or group of people including, but not limited to, on the basis of race, culture, religion, ethnicity, gender, sexual orientation, and/or physical or mental disability;
 - d) differential treatment of a person or group of people which is not reasonably justifiable, including but not limited to, on the basis of race, culture, religion, ethnicity, gender, sexual orientation, and/or physical or mental disability;
 - e) conduct or language which might reasonably be expected to induce a person or group of people to believe that family or friends and/or property will suffer physical harm.
 - f) cyber-bullying – the use of the Internet or other electronic communication technologies such as e-mail or text messages to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm someone else.

- 2. Verbal or Emotional Abuse includes, but is not limited to, abuse which occurs:
 - a) at school or on school property;
 - b) at school-related social, athletic, or educational functions, which can occur outside of school hours;
 - c) when using any electronic communication device;
 - d) in writing, whether or not such written communication is addressed specifically to a person or group of people or is intended for wider publication.

G. Consequences for Emotional or Verbal Abuse by a Student Against a Student or Adult in the School Division Using Internet Technology or Personal Technology Devices

1. The principal shall file a “Freedom from Violence Report” and take one OR more of the following actions:
- a) Set up a conference involving the parent(s), student(s), and adult(s), if appropriate

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- b) Develop a Behaviour Intervention Plan process to address the concern.
- c) Contact the R.C.M.P.
- d) Suspend for up to three days from school.
- e) Suspend for up to five days from school.
- f) Recommend to the Superintendent that the student:
 - i) be suspended for a longer period,
 - ii) be considered for an alternative learning placement,
 - iii) be expelled from the school or the Division,
 - iv) be reinstated under certain conditions, including referral to Divisional support services or outside agencies.
2. A re-entry meeting involving the school, student, parents/guardian (if required), and other appropriate personnel/agencies as necessary, must be held for all students suspended for five days for emotional or verbal abuse.

H. COMMUNICATION

1. Administrators shall establish a yearly process for sharing the “Freedom From Violence” policy with parents/guardians, students, teachers, all support staff, and volunteers to the school.
2. The school shall distribute a copy of the “Freedom From Violence” policy to all school parent councils.
3. The parent/guardian of the student being disciplined under the ‘Freedom from Violence’ policy must be contacted directly to be informed of the incident and the resulting consequences.
4. Where students from different schools are involved in an incident, the principal or designate shall communicate any information relating to the incident to the other principal(s) as soon as possible.
5. The principal or designate shall contact victims, parents/guardians, and involved staff member(s) to share information on an incident and its resolution.
6. School Division support staff and/or out-of-division agencies, where applicable, should be informed of incidents and their consequences.

I. TRESPASSERS

1. The Board will not tolerate the presence of persons who cannot justify their presence on school division property or in a school division building. The term ‘trespasser’ also applies to those students who have been duly suspended/expelled from the school division. The Board will expect its agents to take appropriate action including the possible laying of charges under the “Petty Trespass Act”, against those persons who



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2. Schools shall develop plans for responding to potentially dangerous situations involving intruders. Schools should also develop education programs for their students and staff regarding the problems that unauthorized visitors pose, stressing the importance of immediate communication with school officials when unwanted visitors are present on school division property.

J. TERMINOLOGY

1. Suspension:

- a) Suspension is defined as a “temporary stopping of a student’s right to attend school classes by someone having been given the authority to do so”.
- b) Suspensions involve both in-school and out-of-school suspension and are part of the range of disciplinary measures available to teachers and principals in the maintenance of discipline, as mandated by the Public School Act [Section 48(4) and Regulations 468/88R: Section 33 (1&2)].
- c) Suspension from school is a serious consequence and is applied when other disciplinary measures have been found to be ineffective or when the student’s behaviour endangers fellow students, teachers, or school officials, or damages property. In all cases of suspension, the necessary documentation is forwarded to the School Division Superintendent.

2. Expulsion:

- a) Expulsion by the Board of Trustees is a serious consequence, occurring when it is determined that a student’s continued presence in the Kelsey Division schools is injurious to other students.
- b) Expulsion requires an official action by the Board of Trustees and is completed in accordance with the Public School Act, Section 48(4). An expulsion means that the student may not attend any school operated by Kelsey School Division, until such time as the Board of Trustees may remove the expulsion order.

3. Behaviour Intervention Plan

- a) Students who present a high level of behaviour that is disruptive, aggressive, and/or violent and which interfere with the learning environment of the classroom/school and present a safety concern for themselves and/or others may require a Behavioural Performance Contract and/or Behaviour Intervention Plan.
- b) The focus of a Behavioural Performance Contract and/or Behaviour Intervention Plan is on proactive strategies that enable the child to learn appropriate behaviours and skills. It provides a written commitment on the part of the student, parents, and staff as to the actions that will be taken to correct the student’s behaviour, as well as the consequences which will result if positive changes do not occur. For further information on the Student Disciplinary Process, refer to Policy JG.



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BULLYING

1. Bullying other students will not be tolerated.

Bullying occurs where a student is subjected to repeated, harmful behaviors by another student or students. Bullying may take the form of physical, sexual or psychological assault, verbal harassment, rejecting or humiliating behavior or threatening behaviors or cyberbullying.

2. Students deemed to have bullied other students:
 - a) shall be disciplined in accordance with the school's discipline policy and in accordance with the School Division's student disciplinary process.
 - b) where bullying continues after the application of the school's discipline policy, students shall be subject to an individual behavior improvement plan created by the school team and parent(s)/guardian(s). The Behavioral Improvement Plan shall outline consequences applied progressively. Should the implementation of a behavior improvement plan be insufficient to correct the student's behavior, a Behavior Intervention Plan for the student will be developed.

A Behavior Intervention Plan shall include the following:

- a) purpose of the plan
 - b) programming needs include alternate placements
 - c) intervention (reactive, proactive)
 - d) supports
 - e) outcomes and evaluation.
3. Where there is insufficient evidence of improvement in the student's behavior as indicated by repeated disciplinary action such as school suspension, the school administrator may refer the student through the Superintendent to the Board of Trustees. The student will be suspended immediately from the School Division for the length of time required by the student to appeal the decision of the school and the Superintendent.
4. Notification of due process will be given to:
 - (a) parents/guardians for students under age of 18 years
 - (b) student if over the age of 18 years.



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5. Documentation will be included in the in-camera portion of the Board agenda. The documentation will include recommendation(s) from the school administrator, who may be present to support the recommendation(s) should they so choose.
6. Present at the interview must be the student and, if the student is under age 18, a significant adult.
7. Should the Board decide to reinstate the student, the school administrator and the student, parent/guardian will comply with the terms of re-admittance as established by the Board.
8. A re-entry meeting involving the school student, parents/guardians (if required), and other appropriate personnel/agencies as necessary, must be held for all students suspended through Board process.
9. Any deviation from the terms of re-admittance may result in immediate expulsion in accordance with the Public Schools Act, Section 48(4).
10. When bullying reaches a severity of a criminal offence, the Board may move to expulsion immediately.



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HAZING

1. The School Division will not tolerate students hazing other students.

Hazing is “any humiliating or dangerous activity” expected of you to join a group, regardless of your willingness to participate.

Any behavior(s) serving as part of an initiation practice or ritual that leads to a student, or groups of students being humiliated, exposed to or required to commit socially offensive behavior and to be threatened physically or to be physically assaulted shall be deemed hazing.

2. The School Division administration shall immediately suspend any student engaging in hazing behavior from the Division for the length of time required by the student to appeal the decision to the Board of Trustees.

Students engaging in behavior deemed to be hazing shall be considered for discipline ranging from lengthy suspension to expulsion.

3. Notification of due process will be given to (a) parents/guardians for students under age of 18 years (b) student if over the age of 18 years.
4. Documentation will be made available to the Board with the distribution of the in-camera portion of the Board agenda. The documentation will include recommendation from the school administrator, who may be present to support the recommendations should they so choose.
5. Present at the interview must be the student and, if the student is under age 18, a parent/guardian or a significant adult.
6. Should the Board decide to reinstate the student, the school administrator and the student, parent/guardian will comply with the terms of re-admittance as established by the Board.
7. A re-entry meeting involving the school student, parents/guardians (if required), and other appropriate personnel/agencies as necessary, must be held for all students suspended through Board process.
8. Any deviation from the terms of re-admittance may result in immediate expulsion in accordance with the Public Schools Act, Section 48(4).



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RETURN OF STUDENT MATERIALS

Kelsey School Division believes that in order to promote positive feedback to the students in our school system, the majority of students' work and materials will be returned to the individual students. Though there are certain exceptions to this premise, materials produced by the student are basically the students' own.

In general, student materials will be returned in the following manner:

A. Kindergarten - Middle Years Level

1. Workbooks/Notebooks: All notebooks are considered the student's own private material. All workbooks, once the child has completed the work as required by the teacher, will be returned to the students as these materials no longer serve any useful purpose to the school.
2. Tests, quizzes, essays, and creative written work shall be returned to the students for their own use after the necessary re-teaching, record keeping, review, and student progress reporting has been done by the classroom teacher. The exception to this will be publisher produced materials which relate to a particular discipline e.g. final exams, CTBS Tests, standardized tests, etc. These materials will not be returned to the students.
This classification shall extend to teacher produced curriculum based tests which have been developed over a long period of time and serve a specific purpose. Such tests will be considered by the teacher on an individual test basis as to whether they are returned or not.
3. Essays, papers, reports, short answer tests, and quizzes will be returned to the students.

B. Margaret Barbour Collegiate Institute

1. Due to the diversity of the courses offered at MBCI and the consequent differences in evaluation required, each school department has developed evaluation criteria suitable to the particular content of each course.



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2. Each teacher will communicate to students, at the beginning of the course, the evaluation procedure that will be followed in that school department and the disposition of materials used in evaluation.
3. All materials used for evaluation that are not returned to the student will be available for student and/or parent perusal for a period of three weeks after each reporting period. (Teachers may wish to retain the material for a longer period of time but are not obligated to do so).
4. Materials to be returned to students at the end of a semester must be picked up no later than three weeks after the beginning of the following semester or they will be destroyed.



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BEHAVIOUR INTERVENTION TEAM

Rationale

In any school building where students requiring special needs are educated, invariably some extreme emotional/behavioural reaction by the student will occur. Although these violent reactions may occur infrequently, it is essential that a team of persons be available to assess the situation, discuss and or decide on a path for correcting the behaviour of the student and moreover, ensure the safety of the other students in the building. With this in mind, a Behaviour Intervention Team shall be established in each school. The logistics of this team being assembled at a moment's notice shall be put into place immediately. The principal shall assess whether the situation warrants the calling together of the Behaviour Intervention Team. Though actual specific procedures at each school may vary, the following general principles shall apply:

1. Once the administration has assessed that a student is in need of intervention, the team shall be called. The office staff shall call persons on the team who shall respond immediately to this emergency situation.
2. In the case where a student's behaviour is disturbing the class, the offending student shall be removed as quickly as possible with as minimal impact on the classroom as possible. Forceful physical removal shall only occur in extreme circumstances and be used as a last resort. If necessary, assistance from parents or the RCMP may be required.
3. The Behaviour Intervention Team shall be made up of the principal or assistant principal, resource teacher, home room teacher or teacher advisor, guidance counsellor, and School Division psychologist.
4. The Behaviour Intervention Team shall assess the situation and decide on what further sequence of events or action is required (suspension, in-school or out, contact parents or other authorities, talk to student, decide on further assessment, etc.).
5. A procedure for dealing with the student shall be put in place. One of the team shall be identified to follow up on recommendations and stay in touch with the student. This would generally be the resource teacher or guidance counsellor in the school.



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6. The principal shall designate a room or private space for meeting with the student regarding their behaviour. This may also serve as a "time out" room for the student with supervision provided.
7. Records shall be kept of all such occurrences.
8. If suicidal tendencies are suspected, the student should not be left alone or allowed to leave the building without an escort. If violent aggression towards other students is a possibility, the student should be removed to another area of the building.



STUDENT DISCIPLINARY PROCESS

- A. 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.

Guiding Principles

Those in authority must comply with the provisions of the government publication: Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion.

° In all decisions, the best interest of the child is the primary consideration. ° In promoting and guaranteeing the rights of children, as per the United Nations Convention on the Rights of the Child, any behavioural intervention must be consistent with the child's right to be free from all forms of physical or mental violence, be treated with dignity, and be free from abuse. ° In ensuring a safe, caring, and inclusive learning environment, policies and procedures must be based on a philosophy of inclusion allowing every individual in the school community to feel accepted, valued, and safe.

B. **Process Considerations**

1. The school administrator or teacher shall talk to the student and/or other teacher(s) involved. This may result in a disciplinary action. Parent(s) may be contacted, in some circumstances. Students who are 18 years of age or older must give their consent to contact parents.
2. When students are detained as a disciplinary measure, the following provisions will be considered: no student shall be detained as to miss their noon meal; bus students may be detained only for the last half hour of the lunch break; town students may be detained after school for no longer than 30 minutes unless arrangements are made with the parent; detentions must be supervised by a teacher or education assistant; and a centralized confidential record of the detention being served shall be retained indicating the length of the detention, the reason for the detention and the student involved.
3. Where the behaviour of the student violates the school's Code of Conduct (or Policy JFC), a student may be disciplined at the discretion of the school administrator with any or a combination of the following, and may involve a school counselor or a resource teacher:
 - a) Corporal punishment is not permitted in Kelsey School Division.
 - b) restorative activities and consequences outlined in school's discipline policy.
 - c) privileges such as access to the playground, cafeteria, library, extracurricular activities, and/or bus transportation are removed under certain circumstances. Parents will be informed.




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- d) student removed from the school for a period of time specified in a behaviour intervention plan i.e. alternate school placement (older/younger students), separate program, home.
 - e) 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 alternate forms such as community service.
 - f) student suspended and suspension served in school.
 - g) student suspended and student sent home (out of school suspension).
 - h) refer the student through the Superintendent to the Board of Trustees if the principal views the student's behaviour to be significantly injurious to the school's welfare.
4. The School Division shall provide reasonable accommodation for students who have exceptional learning needs that affect their behaviour, and when disciplining the student, take into consideration the student's ability to comply and the amount of support required. When a special needs student is involved, the Superintendent may be consulted.
5. Once a student has been suspended for five days, the principal or designate shall promptly call and chair a meeting of the school team, parent(s)/guardian(s) and student to create a behaviour intervention plan. A meeting to create a behaviour intervention plan must be called within five days of the student's most recent suspension. A behaviour intervention plan shall include the following:
- a) purpose of the plan
 - b) programming needs including alternate placements
 - c) intervention (reactive, proactive)
 - d) supports
 - e) outcomes and evaluation.
6. The school administrator may send the student home. If the student is sent home, the school administrator of minor students will summon parents/guardians, so that together the problem can be discussed with the student.
7. The school administrator may suspend the student for up to five school days per year. The suspension will be reported in writing to the Superintendent within twenty four hours. A written notice shall be supplied to the parents/guardians, if required.
8. Once the five day limit of the school administrator has been reached, the school administrator shall report any further disciplinary issues to the Superintendent with recommendation for an alternate placement, longer suspension or

expulsion, offense warrants that immediate action.

9. With the agreement of the Superintendent, the school administrator may suspend the student for up to an additional five days per school year. The Superintendent may suspend a student from the school for not more than six weeks.

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10. Once a student has been suspended for ten days the student will be suspended from the school until a behaviour intervention plan is reviewed by the Superintendent and School Team. The student would be referred by the school administrator within twenty-four hours to the Superintendent. The Superintendent or designate shall promptly call and chair a meeting of the school team, parent(s)/guardian(s) and student which shall review the behaviour intervention plan. A meeting to review a behaviour intervention plan must be called within five days of the student's most recent suspension.
11. Where there is insufficient evidence of improvement in the student's behaviour as indicated by repeated disciplinary action such as school suspension, the school administrator may refer the student through the Superintendent to the Board of Trustees. The student will be suspended immediately from the School Division for the length of time required by the student to appeal the decision of the school and the Superintendent.

B. Appeal Process

1. Students and parent(s) must follow the School Board's established appeal process. For suspensions in excess of five days and expulsions, the appeal goes directly to the School Board.
2. Notification of due process will be given to
 - (a) parents/guardians for students under age of 18 years
 - (b) the student if over the age of 18 years.
3. A parent and/or student may make a request to appear before the School Board to make representations about a suspension. The School Board may, upon receiving such representation, confirm or modify the suspension or reinstate the pupil.
4. Documentation will be made available to the Board with the distribution of the in-camera portion of the Board agenda. The documentation will include recommendation from the school administrator, who may choose to be present to support the recommendations.
5. The student must be present at the interview and, if the student is under age 18, a parent or guardian.

6. Should the Board decide to reinstate the student, the school administrator and the student, parent/guardian will comply with the terms of re-admittance as established by the Board.
7. A re-entry meeting involving the school student, parents/guardians (if required), and other appropriate personnel/agencies as necessary, must be held for all students suspended through a Board process.
8. Any deviation by the student from the terms of re-admittance may result in immediate expulsion in accordance with the Public Schools Act, Section 48(4).



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STUDENT INSURANCE PROGRAM

1. Applications for student accident insurance will be available to parents of school students. It will be the responsibility of parents to complete and send the applications to the local school principal for forwarding to the insurance company. Participation in the insurance plan is voluntary, and parents are responsible for the insurance premiums.
2. The School Division may require students who are participating in special sports or in special events to have accident insurance.



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STUDENT AID PROGRAMS

A. Financial Support for Special Needs Students Attending External Assessment and/or Treatment

When the Kelsey School Division personnel are unable to diagnose and assess difficulties experienced by a special needs student, to assist the School Division in better meeting the needs of the student, the following shall apply:

- 1) Where a student is deemed to have a specific learning disability, an assessment by the professional staff of the School Division (or a resource outside of the School Division) must be done. This will generally involve a psychologist, speech/language pathologist, and/or a resource teacher. The student's teacher(s) must agree that further assessment beyond that available in the School Division is necessary.
- 2) A meeting with the parent(s) must be held to explain the assessment, and parental involvement, agreement, and support is necessary.
- 3) Once agreement from all parties is established and a possible solution explored and agreed to, a request for some financial assistance may be made to the School Division Superintendent. An estimated preliminary budget must be included.
- 4) Support in the form of a grant for assessment purposes will be considered by the Superintendent.
- 5) Consideration for training of staff in the techniques and methods put forward will take into account the specific needs for the School Division, the future potential use of the techniques and methods, and the time and expense involved in the training of staff.
- 6) The staff so trained will be expected to provide professional development sessions for other staff in the School Division.
- 7) Due to possible limits to available funding, these requests will be dealt with on a first come, first served limited basis and shall be subject to approval depending on the following criteria:
 - a) the number of requests within the budget year,
 - b) the potential for assistance to other students,
 - c) the availability of similar assistance within Kelsey School Division,
 - d) the total educational benefits for the Kelsey School Division.



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Code: JHCC

COMMUNICABLE DISEASES – STUDENTS

The School Division recognizes its responsibilities to students, staff and the school community to manage the potential dangers associated with communicable diseases.

Parents are encouraged to report to the school immediately if their child contracts a communicable disease. When information is received by a staff member or volunteer that a student is afflicted with a serious, readily-transmissible disease, the staff member or volunteer shall promptly notify the Principal. The Principal can consult with the local Regional Health Authority (Public Health Nurse) if deemed necessary.

Any planning, response and/or communication related to a communicable disease needs to be done in consultation with a qualified health professional.

If absenteeism due to illness in a school is greater than 10% of the entire student population on any given day, it is prudent to alert the local Regional Health Authority (Public Health Nurse).



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ADMINISTERING MEDICATION TO STUDENTS

A. Responsibilities of Parent(s)/Guardian(s)

1. To provide the school with a completed "Administration and Authorization of Prescribed Medication" form that includes:
 - a) a copy of the prescription and recommended dosage;
 - b) the physician's requirements specifying frequency and method of administration;
 - c) the physician's description of anticipated/possible reactions of the child to the prescribed medication;
 - d) the physician's signature - check out according to form chosen;
 - e) parental/guardian permission and signature approving/authorizing the administration of the prescribed medication;
 - f) an outline of the method for delivering medication to the school on request from the school authority.
2. To see that the medication is safely delivered to the school office.
3. To notify the school immediately if the medication is no longer required;
4. To complete an "Administration and Authorization of Prescribed Medication" form each year and whenever the physician changes the prescription.

B. Responsibility of School Administration

1. To designate a specific area with limited access storage space within the school to store the medication.
2. To make every effort to ensure that the medication is required to be taken during school hours. For this purpose, a letter is available for administration to contact the doctor.



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3. To designate a specific staff member to administer the medication to the student on a regular basis. The principal or designate who has full knowledge of the facts, will administer the medication when the designated staff member is unavailable for whatever reason.
4. To ensure that there is a copy of the "Administration and Authorization of Prescribed Medication" form in the student's student record file (clinical records file) and that a copy is available for immediate reference by the principal and/or teacher(s) designated by the principal to administer the prescribed medication.
5. To check to ensure that the medication bottle carries the official label from the pharmacist stating the student's name, physician's name, name of the drug, the dosage to be administered and the time of day it is to be given.
6. To refuse to administer the prescribed medication to any student whose parent(s) or legal guardian(s) has not fully completed the approved "Administration and Authorization of Prescribed Medication" form.
7. To contact the parent(s) or guardian(s) immediately and if they are not available the assistance of a qualified person should be sought if a student will not take the prescribed medication.
8. To ensure that a record is kept by the person administering such medication as to date and time plus space for absence or refusal. Each entry must be initialled by the person so administering the medication.
9. To return unused medication to the parent(s)/guardian(s).
10. The School Board and all staff are covered under the Manitoba School Boards Association liability policy which covers all damages and legal defence.

C. Special Medication Requirements

1. This regulation is restricted to the administration of prescribed medications which can be taken orally or which can be applied externally. The following exceptions may be made following development of an individual plan for administration:



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2. Insulin-Dependent Diabetes – Assistance in administering of insulin by a specially trained staff member who has attended the required inservices and with signed consent by the child's parent or legal guardian.
 3. Asthma –
 - a) Students with asthma who are prescribed inhaled medications to relieve or prevent their symptoms should be allowed to carry their own inhalers. If the parents feel that their child may lose the inhaler, arrangements should be made for the inhaler to be kept in an easily accessible site in the school which is no more than 5 – 10 minutes away from the student at all times. Parents need to consider arrangements for inhalers when their children are involved in school activities away from the school.
 - b) If a student who has asthma inhales asthma medications (bronchodilators and/or anti-inflammatories) prescribed to another student, they will suffer no serious side effects. In the event of an asthma attack, a child may therefore use another student's asthma medications if they do not have access to their own in an emergency situation.
 - c) If a student who does not have asthma inhales asthma medications (bronchodilators and/or anti-inflammatories) for whatever reason, they will suffer no serious side effects. All staff are to be advised that students with asthma who bring inhalers to school may be allowed to carry them with them at all times.
 4. Allergies – Upon medical authorization, students may carry auto-injectors at school.
- D. First Aid
1. School staff shall not apply any external antiseptics such as mercurochrome to injuries sustained by students. In the case of minor cuts or abrasions, the staff may assist the student in washing the wound with water and, where necessary, helping apply a sterilized bandage. In the case of serious cuts or other injury, the child is to be referred to a physician for treatment.
 2. In the event a student is demonstrating any symptoms of illness, the parents of the student shall be contacted. If it is deemed advisable that the student return to their home, such arrangements shall be made. Under no circumstances is a student to be sent home unless a responsible adult is at the home to receive the student. Students at the elementary grade level shall be picked up by a responsible adult or accompanied to their home by a responsible adult.
 3. The School Division will encourage staff to obtain and maintain current first aid and CPR certificates.



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ANAPHYLAXIS

A. Introduction

1. The Kelsey School Division is committed to meeting the special health care needs of –students attending its schools. A comprehensive approach to school health is critical to ensure that the health care needs of students are met in school settings and programs. Health and medical interventions, including the administration of medication in a school setting by school personnel, may be necessary for the health of a student.
2. Parents should make arrangements with their physician to have interventions and medications administered outside of school hours. Procedures for the assessment and delivery of services and clarification of roles and responsibilities must be defined in order to provide for the health care needs of students in the School Division. The effective delivery of health care services requires teamwork with parents/guardians, students, teachers, support staff, health care professionals, and social service agencies.
3. Failure by parents/guardians to comply with the procedures outlined in health care policies will result in the refusal by School Division staff to administer medication or the student being requested to remain at home.

B. Known Risk of Anaphylaxis/Life Threatening Allergies

1. This policy reflects the guidelines and procedures outlined in the provincial Unified Referral and Intake System's (URIS) Manual.
2. Anaphylaxis – sometimes called “allergic shock” or “generalized allergic reaction”, is a severe allergic reaction that can lead to rapid death if untreated. Sufferers of anaphylaxis respond with an extreme body reaction. The reaction may begin with itching, hives, vomiting, diarrhea, or swelling of the lips or face; within moments the throat may begin to close, restrict breathing and lead to unconsciousness and death.
3. Although peanuts may be the most common allergen causing anaphylaxis in school children, there are many others. School personnel must be aware that anaphylaxis is a life-threatening condition regardless of the substance which triggers it.



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4. Despite the best efforts of parents and schools, no individual or organization can guarantee an “allergy-free” environment. The only way to protect children who are known to be at risk of anaphylaxis is to avoid the allergen. As it is a matter of life and death, schools must have a clear plan for responding to an anaphylactic emergency. When an anaphylactic emergency occurs, the injection of epinephrine usually allows enough time to get the child to a hospital. Without epinephrine, death can occur within minutes. Epinephrine will only be administered in schools through the use of an Adrenaline Auto-Injector.
5. Anaphylaxis is life threatening, but it can be treated. A student suffering anaphylaxis must be diagnosed by a physician, who is responsible for prescribing the appropriate treatment for the individual’s condition. Schools should never assume responsibility for treatment in the absence of an Individual Health Care Plan/Emergency Response Plan (IHCP) for a specific treatment protocol prescribed by the student’s physician.
6. Avoidance of the allergen is the only way to protect students known to be at risk of anaphylaxis, however, no individual or organization can guarantee an allergy-free environment. Clear procedures for an emergency response to anaphylaxis must be in place at each school site.
7. The first plan of action calls for the administration of adrenaline (epinephrine) by auto-injection immediately, at the first sign of a reaction, followed by immediate transportation to hospital, by ambulance if possible. Developmental factors such as age and physical or cognitive ability, may affect a student’s ability to:
 - Safely carry an adrenaline auto-injector
 - Take responsibility to avoid allergens
 - Recognize and communicate symptoms of anaphylaxis
 - Use an auto-injector.

Whenever possible, responsibility should be encouraged, recognizing that students who are able to take responsibility for their own care are probably the safest. The severity of a reaction may hamper anyone in adrenaline self-administration, regardless of their age, and assistance may be required.



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SUPERVISION OF STUDENTS

A. Supervision in connection with transportation

1. The bus driver is in full charge of the school bus and the driver's directions must be obeyed. The bus driver will report any misconduct for disciplinary action to the principal of the school concerned.
2. When a student supervisor has been provided for student supervision, the supervisor will be in charge of student conduct, including reporting.
3. The bus driver may assign specific seats to students at any time.
4. On any school trip, the trip supervisor must ensure all students are accounted for at all times.
5. No student is allowed to travel on any authorized field trip by any other means of transport other than school authorized vehicles.
6. For authorized trips outside the School Division, with written request of the parent the principal may authorize the student to travel by other means.

B. Supervision at street intersections

Principals shall endeavour to make arrangements to see that students are supervised across any unduly dangerous intersections by student patrols or an adult assigned by the principal.

(See also EEAE)



STUDENT SAFETY PATROLS

1. School Traffic Safety Patrols shall be established to service those crossings in reasonable proximity to the school concerned and where, in the opinion of the RCMP responsible for School Traffic Safety Patrols and the principal of the school, a traffic hazard exists that can be effectively dealt with by means of such a patrol, or where the establishment of a School Traffic Safety Patrol can aid in safety attitudes and habits. It is expected that all concerned give all reasonable cooperation to the establishment and supervision of the established patrols.
2. No student may be compelled or pressured in any way to serve as a member of any School Traffic Safety Patrol.
3. No student may serve as a member of a School Traffic Safety Patrol until a consent form permitting them to do so has been signed by the parent or guardian. As far as possible, consent forms shall be secured early in September for the ensuing school year.
4. The school administration shall give every support to the School Traffic Safety Patrol through a suitable program of publicity throughout the school and through disciplinary action in cases where the school authorities or the school patrol is not respected.
5. Immediate responsibility for the supervision and general conduct of the School Traffic Safety Patrol shall rest upon a member of the school staff designated by the principal for the purpose.
6. The RCMP will be requested to assist school authorities in conducting a yearly training program for the school patrol members. This training program will be undertaken as soon as possible after school commences in September each year.
7. No patrol member who has not been properly instructed in their duties shall be permitted to undertake street duty unless they are under immediate instruction and supervision.
 - a) School authorities in consultation with the RCMP will make recommendations to the Town of The Pas regarding the installation of adequate safeguards at street crossings where school patrols operate, such as marked crosswalks, street warning signs, etc.
 - b) Whenever possible the RCMP will conduct regular patrols and inspections of the various school patrol street crossing points, to provide on-site training and encouragement to patrol members and ensure that the public is conforming with the direction provided by the school patrol members.



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9. The following rules shall govern the conduct of the School Traffic Safety Patrols.
- (a) Patrol members shall be dismissed in advance of other students so that they may secure their equipment and reach their post in time to direct them properly.
 - (b) While a School Traffic Safety Patrol is operating at any crossing, all students and staff members using the crossing shall submit themselves to the authority of the patrol.
 - (c) Patrol members should be proud that they are doing a very important job. They should show this by being careful at all times, being clean and neat in appearance, having their equipment in good condition, and behaving in a courteous manner.
 - (d) Students shall obey the instructions of the patrol and conduct themselves in an orderly manner under its direction.
 - (e) The patrol members are responsible for maintaining good order among the students under their direction. In keeping order, patrol members refrain from bullying, hitting, pushing, or threatening any student. They shall report to the principal or the teacher in charge all students who will not carry out the instructions of the patrol.
 - (f) Patrol members shall faithfully observe the following rules in taking students across the street.
 - (i) See that it is safe to do so before stepping out into the street. Cars should be far enough back so that drivers have plenty of time to stop when the patrol moves out.
 - (ii) "Signs Up" is the compulsory first movement to be made by patrols. This is done before stepping out into the street and gives drivers additional warning of the need for caution.
 - (iii) Patrols must always be careful to take students across at the proper point. If crosswalks are painted on the street, patrols and students must keep within them.
 - (iv) Patrols must take up such a position that drivers in all lanes can see the patrol member.
 - (v) Patrols shall not hold up traffic or students longer than absolutely necessary. Do not wait for stragglers. Have them wait for the next crossing.
 - (vi) Always put safety ahead of every other consideration; smartness and alertness in executing the drill that comes next.

10. Principals of early years schools may institute the “peacekeeper patrols” for school ground recesses.



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Code: JHF

REPORTING PROCEDURE: CHILD ABUSE AND CHILD NEGLECT

A. Awareness

1. It is the role of school personnel to recognize the vulnerability of school-age children to abuse, to be alert to any physical signs of abuse, and/or signs of neglect, and to recognize signs of undue mental or emotional strain on the part of the child.
2. It is a responsibility of the Kelsey School Division and its principals to institute regular inservice training of teachers in school to ensure that teachers are aware of the symptoms of abuse, the typical reactions and attitudes of abusing parents, the teacher's role in reporting, and the reporting procedure to be used.

B. Reporting Procedure

1. All Kelsey School Division personnel are required to report any student whom they have reason to believe is in need of protection. This reporting will be done in accordance to current Child and Family Services Act legislation.
2. Any staff who files a report in accordance to the Child & Family Services Act legislation shall also inform their immediate supervisor that a report has been filed.

C. Prevention

1. It is an important aspect of the approach to dealing with child abuse and child neglect that the school curriculum incorporate concepts which will be useful to students caught up in such situations. For example, at the elementary level, there should be periodic awareness sessions conducted by teachers to ensure students are aware of dangerous situations, their right to protection from a frightening situation, and that children are provided with sufficient vocabulary to articulate their concerns.
2. Kelsey School Division initiated programs and relevant provincial curriculum shall be utilized. Kelsey School Divisional personal safety programs may be used to enhance the awareness in students.
3. At the senior years level, it is important to assist students to understand child and adolescent development stages and to help them to develop a knowledge of adequate child rearing and parenting skills to better prepare them to undertake the important responsibility of parenthood. This policy supplements and is in keeping with existing provincial curriculum and Legislation.



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Code: JIBB

STUDENT REPRESENTATIVE ON SCHOOL BOARD

1. Kelsey School Division recognizes the importance of a student voice in decision-making processes within the School Division, and acknowledges and supports the active involvement of students in leadership experiences
2. To facilitate this involvement the Board of Trustees may, by resolution, appoint a full time senior student (within two years of graduating and under the age of 18 years) of Margaret Barbour Collegiate Institute to sit as a youth member representative (YMR) at its open regular meetings of the School Division Board of Trustees.
3. Annually, the Board will invite the MBCI Student Council President to fill this role, or will request a recommendation from the Student Council executive for an alternate when the President is unable to do so. If no Student Council is operating, invited applications from the student body will be considered. The term of office for the YMR is to be established with the appointment, but shall not exceed one year.
4. Criteria for the involvement of the Youth Member Representative are:
 - a) The YMR may participate in discussions in the same manner as trustees, but will not participate as a member of standing committees nor sit in on "in camera" sessions, nor attend board development training sessions and conferences.
 - b) The YMR cannot move or second a motion, nor vote, and is not counted as part of the quorum.
 - b) There is no remuneration for the position of YMR.
 - c) The attendance requirement at school board meetings for the YMR will be the same as for trustees.



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Code: JIBC

STUDENT ADVISORY COUNCILS

Each middle school and high school, shall establish student councils. Student councils shall constitute the school's student government. All students shall be eligible to participate in the school's student council. The student council of the individual school shall promote the general aims of student participation in our schools which include:

- a) To facilitate, monitor, and oversee the operation of all student activities organized within the school.
- b) To facilitate school spirit and promote general harmony within the school.
- c) To represent the school's student body to the public.
- d) To act as liaison between students and the school's teachers and administration.
- e) To recruit at least one staff member of the school to act as the student council's advisor.
- f) To develop a constitution which outlines the role and responsibility of the student council under the direction of the school administration.



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Code: JICA-R

STUDENTS DRESS CODE EXPECTATIONS

Students must realize that the school is a more formal setting than home and therefore must dress appropriately.

Appropriate dress guidelines:

1. clothes with acceptable pictures, prints, logos
2. headgear worn indoors for religious or health reasons
3. pants worn at the hip or waist
4. tops which meet pants and/or skirts and are continuous from the neckline to the waist or below
5. tank tops with wide straps
6. clothes which are clean, odor-free and without tears or rips
7. footwear that is safe, comfortable, easy to walk in and which does not limit participation in school classes or activities

The items listed below are deemed inappropriate for the following reasons:

1. shows disrespect to others
 - a) clothing, handbags, backpacks, etc. displaying offensive images that promote advertise illegal drugs or alcohol, depict or encourage violence, cruelty or racism, or have derogatory, degrading comments on them
 - b) hats, headbands (other than those used as hair accessories), hoods, bandannas, and other types of headgear worn indoors.

Clothing, headgear, or any other observable signs (ie. tattoos) of gang involvement.

1. can be a safety hazard

excessively baggy clothing such as pants which sag below the waist and are not hemmed to an appropriate length for the wearer.

Bare feet or shoes which are not properly fastened or are in need of repair

Dog collars, choke chains, wallet chains or like items.



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Code: JICA

STUDENT DRESS CODE

1. In keeping with the School Division's objective to make all students feel safe, welcome and comfortable in the Kelsey School Division, students shall dress in a manner that is appropriate for a learning and working environment. Dress must be appropriate to the needs of the program and safe practice (gymnasium, shops, etc.).
2. Parents and students are responsible for appropriate student attire.
3. Offensive images such as inappropriate slogans, racist, sexist, or demeaning pictures and/or words on clothing, handbags, backpacks, etc., are not permitted.
4. Students are prohibited from wearing gang colours, meaning those signs, symbols, or other identifying representations of gangs.
5. Violations shall be dealt with by the school administrators on an individual basis.



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Code: JICMA

STUDENT THREAT ASSESSMENT TEAM

1. The Kelsey School Division is committed to creating and maintaining school environments in which students, staff, parents and others feel safe. Schools cannot ignore any threat of violence. To this end, the Board has established a protocol for responding to student threats/high-risk behaviours.
2. Each school in the School Division shall establish a Threat Assessment Team (TAT). The Threat Assessment Team is a multidisciplinary team trained in threat assessment. It is composed of professional school and School Division Staff, police and other community resource contacts as required. Team members review student threats, consult, develop action plans and recommendations in order to provide intervention to students and their families in a proactive way.
3. The Threat Assessment Team (TAT) shall also ensure that appropriate support is provided to those against whom threats have been made and shall notify school staff and parents as required.
4. One member of the team shall be assigned as Team Leader. The Team Leader shall be responsible for completing or designating the completion of a Threat Incident Report Form and, if necessary, a Threat/Risk Assessment Report. These reports shall be kept in a confidential file under the control of the Principal, with copies forwarded to the Student Support Services and Superintendent's Departments.



THREAT ASSESSMENT

A. The following definitions and responsibilities shall apply:

1. Immediate-Risk Situations are those situations involving high-risk threats that require immediate police intervention, such as when a student is in possession of a weapon and poses an immediate and serious threat to self/others.

When immediate risk is identified, the Principal or Designate will contact the Police and take steps to protect all school members.

2. Threat-making Student Behaviours include, but are not limited to, possession of weapons, bomb threats, and threats to kill or injure others. Threats may be written, verbal, posted on the Internet, or made by gesture. They may be direct, indirect, conditional, or veiled. High risk-behaviours are those of students 12 years of age and older who are believed to have contravened Section 264.1 (1) of the Criminal Code of Canada which states that the student “who in any manner, knowingly utters, conveys or causes any person to receive a threat.... To cause death or bodily harm” has committed an offence. Although students under 12 years of age cannot be charged under the Law, their actions shall be subject to assessment using this protocol.

All threat-making student behaviours shall be reported to the Principal or Designate who will then activate the protocol for the initial response of the Threat Assessment Team (TAT) to assess the threat behaviour.

3. Worrisome Behaviours cause concern for members of the school system and may indicate that a student is moving toward a greater risk of violent behaviour. This may include drawing pictures, writing stories, or making vague statements that do not, of themselves, constitute “uttering threats” as defined by law but are causing concern for some members of the school community due to violent content.

In keeping with a duty to respond to high-risk behaviour, all worrisome behaviours will be communicated to the Threat Assessment Team (TAT) for consultation.

B. Reporting

Any person in a school having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk behaviour, shall immediately report this information to the Principal or Designate.

C. Duty to Respond

Plausible or not, schools shall respond to all high-risk/threat-related behaviours. All high-risk behaviours shall be taken seriously and assessed accordingly. Deliberately false or misleading reports of violence under this policy will be handled as incidents of unacceptable personal conduct, and the person making such false or misleading reports may be subject to disciplinary action.



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D. Fair Notice

Students, Staff and parents shall receive information highlighting threat assessment as a response that will be activated if student high-risk threatening behaviour occurs. This information shall be distributed in written form and referenced at the beginning of each school year.

E. Definition of School Site

The Division's responsibility to respond to behaviours identified in this policy shall be primarily directed to and limited by the school-related duty or attend by reason of being a student. This includes, but is not limited to, the school buildings and the surrounding perimeters, including the parking lots, playing fields, and alternate locations utilized for educational purposes, and may include sites away from the school when the threats result from circumstances arising from association at a school site.

F. Procedures: Assessing Threat Making Student Behaviours

1. Any school division employee, student, parent or other having knowledge of student threat-making behaviour shall promptly report the information to the principal or designate.
2. Designated staff will receive training in threat assessment. As a result, all schools will have the capacity to conduct an initial review (gathering of information) to determine whether activation of the Student Threat Assessment Team (TAT) is warranted. The Threat Assessment Team may consist of the following personnel: the principal, clinical staff, counselor, police (on call), other appropriate members as named by the principal.
3. Based on the information, the principal may activate the Student Threat Assessment Team to review available information and to determine a course of action.
4. When team activation is deemed necessary, the appropriate divisional personnel will be informed. These may include superintendents, clinical coordinator, student services consultants, etc.
5. If data is obtained that indicates that the student(s) in question actually poses a threat, the Threat Assessment Team may involve other community/divisional personnel trained in threat assessment to assist with an intervention plan. The Community Resource Contacts, high-level administrators in each system, provide consultation and facilitate services in an expedient manner.



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Code: JICM

6. A divisional support team is established to function as the driving force to develop policy, implement, consult, educate, collate and track divisional data, and develop the necessary expertise within the division. The divisional support team membership may consist of the following: superintendent(s), clinical coordinator, student services consultant, designated principals, clinician, counselor, The Royal Canadian Mounted Police and Child & Family Services personnel.



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Code: JJE

STUDENT FUND-RAISING ACTIVITIES

1. The principal of each school in the Kelsey School Division may raise, hold, administer, and expend monies for the purposes of the school (to be known as "school funds"), subject to regulations made by the Board.

2. Objectives of School Fund-Raising

The purposes for which and the sources from which monies may be obtained, and the methods by which funds may be raised will be largely determined by the principal and teachers, subject to the approval of the Superintendent. Student participation may be possible and/or desirable considering the age and experience of the students. The following principles shall govern in this respect:

- a) No coercion or pressure may be brought to bear in order that any student contribute to the fund or its enterprises.
- b) Activities that bring parents and friends of the school into the school or in touch with the school's program should be encouraged.
- c) In general, the fund-raising enterprises of the school should make some contribution in themselves to the educational growth of the pupils.
- d) No student under the age of 12 years will do door-to-door selling without parental/adult accompaniment.
- e) Students over the age of 12 years are encouraged to use a buddy system when selling door-to-door.



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Code: JJK

SCHOOL COLOURS, LOGO AND MOTTO

To retain consistency and safeguard usage, the following descriptions are defined for each of the schools in the Kelsey School Division. Use of logos and mottos shall be under the jurisdiction of the principal of the school, and shall reflect the general requirements for use as noted in the school division policy for use of its logo.

A. Margaret Barbour Collegiate Institute

1. School Colours: Blue and Gold
2. Motto: *"Per Augusta, Ad Augusta"*
3. Sports Team name and figurehead: "Spartans"
4. Logo:

School



Team figurehead



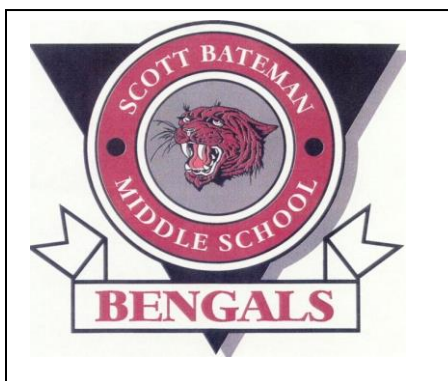


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B. École Scott Bateman Middle School

1. School Colours: Black and Maroon
2. Motto: "Every Student Matters, Every Moment Counts"
3. Sports Team name and figurehead: "Bengals", Bengal Tiger head
4. Logo:



C. Kelsey Community School

1. School Colours: Green and White
2. Motto: "Hands are for Helping"
3. Sports Team name and figurehead: Kelsey Coyotes
4. Logo:



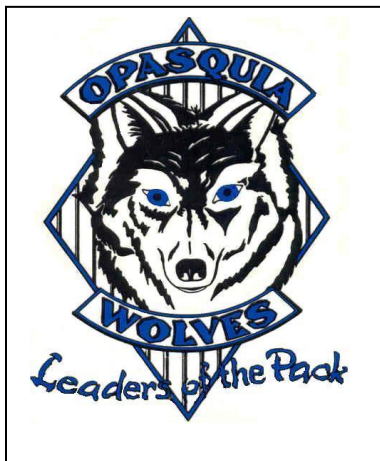


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D. École Opasquia Elementary School

1. School Colours: Blue and White
2. Motto: "Be the best you can be"; "Fais toujours du ton mieux"
3. Sports Team name and figurehead: "Wolves"; wolf's head crest
4. Logo:



E. Mary Duncan School

1. School Colours: Burgundy and Gold
2. Motto: "Build your own path to success"
3. Logo:





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Code: JJK

F. Kelsey Learning Centre

1. School Colours: Purple and Gold
2. Motto: *"Per Ardua, Ad Augusta"*
3. Logo:





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STUDENT COMMUNITY SERVICES

A. Clean-up days

The Board permits "clean-up" days when students may assist by picking up small debris (sticks, stones, cans, etc.) that may accumulate on school property. This activity may be a part of the "Spring Clean-up", a tree-planting ceremony, field day preparations, or other such school functions. Students must be under the supervision of the teacher at all times to ensure the safety of the students.

B. Community Service

Students may be engaged in community activities as part of a class initiative led by the teacher. Principals shall be informed in advance of these activities and ensure they comply with standard safety and School Division policies.



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DEFIBRILLATORS IN SCHOOLS

A. Definition

1. A “defibrillator” is a semi-automatic external defibrillator that meets the criteria set out in Manitoba Education Regulation D22-MR 150/2012 #2, which states that it must be a model approved by Health Canada, suitable for use on both an adult and a child, and capable of operation under criteria defined by the provincial regulation.

B. Location and Use

1. A defibrillator must be located within each school such that it is:
 - a) readily visible
 - b) located near common paths of travel
 - c) free from blockage
 - d) protected from potential damage
 - e) reasonably able to be located via directions on a phone.
2. Location within or adjacent to school gymnasium is recommended.
3. Signage in both official languages must identify the location of the defibrillator, using “Automated External Defibrillator” or “AED”, or using the approved graphic symbol.

C. Maintenance, Inspection and Record Keeping

1. Monthly inspection of defibrillators, and updating of the required inspection records, is to be completed by a designated employee. These records are to be retained for 12 months.
2. When maintenance is indicated, attention to inspection and maintenance must be timely.



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STUDENT AWARDS

Memorial Awards

Memorial awards shall meet the following requirements:

- a) Memorial awards are established for an active period of years (for example, ten years). The initial donation should fund the full term at an agreed annual amount. The active term could be extended by a donor with planned annual donations equal to the value of the annual award.
- b) Donors wishing to endow memorial awards shall submit an application to the school principal. The school principal will then forward the application to the Superintendent for review.
- c) The Superintendent recommends action to the Education Liaison Committee, which reviews the application and then informs the school principal.
- d) Donors are informed that all memorial awards are subject to decade review for meaning and utility. Decade reviews are to be conducted by the Education Liaison Committee in consultation with the school principal.
- e) Once an award application is confirmed, a description of the award name, criteria for nomination, the selection process and other award specifics shall be kept on file by the school.



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SCHOOL FEES

The Kelsey School Division supports compliance with the provincial policy regarding fees and charges to students. This policy applies to school age students, ie. students having the right to attend school. The policy is as follows:

1. A school will not charge fees for goods and services provided to students of school age without which the student could not meet required learning outcomes or assessment requirements of an educational program provided by the School Division except for:
 - a) materials used in goods that are intended for the student to take home for personal use;
 - b) the purchase of paper, writing tools, calculators, student planners, exercise books, computer diskettes, and other school supplies and equipment for a student's personal use;
 - c) the rental of a musical instrument for a student's personal use;
 - d) fees in respect of field trips, team trips, or special events to recover associated actual expenses only, including transportation, accommodation, meals, entrance fees, and equipment rental but not including substitute teacher costs.
2. The School Division will not charge fees for items included under Section 1 unless the Board has established policies and procedures to facilitate participation by students who would otherwise be excluded due to financial hardship.
3. The School Division will not charge fees for transportation of students to their designated school as mandated (primarily related to distance from school) by The Public Schools Act. A fee may be charged for all other transported public school students.
4. The School Division will require students, at the students'/parents' expense, to provide appropriate personal clothing for school activities such as gym wear, footwear, outerwear, or special safety equipment, and musical instruments, or require a student to bring appropriate materials, supplies, and equipment for their personal use at school.
5. The School Division will ensure that parent advisory councils and/or student councils do not charge fees that would be in violation of this policy.
6. The School Division will make available to parents a comprehensive fee schedule prior to the start of each school year.



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STUDENT RECORDS

A. General

1. Under the Public Schools Act Kelsey School Division shall establish procedures to collect, store, retrieve and use information on each student registered in the School Division. All such information shall be the property of the School Division.
2. The purpose of collecting information on students shall relate to the provision of educational programs and services to support the student's educational progress.
3. In accordance with the Public Schools Act (PSA) (Section 42.1) and Manitoba Pupil File Guidelines each student shall have a pupil file which includes a record of a students' attendance, academic achievement and other related matters in the possession or control of a school board.
4. The collection, use, protection, retention and/or disclosure of information contained in the pupil file shall be in accordance with the provisions of the Freedom of Information and Protection of Personal Privacy Act (FIPPA), the Personal Health Information Act (PHIA), the Youth Criminal Justice Act as well as Policy EGC – Records Management and Retention.
5. The Kelsey School Division recognizes the rights of individual parents/guardians (and students 18 years of age and older) to have access to some or all of the information respecting their child/children maintained by the School Division to the extent permitted by the PSA, FIPPA, PHIA, and Child Family Services Act.
6. The Kelsey School Division shall preserve the confidentiality of all student records.

B. The Pupil File

The pupil file comprises the following components: 1) the cumulative file, 2) the pupil support file and 3) the youth criminal justice file. The pupil file may be organized and separated into individual sub-files by these components.

1. Cumulative File
The cumulative file component exists for all students and will include basic student data including;



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- a) **Personal Information**
Personal information shall include information regarding date of birth, address, phone number, name of parent(s)/guardian(s), grade and room number and other information as may be determined by the Superintendent.
- b) **Progress Information**
An up-to-date record of progress for every student shall be maintained containing specific information relative to attendance, school-administered standardized test results, academic achievement and grade/program placement, and other information on achievement as may be determined by the Superintendent.
2. **Pupil Support File** (Manitoba Pupil File Guidelines)
The pupil support file may include documentation about provision of resource, special education and/or counselling services, ongoing health information, adapted education plan, behaviour intervention plan, individual behaviour plan, individual transition plan and/or health care plan, clinical records, and notes made by the school counsellor of individual counselling sessions with students. This file may also include reports from service providers such as agencies, hospitals and clinics.
3. **Youth Criminal Justice File**
A separate file will be maintained in a secure location on those students who are involved with the law which includes a youth court order, information about their offence, conditions of order.
- C. Electronic Reports**

The School Division may maintain in electronic format, reports generated from the student administration system, computer-based report card programs and any other software application that includes any personal and progress information regarding a student. These shall be subject to the same confidential guidelines.
- D. Access**
 1. All staff who may have access to personal health information are bound by the policy and procedures of the School Division and provincial legislation.
 2. Principals and other school personnel authorized by the principal shall have access to electronic and hard copy student records in order to carry out their duties as assigned by the School Division or the principal.



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3. Staff with authorization to access electronic student records shall not share their user name and/or password associated with the student administration system.
4. Other than the school principal, school staff (including teachers) and clinicians do not have access to Youth Criminal Justice Act information unless the access is necessary in order to:
 - a) ensure compliance with a youth justice court order or authorization for reintegration leave or day release;
 - b) ensure the safety of the staff or students of the school or other persons; or
 - c) facilitate the rehabilitation of the student.

The school principal should verbally advise school staff and others who need to know the information for the authorized purposes, or should let them review but not copy the information for those purposes.

5. Parents/Guardians
 - a) Under Section 42.3(1)(a) of the Public Schools Act, parents or guardians of students under the age of 18 years, shall be permitted to examine their child's pupil file (see Section 2) except for the Youth Criminal Justice file by arrangement with the principal and in the presence of the principal or the principal's designate. When the student is 18 years or older the consent of the student is required. Copies of the cumulative file and pupil support file can be provided by the principal to the parent/guardian or adult student upon request.
 - b) Unless a court otherwise orders, the non-custodial parent shall be permitted to examine the pupil support file (school, medical, psychological, dental, and other reports affecting the child) and the cumulative file of their child(ren) in accordance with the Family Maintenance Act (Section 39[4]). In those cases where a non-custodial parent does not have legal access to student records, such information should be identified on the pupil file.
 - c) The right of the non-custodial parent to receive school reports is a right to be provided with information only and is not, unless a court orders otherwise, a right to be consulted about or to participate in the making of decisions by the parent granted custody.
 - d) Adoptive parents of students under the age of eighteen shall be permitted to examine the pupil support file and the cumulative file of their child/children. The biological parents shall not have access to this information without the permission of the adoptive parents.



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- e) With agency staff and collateral services, foster parents shall be permitted to examine the pupil file and participate in the decisions of their foster child(ren).
- f) Under the Personal Health Information Act, a parent or legal guardian acting on their minor child's behalf may request access to the personal health information in the child's pupil file on the child's behalf if the child does not have the capacity to make health care decisions. In the event of a specific request for personal health information by a parent/guardian the Access and Privacy Officer will determine if PHIA, FIPPA, or PSA grants access to some or all of the information requested.
- g) In accordance with the Youth Criminal Justice Act, parents/guardians cannot access information that is in the Youth Criminal Justice file.
- h) Where access to a pupil file by a parent or legal guardian is permitted, a School Division employee should be present to maintain the integrity of the file and, if required, to interpret the information in the file.
- 6. **Public Trustee**
If the student is under the supervision or committee ship of the Public Trustee for any reason, regardless of age, written consent for examination of the student's pupil file must be obtained from the Public Trustee and presented in writing to the principal or the principal's designate.
- 7. **Attendance Officer**
Limited access shall be permitted to the pupil file in accordance with the Public Schools Act to obtain the name, age, address and attendance of the student(s).
- 8. In accordance with Section 42.3(2) of the Public Schools Act, the School Division may refuse to provide access to all or part of the student records where disclosure could reasonably be expected to:
 - a) constitute unreasonable invasion of the privacy of a third party;
 - b) be detrimental to the education of the student;
 - c) cause serious physical or emotional harm to the student or another person; or
 - d) be injurious to the enforcement of an investigation under an enactment or the conduct of an investigation.



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E. Release of Information

1. No information shall be released to unauthorized persons nor shall any unauthorized person have access to the student records in response to a court subpoena.
2. If the student is 18 years of age or older, the student's consent is necessary prior to the release of information included under Section 2 - The Pupil File.
3. The principal may authorize the release of pertinent student records to police officers, probation officers and representatives of child welfare agencies in order to assist these individuals or agencies to carry out their duties provided disclosure of personal information is limited to the amount necessary to accomplish the authorized purpose. Youth Criminal Justice information in a pupil file can only be disclosed to ensure compliance by the student with a court order or authorization for reintegration leave or day release or to ensure the safety of staff, students, or other persons connected with the school or to facilitate the rehabilitation of the young person; or access or disclosure is authorized under some other provision of the Youth Criminal Justice Act.
4. Parents/guardians shall have the right to access the clinical records (excluding information that would fall under the PHIA) on their child/children who are under 18 years of age in accordance with the following procedures:
 - a) A student (18 years or older) or parent(s)/guardian(s) who requests access to a clinical record or information from it shall be referred to the originating person for the information and an appropriate interpretation of it. Written copies of clinician reports may be provided by the clinician if requested. If the originating clinician is unavailable, the Superintendent or designate may provide a summary of the information.
 - b) Parent(s)/guardian(s) who request access to a clinical record or information from it about their child who is 18 years or over shall require the consent of the child.
 - c) Any requests from other individuals for access to clinical information in school records shall be directed to the originating clinician and the release of this information shall require the consent of parent(s)/guardian(s), or student(s) over 18 years of age.
5. Parents/guardians may have access to the personal health information on their own child/children only if the child is incapable of making their own health care decisions. In the event of a specific request for personal health information by a parent/guardian the Access and Privacy Officer will determine if PHIA, FIPPA or the PSA grants access to some or all of the information requested.



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6. Requests for any personal health information concerning specific students including the student's health or health care history, the provision of health care, the PHIN and any other identifying number other than by the parent/guardian or student shall be referred to the Superintendent or designate.
7. Release of information on individual or groups of students to other outside organizations or agencies must be in accordance with the Freedom of Information and Protection of Personal Privacy Act, the Protection of Health Information Act, and the Youth Criminal Justice Act.

F. Dispute Over Contents of Student Records

1. If a question develops regarding the relevance or accuracy of information contained in the pupil file it shall be noted in writing (on the material in question) by the person reviewing the file, dated and signed and shall become part of the file.
2. If a parent/guardian requests additional assessment information, the principal shall review the existing assessment results included in the pupil file and determine whether further assessments are warranted.

G. Appeal Process

If a parent/guardian, or a student over the age of 18, wishes to appeal the relevance or accuracy of any information contained in the pupil file, the following appeal process shall be followed:

- a) A written request, outlining the specifics of the appeal, shall be submitted to the Superintendent;
- b) The Superintendent shall review the information and render a decision, in writing, within two weeks of receipt of the requested appeal;
- c) The Superintendent's decision may be appealed to the Board of Trustees by written request.

LEGISLATIVE REQUIREMENTS

The Family Maintenance Act - Section 39 (4); The Public Schools Act Sections 29(1), 29(1), 29(3), 42.1, 42.2, 42.3, 259, 269; The Freedom of Information and Protection of Personal Privacy Act, The Protection of Health Information Act, The Youth Criminal Justice

JO

RELEASE FORM

CONFIDENTIAL RECORDS

Kelsey School Division, The Pas, MB

Records about students may be classified into two major groups.

GROUP ONE RECORDS contain cumulative information (non-interpretive) such as name, birthdate, school progress, attendance, etc. This information is forwarded to a child's new school upon the transfer of the student.

GROUP TWO RECORDS contain information of a confidential and/or interpretive nature which may be of use to the professional staff of the receiving school such as test results, medical information, health records, etc. To safeguard the privacy of these records, parents/guardians are required to authorize the transfer of such record by signing the statement below.

PRINCIPAL
Kelsey School Division
The Pas, Manitoba

This is your authorization to forward the **Group Two** records of

_____, to the principal of the school to which s/he is being transferred.

Parent/Guardian's Signature

Date

Note: If this form is not signed before the child transfers out, a copy will be forwarded to the receiving school for completion and return. 79,01-VW



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STUDENT FEES, FINES AND CHARGES

A. Independent Study Course Fees

Senior high school students taking courses by Independent Study because the School Division's high school does not normally offer them, will have the course fee refunded upon presentation of proof of successful completion of the course.

B. Special Materials Fee

Students in home economics, industrial arts or business education may be assessed a fee to cover the costs of special materials. This fee is set annually for each course and assessed per student enrolled in that course. All such fees shall be deposited in the school account and shall be used to defray part of the cost of the special materials. All such funds shall be accounted for in the school's Financial Report submitted at the end of each school year. Any excess may be requested to be retained for use the following year and accounted for to the School Division.

C. Rental of School-Owned Musical Instruments

Rental fees will be charged to students who use the large wind instruments owned by Kelsey School Division and the School Division owned percussion instruments. These fees are set annually and collected at the start of each semester or term. These fees will be maintained in the school accounts and used to repair percussion and large instruments. In Scott Bateman Middle School, instruments purchased by donations for the use of students unable to pay a rental fee, may require a nominal fee for repair.

D. Locker Rental

Lockers shall be rented to students at a rate that is established and from time to time reviewed. Lockers shall be rented only if the student and parent have completed and signed the form "Locker Rental Agreement" (see Regulation JN-R).

E. Caution Fees

A caution fee shall be charged to each student when the student registers. The caution fees shall be a deposit held by the school as a collateral against the books and/or special materials given to the student. Upon graduation or transfer out of a school or the School Division, caution fees shall be returned, providing that the student returns the books and/or special materials in a condition satisfactory to the teacher and assistant principal. If the caution fee is not collected within six months, the fee will revert to the school account. The fees shall, from time to time, be reviewed by the Finance Committee in light of the material costs.



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MEDIA RELEASES

1. Any releases written about or on behalf of the Kelsey School Division should be approved by the Superintendent and/or the Board before being released to the media. The Board Chair may act on behalf of the board for regular information releases. More political releases are taken to the board for approval.
2. Media releases and interviews regarding a particular school should be given or approved by the principal of that school. This would apply to teacher interviews about school topics.
3. Any media conferences or interviews given by any staff member on topics that pertain to the Kelsey School Division should be approved and/or attended by the Superintendent or a representative appointed by the Board.



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USE OF STUDENTS IN SURVEYS

Requests from individuals or institutions for access to teaching personnel or students in the School Division for survey purposes shall be directed to the Superintendent of Schools.



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PUBLIC'S RIGHT TO KNOW

The Board recognizes the right of the public to information concerning its actions. It believes that public knowledge of and participation in matters affecting the school will promote an improved educational system.

As evidence of its commitment to serving the public and keeping it informed, the Board adopts the following principles:

1. The Board will transact official business in open meetings which the news media, the public, and school employees are welcome to attend, and at which time communications will be received and considered.
2. The Board will function as speedily and as efficiently as circumstances will permit, and always with due regard for the public interest.
3. Board members will familiarize themselves with the work of the school system in all major areas and shall bring to the attention of the School Division, the viewpoint, the knowledge, and the wisdom of the community.
4. The proceedings of all Board meetings will be recorded. Minutes of all open Board meetings shall be considered matters of public record.
5. The Board believes that maintaining the confidence and respect of the community is of paramount importance to the success of the educational program of the School Division.



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PUBLIC INTEREST DISCLOSURE

Background:

School Divisions are required to develop their own policies on Public Interest Disclosure. This policy is based on the procedures of the Manitoba Civil Service Commission. Additional information on the PIDA section of the Civil Service Commission site, including FAQs and the PIDA responsibilities of various categories of individuals (employees, supervisors, and designated officers) may also be helpful.

Policy KEA Public Interest Disclosure

Part 1: Policy and Procedures

Kelsey School Division is responsible for and committed to maintaining ethical and accountable conduct by its employees. To that end open communication between all employees and management is encouraged with the purpose of reporting wrongdoing. Inquiries and disclosures from individuals other than employees must be directed to Manitoba Ombudsman.

1. Application of Procedures

The Public Interest Disclosure (Whistleblower Protection) Act (PIDA) facilitates the disclosure and investigation of significant and serious wrongdoing in or relating to public bodies and protects employees who make disclosures from reprisal. The focus of the investigative process under PIDA is detecting and remediating wrongdoing, not to identify the discloser or alleged wrongdoer.

2. Purpose

The purpose of this policy and supporting procedures is to:

- a. comply with section 5 (1) and 5 (2) of PIDA
- b. describe the roles and responsibilities related to PIDA
- c. provide guidance on the management and investigation of disclosures
- d. support employees who come forward to report wrongdoing, and make them aware of the protection provisions afforded to them by PIDA.

Part 2: Roles and Responsibilities

The Manitoba Ombudsman reviews and investigates disclosures of wrongdoing and complaints of reprisal made under The PIDA by employees of a public body. The Manitoba Ombudsman also provides advice.

1. Chief Executive

The Superintendent of the school division is the chief executive officer, and the designated officer that will receive and manage disclosures by their employees. The superintendent is responsible for establishing and maintaining procedures in accordance with section 5 (1) of PIDA for the school division, and must ensure that information about PIDA and the disclosure procedures are communicated annually to the employees.



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2. Designated Officer

The Superintendent is the designated officer responsible for investigating disclosures of wrongdoing made to the employee's supervisor or to the designated officer. The designated officer is responsible to provide advice to employees who are considering making a disclosure.

3. Supervisors

Supervisors are anyone who has a reporting relationship with employees, and may receive a disclosure from an employee. The supervisor must refer the disclosure to the Superintendent. Supervisors must ensure they protect the identity of the disclosing employees.

4. Employees

Employees who believe wrongdoing is occurring within their public body are protected from reprisal when they report the wrongdoing to the Superintendent, supervisor or Manitoba Ombudsman. Employees have a responsibility to report wrongdoing in good faith, to cooperate during an investigation, and to provide any information the designated officer or Manitoba Ombudsman may require. In so doing, employees are required to protect the information and identity of persons involved in the disclosure process.

Part 3: Procedures

1 Reportable Types of Wrongdoing

PIDA facilitates the disclosure and investigation of "wrongdoing" in or relating to public bodies:

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

If a concern does not fit into one of the above categories, it may not be addressed under PIDA, but other school division policies may apply.

2. Request for Advice

An employee who is considering making a disclosure, may request advice from their designated officer, or Manitoba Ombudsman. Employees are protected from reprisal under PIDA when seeking advice. The designated officer or Manitoba Ombudsman may require the request to be in writing.



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3. Reporting Wrongdoing

Employees are encouraged to make any disclosures as soon as they become aware of a potential wrongdoing, as the quality of evidence and the ability to make corrective measures may decrease with time. The disclosure must be in writing and provide the following information, if known:

- a. a description of the wrongdoing
- b. the names of the person or persons alleged to have committed or about to commit a wrongdoing
- c. the date of the wrongdoing
- d. if the matter has already been raised and the response received.

Employees may report the wrongdoing to their supervisor or designated officer using the prescribed Disclosure of Wrongdoing Form (KEA-R), clearly indicating they are making a disclosure under The Public Interest Disclosure (Whistleblower Protection) Act. Wrongdoing also may be reported to Manitoba Ombudsman. Under PIDA, employees may disclose information even if a provision in another ACT or regulation prohibits or restricts disclosure of that information.

4. Anonymous disclosures

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

Part 4: Reporting Reprisals

1. PIDA protects employees from reprisal who have, in good faith:
 - a. requested advice about making a disclosure from a supervisor, the designated officer, or Manitoba Ombudsman
 - b. made a disclosure under PIDA
 - c. cooperated in an investigation under PIDA.

Complaints of reprisal must be made to Manitoba Ombudsman which will determine if an investigation is warranted and, if so, will make findings and recommendations for corrective action. Actions set out in section 32 of the PIDA cannot be taken against contractors doing business with Kelsey School Division for providing information to

Manitoba Ombudsman
750 – 500 Portage Avenue, Winnipeg, MB R3C 3X1
Tel: 204-982-9130 Toll Free: 1-800-665-0531 Fax: 204-942-7803
Email: ombudsma@ombudsman.mb.ca

Manitoba Ombudsman about alleged wrongdoing.



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2. Any employee or former employee who believes they have been reprisal against for taking any of the above actions must make a written complaint of reprisal directly to Manitoba Ombudsman. A reprisal is defined as taking, directing or counseling someone to take or direct:
 - a. disciplinary measure
 - b. demotion
 - c. termination of employment
 - d. any measure that adversely affects his or her employment or working conditions
 - e. threat to take any of the measures referred to in clauses (a) to (d).
3. A reprisal is an offence under PIDA, and anyone who reprises against an employee for taking an action under Part 4 is liable to prosecution under PIDA.

Part 5: Supervisory Procedures for Receiving Disclosures

1. The supervisor must acknowledge receipt of the disclosure made by the employee within 5 business days. The supervisor must determine how the disclosing employee wishes to receive communication.
2. The supervisor must promptly refer the matter to the designated officer. The Superintendent will determine if the allegation warrants an investigation based on the definition of wrongdoing. If the subject relates to a matter under the supervisor's responsibilities, the supervisor must discuss with the designated officer whether any action is required by the supervisor.
3. Relevant verbal communication should be documented and stored in a confidential manner.
4. The supervisor must advise the disclosing employee that the identity of the persons involved in the disclosure process, including witnesses and persons alleged to be responsible for wrongdoing, must be confidential to the fullest extent possible.
5. The supervisor must arrange with the Superintendent how the disclosing information will be forwarded in a secure and confidential manner. The supervisor must not keep any information including copies, related to the disclosure.
6. If the subject matter of the disclosure involves the designated officer (Superintendent), the supervisor must forward the relevant information to Manitoba Ombudsman.

Part 6: Managing and Investigating Disclosures

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



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2. The Superintendent must acknowledge receipt of the disclosure made by the employee within five business days. The Superintendent must determine how the disclosing employee wishes to receive communication and respect the wishes of the employee.
3. Relevant verbal communication should be documented and stored in a confidential manner.
4. The Superintendent must determine whether a disclosure pertains to the Kelsey School Division. If the Superintendent determines that the disclosure relates to another public body, the Superintendent must refer the matter to the designated officer of that public body.
5. Within four weeks, the Superintendent must decide if an investigation is required, and notify the employee who made the disclosure of the decision and rationale.

Investigating disclosures of wrongdoing

1. The purpose of an investigation into a disclosure of wrongdoing is to bring the wrongdoing to the attention of the appropriate public body and to recommend corrective measures.
2. The Superintendent must conduct an investigation in accordance with the procedures established by the superintendent. An investigation is to be conducted as informally and quickly as possible.
3. The Superintendent may decide not to investigate a disclosure, or may cease an investigation, if they are of the opinion that:
 - a. the subject matter of the disclosure could more appropriately be dealt with, initially or completely, according to a procedure provided for under another Act
 - b. the disclosure is frivolous or vexatious, or has not been made in good faith
 - c. so much time has elapsed between the date, when the subject matter of the disclosure arose and the date when the disclosure was made that investigating it would not serve a useful purpose
 - d. the disclosure relates to a matter that results from a decision-making process on a public policy or operational issue
 - e. the disclosure does not provide adequate particulars about the wrongdoing as required by section 12 of PIDA
 - f. the disclosure relates to a matter that could more appropriately be dealt with according to the procedures under a collective agreement or employment agreement
 - g. if there is another valid reason for not investigating the disclosure.

The employee who made the disclosure has the option of making a further disclosure to Manitoba Ombudsman if they are unsatisfied with how Kelsey School Division handled their disclosure.




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4. A decision not to investigate and the rationale must be communicated to the person who made the disclosure.
5. The Superintendent may consult with the chief executive, Manitoba Ombudsman and any other person considered necessary for the purposes of the investigation. This includes arranging for legal advice to further the purposes of PIDA.
6. The Superintendent may require an employee to provide information or record(s) and give written or oral replies to questions, for the purpose of an investigation.
7. If during an investigation the Superintendent has reason to believe that another wrongdoing has been committed or may be committed, the designated officer may investigate the wrongdoing and notify Manitoba Ombudsman.
8. If more than one disclosure of wrongdoing is received by the Superintendent with respect to the same matter, a single investigation may be conducted.
9. The Superintendent must conclude an investigation within a suitable timeframe that is consistent with procedural fairness and natural justice.
10. Procedural fairness and natural justice principles must be upheld at all times. The Superintendent may extend the original timeframe to complete the investigation.
11. In conducting investigations, the Superintendent should strive to maintain balance between timeframes and procedural fairness. If a timeframe is extended, the Superintendent will maintain ongoing communication with the disclosing employee regarding the status of the investigation.
12. At the conclusion of an investigation, the Superintendent must prepare a report outlining the allegations investigated, whether the investigation found wrongdoing and recommendations for corrective measures. The chief executive officer must be provided with a copy of the report.
13. The Superintendent must inform the employee who made the disclosure, the results of the investigation.

Referring disclosures of wrongdoing

1. The Superintendent may refer a disclosure of wrongdoing to an alternate authority, including the Manitoba Ombudsman. Factors in considering whether to refer a disclosure of wrongdoing include

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- a. Whether the subject matter of the disclosure would more appropriately be dealt with by another authority
- b. The complexity of the subject matter of the disclosure
- c. Whether a perceived conflict of interest may exist
- d. If the subject matter pertains to an individual that supersedes the hierarchal position of the designated officer.
The employee who made the disclosure must be advised when a referral is made.

Part 7: Procedural Fairness, Natural Justice and Confidentiality.


Ensuring procedural fairness and natural justice

1. Disclosures of wrongdoing are investigated in accordance with the principles of procedural fairness and natural justice. The alleged wrongdoer has the right to know the nature of the disclosure, receive relevant information as required, and be given an opportunity to respond to the disclosure.
2. If wrongdoing is found, the respondent and alleged wrongdoer must be provided the opportunity to make representations prior to finalizing the report. This may be done through legal counsel.
3. Nothing in the PIDA prevents an employee from being subject to appropriate disciplinary action other than reprisal. Further, an employee who commits a wrongdoing is subject to appropriate disciplinary action, including termination.

Protecting confidentiality

1. Subject to the principle of procedural fairness, the Superintendent must ensure the confidentiality of the information collected and must protect the identity of the persons involved in the disclosure process.
2. Disclosure files (electronic or hard copies) must be treated in a confidential manner, maintained in a secure location, and protected from unauthorized access.
3. Maintaining confidentiality is important given that allegations are untested until an investigation is complete.
4. There may be situations where an individual's identity will need to be disclosed to test the credibility of allegations. Disclosing the identities of employees, witnesses, or alleged

wrongdoer(s) should only occur when there is no other way to test the allegations. The individuals involved must be advised in advance if this becomes necessary.

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Part 8: Annual Reporting Requirements

1. A Superintendent must prepare, on an annual basis, a report on any disclosures of wrongdoing that were made to a supervisor or designated officer of the School Division for which the Superintendent is responsible.
2. The report must be included in the annual report of the School Division and include the following information:
 - a. the number of disclosures received, acted on and not acted on
 - b. the number of investigations commenced as a result of a disclosure
 - c. in the case of an investigation that results in a finding of wrongdoing:
 - i) a description of the wrongdoing
 - ii) any recommendations or corrective actions taken in relation to the wrongdoing
 - iii) the reasons why no corrective action was taken.
3. The chief executive officer will not publicly identify an employee who requested advice, made a disclosure of wrongdoing or complaint of reprisal, or publicly disclose identifying information within the annual report.



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SELECTION OF LEARNING RESOURCES

"Public Complaints About Curriculum"

I. Introduction

1. The Board recognizes the student's right of free access to many different types of learning resources. The Board also recognizes the responsibility of teachers and ultimately administrators to select books and other materials in accordance with current trends in education, course requirements and Manitoba Education and Training directives, and to make those materials available in the schools.
2. The Board recognizes the right of an individual parent to request that their dependent child not be required to use a specific learning material in conflict with their beliefs.
3. Any parent who requests reconsideration of the use of any learning material must do so in writing to the principal on the prescribed form and according to School Division policy.

II. Guidelines for access to learning resources

1. No parent or group of parents, outside the Board, has the right to determine the learning materials for students other than for their own children.
2. Books or other learning materials of sound factual authority shall not be prescribed or removed from library shelves or classrooms because of partisan doctrinal approval or disapproval.
3. Learning materials shall not be excluded on the sole basis of the race, nationality, or the political or religious views of the writer or of its style and language.

III. Selection and review of learning resources

Selection of learning resources is a process by which trained professional educators choose or reject instructional materials according to standards congruent with educational goals. The selection process also includes the replacement of lost and worn materials still of educational value, and the removal of materials which no longer meet the criteria for selection.

1. Schools should provide students with a wide range of educational learning resource materials at appropriate levels of difficulty, with diversity of appeal and with representation of different points of view to meet their developmental needs.



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2. The acquisition of learning resources should be consistent with the educational goals and aims of the Province and Kelsey School Division.
3. The responsibility for the provision of learning materials is vested in the Board of Trustees. The school principal is normally responsible for the selection and review of educational learning resources but in practice may delegate the selection and review of learning materials to designated instructional personnel.
4. The principal should take into account prevailing community concerns and interests in selecting learning materials for a school. Mutual understanding should be promoted in response to parental concerns of particular selections which have been approved in a school course.
5. The selection of learning materials shall in no way hinder the teacher's right to utilize authorized works in the classroom.

IV. Criteria for selection

The general criteria for selection of learning materials shall include:

1. Learning resources shall provide for the developmental needs of all students consistent with the goals of the School Division.
2. Learning resources shall be factually accurate where applicable.
3. Learning resources should be selected for their aesthetic, literary, and/or social value.
4. The presentation of the content shall be appropriate to the intended users. Such factors as the student's ability, motivation, maturity, first language, learning style, age, and other special needs should be taken into account.
5. Learning resources should motivate students and staff to examine their own attitudes and behaviours and to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society.
6. Learning resources shall be designed and selected to help students gain an awareness of Canada and Manitoba's pluralistic society.
7. Emphasis should be placed on the selection of Canadian authored or Canadian produced learning resources after other criteria have been considered.



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8. Teaching styles, curriculum content, language of instruction, and methodology are to be considered.
9. Factors such as durability, safety, ease of assembly, and ease of storage should be considered.
10. While materials should be free from stereotyping and prejudice, learning resources containing a particular bias may be provided to meet specific curriculum objectives.
11. The selection of learning resources regarding controversial issues shall be directed toward maintaining a balanced collection representing various points of view. For example, learning resources may depict historical and contemporary forces in order to aid the understanding of social, economic, and political problems.
12. Learning resources should be selected for their strengths rather than rejected for their weaknesses.

V. Procedures for reconsideration of instructional resources

In order to allow for the parental desire to ensure that their children are not exposed to materials they find objectionable, each school principal shall utilize a procedure developed in the school in order to first try and resolve the issue informally should it arise.

A. Informal reconsideration

1. Challenges must be handled with the understanding that no parent or guardian has the right to determine reading, viewing, or listening matter for students other than their own. While concerns about materials are being considered, access to the challenged materials or other related materials shall not be restricted.
2. Should a challenge be sustained, such a decision should not be interpreted as a judgment of irresponsibility on the part of those who originally selected the materials.
3. Any complainant who wishes to request reconsideration of any learning resources in the school must make such request in writing on the "Request for Reconsideration" form provided through the principal. Refusal by the complainant to fill out the form will be considered as ending the matter.



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B. Process

1. This first stage of the reconsideration process should bring the complainant, the principal, and other designated instructional personnel together at a mutually agreeable time and in an informal setting where opinions and information can be freely exchanged.
2. After hearing the concerns about the material, the principal and other appropriate instructional staff will provide explanations about the materials in question. Such explanations may include the purpose of learning resources in the school's curriculum, the criteria used in selection, and the relationship of this particular item to the purpose and criteria for selection.
3. If the explanations are satisfactory to the complainant, the reconsideration process will terminate at this stage.
4. If this meeting does not arrive at a resolution that is satisfactory to all concerned parties, the complainant may launch the formal reconsideration process.
5. Any decision to withdraw a learning resource shall be reported to the Superintendent.

C. Formal Reconsideration

1. Allegations will be considered upon receipt of the formal request for consideration. The Superintendent will establish a Reconsideration Committee. This committee shall consist of the following representation (other than the complaint):
 - a) the principal acting as the non-voting chair
 - b) two teachers conversant with the material in question
 - c) a designated instructional staff member.
 - d) two parents/guardians from the community or one student in place of a parent/guardian
 - e) two citizens from the community who do not have children in that school
2. The function of the Reconsideration Committee shall be to:
 - a) examine the challenged resource
 - b) study critical reviews of the resource
 - c) weigh strengths and weaknesses based on the resource as a whole and not on passages or sections in isolation
 - d) consult School Division resource persons and/or community persons with related professional knowledge including, if possible, the person responsible for the selection of the resource.
 - e) discuss the challenged item with the complainant
 - f) decide whether the item should be retained or removed from the collection in question; and
 - g) prepare a written report.



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3. Written Reports

- a) the Chair shall discuss the written report with the complainant.
- b) written reports will be retained by the Superintendent with copies on file in the offices of the School Division and the principal of the school. A minority report may also be filed. The reports shall be available for examination upon request.
- c) The decision of the Reconsideration Committee is binding only for the individual collection of the particular school.
- d) any decision to withdraw a learning resource shall be reported through the Superintendent to the Board.

4. Appeals

Notwithstanding any procedure outlined in this document, the complainant shall have the right to appeal any decision of the Reconsideration Committee to the Board of School Trustees as the final review panel. The final decision about the controversial learning resources will rest with the School Board.



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SCHOOL ADVISORY COUNCILS

A. Legislative Reference

1. Under the provisions of the Manitoba Public Schools Act, the Board of Trustees is ultimately responsible for the overall planning, organization, motivation, coordination and control of the school system.
2. School Advisory Councils have a consultative role only; with a mandate to make recommendations to their respective school administrators in an advisory capacity within the restrictions of The Public Schools Act, The Education Administration Act and PSA Regulation 54/96.

B. General Responsibilities

1. An Advisory Council established for a school has limited authority to:
 - a) provide advice to the principal about school policies, activities, and organization;
 - b) advise and participate in fund-raising activities;
 - c) advise the school board about the hiring and assigning of principals;
 - d) advise the principal and the school board about an annual budget for the school;
 - e) participate in developing an annual school plan;
 - f) participate in reviews of the school.
2. An Advisory Council is required to communicate with parents of children attending the school and community members in order to represent their priorities and concerns.
3. An Advisory Council is required to establish a means to regularly account to the school and community for its activities and expenditures.

C. Membership

1. An Advisory Council must consist of at least seven members of which at least 2/3 of the total are parents of children attending the school. The remainder may consist of people who live, work or own property in the catchment area of the affected school.
2. A student council member must be included if the school encompasses Senior Years.



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3. The principal and a teacher member representing the school are ex officio, non-voting members.

D. Meetings

1. An Advisory Council must hold an annual general meeting after the first day of school but not later than the third Friday in October.
2. An Advisory Council must hold regular meetings that are open to parents of children attending the school, students, school staff and community members.
3. Only members of the Advisory Council are entitled to vote on matters raised at a meeting of the Council.

E. School Board Liaison

The school board may appoint a board member to act as a liaison with an Advisory Council in an ex officio capacity.



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PUBLIC COMPLAINTS

In the interest of handling all complaints fairly and expeditiously, the Board establishes the following guidelines:

1. The individual or group raising a complaint will be advised of the proper channel for complaints.

Generally, the complainant will be asked to first contact the person most directly involved or to contact that person's immediate supervisor.

If the complaint is academic or involves classroom operations, teaching methods, or curriculum, the steps shall be to report as follows:

- a) Teacher
- b) Principal
- c) Superintendent
- d) Board of Trustees

If the complaint is non-academic (i.e. busing, facilities, grounds, etc.), the steps shall be as follows:

- a) Director of Maintenance and Transportation
- b) Secretary Treasurer
- c) Superintendent
- d) Board of Trustees

2. The Board of Trustees or a committee of the Board shall not consider or act upon complaints until the complaints have been explored at the appropriate administrative level according to the above sequence. Exceptions are complaints which concern Board actions or Board operations.
3. Complaints about School Division personnel must be made in writing and must be signed by the person or a person representing the group lodging the complaint. The form provided by the School Division may be used for the convenience of the complainant.



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Complaints about personnel shall utilize the following procedures:

- a) When a written complaint about a staff member is received, the immediate supervisor of that person shall be notified.

The individual employee shall be advised by their immediate supervisor of the nature of the complaint and shall be given an opportunity for response.

- b) Any complainant can bring a matter of concern regarding a member of the School Division personnel before the Board by following Policy and Regulation BDDH (Public Participation at Board meetings).
- c) The Board of Trustees will hear personnel matters in-camera.
- d) The Board and administrators shall treat all information received as confidential.
- 4. When a complaint is made by public participation at Board meetings or by letter to the Board or Board Chair, the Board shall refer the matter to the Superintendent for study and possible solution or recommendation and subsequent response.
- 5. Individual Board members who receive questions or suggestions from residents should:
 - a) answer the question if they definitely know the answer;
 - b) advise the person or persons involved to take their question or suggestion to the appropriate staff member if the answer is not definitely known;
 - c) advise the Superintendent of the conversation
 - (i) if the Board member believes the question has policy implications
 - (ii) if the Board member believes the question or suggestion has merit, but the person or persons involved are reluctant to go to the source.
 - d) contact the Superintendent if the complainant at a Board meeting or by individual contact of Board members will not follow the outlined procedure and is seeking Board



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intervention. The Superintendent will be contacted by the individual Board members or directed by a quorum of the Board, and arrangements for a response to the complainant will be made.

- e) never go to the source of the problem personally unless so directed by a quorum of the Board in legal session.
- 6. An individual or group who wishes to address the Board must notify the Superintendent and Secretary Treasurer by 12:00 noon on the Wednesday prior to the Board meeting at which the individual or group wishes to appear (as outlined in the pamphlet, Information to Delegation).
- 7. Board members are advised to avoid:
 - a) speaking on behalf of the Board
 - b) acting on a complaint directly, other than by taking the steps suggested above
 - c) contacting teachers or principals directly to personally try to solve problems.



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COMMUNITY USE OF SCHOOL FACILITIES AND EQUIPMENT

I Preamble

- A. School facilities shall be available, after regular school hours, to community organizations within the School Division for educational, cultural, recreational, charitable, and for political and religious functions. School facilities cannot be reserved for regular use by political and religious organizations.
- B. All requests shall be dealt with on an individual basis in accordance with the guidelines set out below.
- C. Commercial rentals may be considered by the Superintendent and when authorized shall be at rental rates approved by the Board.
- D. School administrators shall ensure security personnel are aware of their responsibilities under this policy.

II Applications

- A. "Applicant" refers to the person signing the approved application form applications from applicants under the age of eighteen years will be considered. The applicant will assume full responsibility for the event, including all liability for personal injuries for all participants in that event, as well as other responsibilities and liabilities expressed hereafter. Responsibility and liability will be retained through the applicant's signature. A designated on-site supervisor must be named.
- B. "Permit" refers to the approved application signed by both parties.
- C. Application Procedure
 - 1. The office Administrative Secretary will act as the Community Use Coordinator.
 - 2. A representative from the organization must complete an application form and sign the waiver for the use of a school facility, at least seven (7) days prior to the date(s) of use of that facility.
 - 3. The application must include all requests for:
 - a) school property to be removed from premises
 - b) use of school equipment by user.
 - 4. School Division office staff will calculate the cost for that use and will forward the completed application to the Superintendent/designate for approval.



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5. Costs will be determined on the basis of cost for security during the time of the organization's use of the facility. These costs, including any damage deposit, will not exceed the amount necessary for the School Division to recover costs incurred by the public's use of the facility.
 - a) Since there is usually more than one organization in a facility each evening, the cost for security and/or facility use will be set at the hourly rate as determined annually by the School Division administration. Facility use of gymnasiums will include heat and/or air conditioning if available.
 - b) Costs will not be collected from:
 - i) School Division employee groups meeting in a facility
 - ii) Educational partners who already have existing agreements for space utilization with the School Division
 - iii) Kelsey Recreation when there is an existing reciprocal agreement for space utilization.
 - c) Authorized local community youth groups will be assured 50% off the established rate.
6. Once the application has been approved, the organization representative will be notified of that approval and of the determined costs.
7. The senior administration of Kelsey School Division shall use their discretion as to the designation of a group in one of the above categories, and the outlined statements above shall not limit the generality or discretion of placement.
8. The Board of Trustees of the Kelsey School Division is the final arbiter regarding use of school facilities by the public.
9. The School Board and/or its designate reserves the right to cancel the approved application.
10. Unless prior approval for a requested date has already been granted to a group, in the event of potential users requesting use of the same facility of the same date/time, priority will be given as follows:
 - a) School activity
 - b) School Division activity
 - c) Youth group
 - d) Local community groups
 - e) Non community groups.



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11. Facility availability may be limited during Christmas, Spring Break and summer closure to ensure sufficient opportunity to clean all areas of the schools. Construction projects may also impact facility use.

III. Security

- A. The Assistant Principal of the school is responsible for the assigning of security guards during public events.
- B. Security guards shall be at least 18 years old. They shall be present in a supervisory capacity only and must not actively participate in the activity under supervision. Security guards shall not entertain visitors while on duty.
- C. The security guard represents the School Division and shall be responsible for carrying out duties as assigned by the School Division, namely:
 1. Opening doors 15 minutes prior to scheduled events or earlier if pre-arranged.
 2. Being present on the premises while the scheduled event is in progress.
 3. Allowing only those persons of the assigned group access to the building.
 4. Checking that inappropriate/unauthorized footwear is not used in the gym.
 5. Opening only those facilities designated on the application and only issuing equipment that is specified on the application.
 6. Checking and reminding the user group of responsibilities such as general cleaning of the room and putting away equipment after use.
 7. Enforcing the 'no-smoking' rule.
 8. Controlling the 'no food' rules for certain areas. No food or beverages are to be allowed in the gym unless special arrangements have been made in advance with the school administration.
 9. Ending the event on time as specified on the application.
 10. Checking washrooms to see that toilets are flushed.



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11. Locking up, checking to see that the room is restored to normal order and turning off lights after the scheduled event.
12. Maintaining a record of attendance for each user group to which they are assigned.
13. Reporting damages, neglect, abuse, or improper behaviour promptly to the Assistant Principal.
14. Notifying the RCMP in the event that a theft or damage is discovered and immediately thereafter calling the Assistant Principal, or if not available, the next higher authority.
15. Be familiar with the requirements of each individual group and school so that no confusion will result on the day of the activity. These issues are to be clarified with the Assistant Principal of the designated school.
16. Additional duties may be required when the building is being used for long periods of time or when the event is spread through more than one area of the sc
17. Minor equipment required from an approved list, may be provided.
- D. During school hours special arrangements will be made with the school administration for security.

IV. Responsibility of Applicant/Organization

- A. The applicant and/or designate will be liable for any damage to the building or equipment which results from use incidental thereto. A certificate or statement from the Physical Education Department and/or the Director of Maintenance and Transportation of Kelsey School Division shall be evidence of the fact of such damage.
- B. In the event of damages to the facilities and/or equipment resulting from a group's community use of the school's facilities, the applicant and the organization represented shall be responsible for the complete cost involved.
- C. Kelsey School Division will not be responsible for any injuries sustained by members of community user groups using the school facilities.
- D. Kelsey School Division will not be responsible for lost articles.



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- E. User groups (or sponsoring groups) are expected to put away any equipment provided by the School Division after it is used and to leave the facility in the same condition as they found it.
- F. Groups authorized to use a specific area of a building must limit use only to that specified area.
- G. Under no circumstances will "street" shoes be allowed in the gymnasium for sports activities. The security guard may request that "street" shoes be left at the entrance door.
- H. Smoking shall not be permitted in any of the schools or on school property at any time.
- I. Alcoholic beverages will not be allowed in any part of the school premises or on school property at any time.
- J. Use of any part of the school is subject to cancellation with a 24-hour notice given to the user group. Cancellations will only be made in exceptional circumstances including days the schools are closed as per policy EBCA (Emergency School Closings).
- K. The permit holder must give a 48-hour notification to the office Administrative Secretary in the case of cancellation of an event or the fee is forfeited.
- L. The use of facilities will be terminated at the time shown on the permit.
- M. User groups are expected to have a "workable number" of people in attendance in order to ensure that their program remains viable. Otherwise, the application may be rescinded. Should Kelsey School Division rescind an application for a user group that paid fees in advance, the unused portion of the fees will be refunded.
- N. Organizations wishing to terminate their regular use of the facilities must do so by contacting the Kelsey School Division office on the last date used. No refunds will be given when arrangements for security cannot be cancelled.

Equipment Use

- A. Except when requested by a local, provincial, or federal governmental body, no divisional non-instructional equipment shall be used for other than Kelsey School Division purposes.



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- B. Divisional equipment may be loaned at the discretion of the Secretary Treasurer and/or the Superintendent, to a local non-profit community service organization. Loaned equipment shall be moved to and from the Division equipment compound by the borrowing organization and that organization shall be responsible for any damages incurred while the equipment is under its care.
- C. Sound System and Lighting Equipment
- Except where the joint use of equipment has been arranged with a specific community group, the following shall apply:
1. Sound System
Any and all user groups may be required to make arrangements with a local sound and/or lighting provider at the users cost.
 2. Lighting Equipment
Should a user group require the use of the stage lights and/or spot light, arrangements may be made with a local sound and/or lighting provider at the user's cost.
- D. Adult Group Bookings
1. Kelsey School Division will supply the basic stationary type of equipment for the user groups. All minor equipment required by the various activity groups may be supplied through their own organization.
 2. Equipment may be supplied at the discretion of the Superintendent.
- E. Kelsey Recreation Programs (student oriented):
- The recreation director will be responsible for the safe return of all equipment that is requisitioned.



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ADVERTISING IN THE SCHOOLS

A. Commercial Advertising

1. No commercial advertising shall be permitted in any school or in any classroom.



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RELATIONS WITH POLITICAL ORGANIZATIONS

- A. Representatives of political parties will be permitted to address senior years students during the lunch hour and/or the last half hour of the school day. Such requests must be directed to the Board of Trustees through the Kelsey School Division Superintendent prior to such meetings taking place.
- B. It is in order for senior years teachers to arrange for representatives of political parties to speak to the students. The student attendance at these sessions shall be voluntary. Each political party shall be given the opportunity to be represented but their representation is at their own discretion. Each party shall be given an equal amount of time, though not necessarily on the same day.
- C. No political advertising is permitted on school property or in school premises with the exception that during the meetings referred to above, a reasonable amount of advertising materials may be displayed in the room in which the meeting is being held. This material must be removed at the conclusion of the meeting.
- D. The formation of political parties in schools is not approved.
- E. Representatives of political parties who wish to address the staffs of any school, must gain prior permission from the principal and School Division administration. Attendance at any such meetings shall be strictly voluntary and must be held outside the regular school hours.
- F. When a school is a participant in a mock election concurrent with a federal or provincial election, the Superintendent may waive any or all of the above restrictions.



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PUBLIC SOLICITATIONS IN SCHOOLS

Any charitable solicitations in or on school premises shall be allowed only with the approval of the Superintendent. The purpose of the school is for education of students and as few interruptions as possible should be allowed.



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VISITORS TO THE SCHOOLS

1. All public visitors to the school should report directly to the principal or to the office. The principal or designate will give the visitors access to other areas of the school, or to staff members as the principal or designate deems appropriate.
2. No person shall be allowed to wilfully disturb and interrupt a school activity. Therefore, any person who:
 - a) is an agent or salesman who enters a particular school without the consent of the Superintendent, or
 - b) wilfully disturbs or interrupts the proceedings of a school or meeting held under the Public Schools Act, or
 - c) wilfully disturbs or interrupts any public school, or classroom, or classes of instruction being conducted within the school or disturbs the school by their action in that the school building or so close to the school building as to interrupt the proceedings:shall be immediately requested to leave the premises and if failing to do so, shall be reported to the proper authorities with the request that forcible removal be applied.
3. These public visitors are not to be confused with school visitors who are defined in and referred to in the Public Schools Act including any such persons who, in the judgment of the Superintendent and /or school board, provide a direct educational benefit to the child.



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SCHOOL ADVISORY COUNCILS

A. Legislative Reference

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3. The principal and a teacher member representing the school are ex officio, non-voting members.

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