A. Business Arising for Board Action

I. PRESENTATIONS

FROM LEARNING SUPPORT SERVICES

Career Trek

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. GIVING OF NOTICE – POLICY 6006 AND 6019

For Action..... K. Zabowski

At the Regular Board Meeting on April 23, 2012 a Giving of Notice to rescind the following policies was given:

- Policy 6006 – "Administrator of Student Support Services"; (Appendix A)
- Policy 6019 – "Role of the Teacher. (Appendix B).

RECOMMENDATION:
A motion to rescind the above-noted policies is included in the agenda for Board consideration.

2. GIVING OF NOTICE – POLICY AND PROCEDURES 5074 – WORKPLACE VIOLENCE PREVENTION

For Action..... K. Zabowski

At the Regular Board Meeting on April 23, 2012 a Giving of Notice was presented for the purpose of approving Policy and Procedures 5074 – "Workplace Violence Prevention". The noted Policy and Procedures is attached as Appendix C.

RECOMMENDATION:
A motion to approve the Policy and Procedures is included in the agenda for Board consideration.

3. TABLED MOTION

For Action..... K. Zabowski

At the Regular Board Meeting on April 23, 2012 Motion No. 49/2012 was presented for the purpose of reaffirming Policy 4041 – "Fundraising". At the meeting, the Board agreed to table the motion in order to allow the motion to die at the Board table. Therefore, Motion No. 49/2012 has been brought back to this meeting in order to resume consideration of the item which had been previously "laid on the table".

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. INQUIRY FROM TRUSTEE KRUCK – FINANCIAL HARDSHIP INFORMATION

For Information ..... K. Zabowski

At the January 23, 2012 Regular Board meeting, Trustee Kruck requested information regarding how parents at Crocus Plains Regional Secondary School, Vincent Massey High School, and École Secondaire Neelin High School are being informed that a financial hardship will not prevent a student from playing a sport and how is this information communicated to parents and students before teams are organized for the year.

The Principals at the three (3) high schools have advised that they communicate that a financial hardship will not prevent a student from participating in an activity and that funds are available with parents and students at various activity information evening meetings, at other necessary times throughout the school year, and on a situation by situation basis. The activity information sessions occur before the teams are organized.

Furthermore, there has been discussion at the Policy Review Committee to include the communication process for the availability of funds in Policy 4001 – Offsite Activities.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

Included in the agenda package as Confidential #1 is the Personnel Report, a listing of resignations and employment approved by the Superintendent of Schools and Secretary-Treasurer since the last meeting.

II. SECRETARY-TREASURER

1. BUS ACCIDENT

For Information ..... K. Zabowski

Correspondence has been received from the Supervisor of Transportation advising of an accident on Friday, April 27, 2012, at approximately 3:20 p.m., involving bus 40-23, while on regular route assignment Red 4. The bus was involved in a collision with another vehicle while the bus was travelling northbound on 26th Street at McTavish Avenue. The driver of the other vehicle is 100% at fault as they proceeded through the intersection while it was unsafe to do so. No apparent injuries were sustained by the driver of the bus. There were no students on the bus at the time of the accident. There was minimal damage to the school bus. The accident was reported to Manitoba Public Insurance. This is provided as information.

2. BUS ACCIDENT

For Information ..... K. Zabowski

Correspondence has been received from the Supervisor of Transportation advising of an accident on Monday, May 7, 2012, at approximately 3:52 p.m., involving bus 40-36, while on regular assignment. The bus was involved in a multi-vehicle accident in which the bus struck a vehicle stopped at a traffic light and caused a chain reaction with two other vehicles stopped at the same traffic light. No apparent injuries were sustained by the driver of the bus or its passengers. There were nine students on the bus at the time of the accident and they were assessed by emergency service personnel and found to be without injury. There was significant damage to the vehicle that the bus struck and little apparent damage to the bus; however, the bus will be further assessed for damages. Police and emergency services were in attendance at the scene of the accident. The accident was reported to Brandon Police Services and Manitoba Public Insurance. This is provided as information.

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

A. QUALITY LEARNING

QUALITY LEARNING AT LINDEN LANES SCHOOL

Report prepared by Ms. Kathy Brigden, Principal, Linden Lanes School

In response to the needs identified in the Phonological Awareness Screening Tool (PAST), administered to all kindergarten students in the fall of 2011, our school team has focused on the continued development of these skills with our kindergarten students. Phonological Awareness refers to an understanding of the sound structure of language, more specifically that language is made up of words, syllables, rhymes and sounds (phonemes). Students with a good understanding of Phonological Awareness have the underlying framework in place for reading (decoding) and writing (encoding). Students who have difficulty with this area of language often struggle with the concept of how sounds work in print.

The school team including kindergarten teachers, literacy support teacher and resource teacher participated in professional learning facilitated by Jan Pilling, Speech/Language Pathologist. A further understanding of Phonological Awareness was reviewed and time was spent on the essential skills and strategies to support the development of this area of literacy. Kindergarten teachers will integrate this into their program planning and implementation. The literacy support teacher will work with individual and small groups of students on the specific skills associated with Phonological Awareness. This approach will benefit all students as well as strengthen the skills of students that struggle with these concepts.

B. QUALITY TEACHING

QUALITY TEACHING AT ST. AUGUSTINE SCHOOL

Report prepared by Ms. Betty Howell, Principal, St. Augustine School

The focus of this report is our school goal to improve numeracy achievement. This year the addition of a numeracy support teacher on a half time basis, has allowed us to more fully explore the options for supporting students delayed in numeracy. In the late summer and fall, the numeracy support teacher attended the Math Recovery training, and implemented the individual diagnostic Math assessments associated with Math Recovery. This process was shared with the Early Years staff, in terms of the level of diagnostic information obtained from these assessments. Following the assessments, numeracy groups were formed based on instructional need. As students mastered concepts, new students may be taken into the group, while others return to classroom instruction. In addition, the numeracy teacher worked on developing a group assessment for use with the middle years' classrooms to look at the performance in the number strand. From this work, he was able to develop a class profile and form intervention groups based on those results. An additional focus has been the co-teaching model, in which the numeracy teacher and classroom teacher work together on teaching a concept and together support the students in learning the concept. Within the numeracy program, Mr. Kanski has

also been able to preview some support materials and share those recommendations with the school staff, as well as provide some professional learning sessions at our school planning days. We have been focusing on the number strand and patterns and relations, as these areas were identified in Divisional data collection as points of focus. We will be able to track the ongoing shifts in achievement as a result of our focused work in the classroom and in numeracy support.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT CROCUS PLAINS REGIONAL SECONDARY SCHOOL

Report prepared by Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School

The English as an Additional Language Program at Crocus Plains Regional Secondary School has grown during the past three (3) years. During this period, our EAL population has increased from approximately twenty five (25) students to over one hundred and fourty five (145) students. The CPRSS EAL population is projected to reach close to one hundred and ninety (190) students in 2012 – 2013.

Our EAL program incorporates both language development classes and shelter content area courses. Both streams of our program provide the necessary opportunities for our EAL learners to develop their language skills and to complete credits towards graduation.

To ensure that our EAL students continue with the appropriate programming, the CPRSS Student Services Department and EAL Department expanded and improved the 2012 – 2013 course selection and registration process for our EAL students and parents. To ensure that our EAL population received accurate course selection information and registration assistance, a comprehensive registration process for our students was developed. These additional activities went above and beyond the comprehensive course selection and registration process that is in place for CPRSS students.

The following registration activities were incorporated into the CPRSS course selection and registration process to support our EAL learners and their respective families with this very important process.

EAL - Grade Group Meeting - grade 9 English as an Additional Language Students

- Date: Wednesday, February 22, 2012
- Time: Periods 5 and 6

EAL - Grade Group Meeting - grade 10 English as an Additional Language Students

- Date: Thursday, February 23, 2012
- Time: Periods 5 and 6

EAL - Grade Group Meeting - grade 11 and Returning grade 12 English as an Additional Language Students

- Date: Monday, February 27, 2012
- Time: Periods 5 and 6

EAL Registrations Completion – Spanish Students

- Date: Wednesday, February 29, Thursday, March 1, Friday, March 2, and a.m. of Monday, March 5, 2012
- Time: All Day

EAL Registrations Completion – Chinese Students

- Date: Monday, March 5, 2012 (p.m.) and Tuesday, March 6, 2012 (a.m.)
- Time: All Day

EAL Student Registrations – Non Spanish, Non Chinese – All other Languages

- Date: Tuesday, March 6, 2012
- Time: Afternoon

EAL Student Registrations – Non Spanish, Non Chinese - All other Languages

- Date: Wednesday, March 7, 2012
- Time: All Day

In addition to these activities, course selection and registration information was translated and each family had scheduled sessions with interpreters to assist with the registration process if required.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains Regional Secondary School	27	3,5,10,30	Assaultive Behaviour, Drug and Alcohol Policy, Unacceptable Behaviour
École Secondaire Neelin High School	3	5	Unacceptable Behaviour
Vincent Massey High School	6	5,30	Drug and Alcohol Policy, Unacceptable Behaviour

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT REPORTING / APRIL 2012

The Brandon School Division Currently has 1240 English as an Additional Language (EAL) Students.

- 23 new registrations for the current school year were received in April 2012;
- 10 students left the Brandon School Division from April 1 – 30, 2012.

The number of new EAL registrations received to date for the 2011/2012 school year is as follows:

Month of Registration	Number of New EAL Registrations Received
August 2011	3
September 2011	188
October 2011	20
November 2011	18
December 2011	7
January 2012	9
February 2012	26
March 2012	22
April 2012	23
Total	316

The current school totals are as follows:

	Current Total	Students who have left the Division	EAL Discontinued (Stage 5+)
Alexander	0		
Betty Gibson	112	5	
Crocus Plains	150	17	1
Earl Oxford	64	1	
George Fitton	91	6	
Green Acres	18	3	
Harrison	1		
J.R. Reid	21		
King George	80	4	
Kirkcaldy Heights	21		
Linden Lanes	21		
Meadows	127	6	
Neelin	30	3	
New Era	155	9	
O'Kelly	11		
Riverheights	58	4	

	Current Total	Students who have left the Division	EAL Discontinued (Stage 5+)
Riverview	45	1	
Spring Valley	19		
St. Augustine	38	2	2
Valleyview Centennial	12	1	1
Vincent Massey	133	10	2
Waverly Park	33	1	
Total	1240	73	6

The number of students who left Brandon School Division from April 1 - 30, 2012 is 10 (ten).

Of the ten (10) students that left the Brandon School Division:

- one (1) student moved to Mexico;
- one (1) student moved to China;
- two (2) students moved to Calgary;
- three (3) students moved to Douglas School;
- two (2) students are working; and
- one (1) student moved to Winnipeg.

Eight (8) students changed catchment areas within the Brandon School Division from April 1 – 30, 2012.

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. QUALITY LEARNING

PRINCIPAL PREPARATION PROGRAM – SESSION 18 "PERSPECTIVES OF NEW ADMINISTRATORS" / APRIL 17, 2012

Report prepared by Mr. Jaime Lombaert, Vice Principal, George Fitton School

Presenters: Phil Vickers, Principal, Betty Gibson School; Elaine McFadzen, Vice Principal, Crocus Plains Regional Secondary School; Marty Jordan, Vice Principal, Riverheights School

The presentation consisted of case studies, survival tips, inspirational videos, and much more. The presenters took the participants through a "Day in the Life of a New Administrator." Ideas were then shared not only on how to survive but also how to thrive as a new administrator. A discussion took place on the changing relationships that happens when a teacher becomes an administrator. Phil, Elaine, and Marty gave the Principal Preparation Program Participants excellent insight, understanding, and the overall perspectives of new administrators.

LEARNING SUPPORT SERVICES MEETING / APRIL 17, 2012

Report prepared by Mr. Greg Malazdrewicz, Associate Superintendent

On Monday, April 16th, 2012 Dr. Christopher Kearney of the University of Nevada, Las Vegas presented a full day workshop for an audience of almost two hundred and fifty (250) educators from across the province on the topic of School Refusal Behaviours. Brandon School Division was well represented as principals, guidance counsellors and social workers were in attendance.

The workshop presented a strong research based structural model for responding to school refusal behaviours. Beginning with clarifications of how to discriminate between types of school refusal behaviours based on a functional approach model reflecting avoidance, aversion, attention-seeking and rewards groupings the day was highly informative.

With a functional model outlined he moved into contextual factors: the child, parents, family, peers, school and community as aspects that can have a dramatic impact on school refusal behaviour. Assessment models and approaches were surveyed culminating in a Response to Intervention (RtI) model for strategic interventions/treatments to address the various needs of students.

During the morning of Tuesday, April 17, 2012, Dr. Kearney, provided a mini-review of the previous day's session again specifically for our divisional team. The more intimate setting provided the opportunity for a lot of dialogue between staff and with Dr. Kearney on more specific aspects related to divisional models and school based interventions.

The next meeting of the Learning Support Services and Collaborative Learning Community will take place on May 15, 2012.

FULL DAY/EVERY DAY KINDERGARTEN STEERING COMMITTEE MEETING / APRIL 19, 2012

The Full Day/Every Day Kindergarten Steering Committee met on April 19, 2012. A discussion was held regarding each school's progress. Each school submitted an anecdotal case for inclusion in the report to the Board of Trustees. Teresa Vallotton will develop a template that will capture data uniformly. Report to be presented to the Board of Trustees June 11, 2012.

The next meeting of the Full Day/Every Day Kindergarten Steering Committee will take place on May 17, 2012.

PRINCIPAL PREPARATION PROGRAM STEERING COMMITTEE MEETING / APRIL 24, 2012

The Principal Preparation Program (PPP) Steering Committee held a meeting on April 24, 2012 to review current participants' requests for ongoing mentorship

opportunities. Work also began on the preparation required for the implementation of the Proposed Year 3, commencing in September 2012.

The next meeting of the Principal Preparation Program Steering Committee will take place on May 23, 2012.

B. QUALITY SUPPORT SERVICES

LET THE CHILDREN PLAY / APRIL 20, 2012

Report prepared by Ms. Veronica Adams, Program Facilitator

"Let the Children Play" was held on April 20th, 2012 at the Victoria Inn. The Brandon Healthy Families Committee organized the event and report that approximately one hundred and ninety (190) people were in attendance. Registrants for the event included representation from:

Assiniboine Community College
Brandon Regional Health Authority
Brandon School Division
Brandon University (Education Faculty)
Child Care
Childrens disABILITY Services
City of Brandon
Province of Manitoba
Rotary Club

Approximately forty (40) attendees represented Brandon School Division. This included Counsellors, Educational Assistants (Preschool Speech Language Pathologists EA's), Kindergarten Teachers, Learning Support Specialists, Principals, Program Facilitators, Resource Teachers, Speech-Language Pathologists as well as representation from the Board of Trustees.

The Brandon Healthy Families Committee will facilitate community involvement in regards to recommendations from the day's activities. Veronica Adams, Terry Osiowy and Darlene Wilkinson represent Brandon School Division on the Brandon Healthy Families Committee.

QUALITY SUPPORT SERVICES AT GEORGE FITTON SCHOOL - BUILDING STUDENTS SUCCESS WITH ABORIGINAL PARENTS PROGRAM (BSSAP)

Report prepared by Ms. Shawna Mozdzen, BSSAP Coordinator

I am pleased with how the Building Students Success with Aboriginal Parents program at George Fitton School has been coming together. This is my first year as the BSSAP Coordinator and I feel that I am learning more and more as our program develops. We started the year off slowly as I was getting to know some of the parents, students, and staff here at George Fitton. In September there was a welcome back evening held in the school gym. A First Nations speaker and a Metis

fiddler came into the school and talked about culture and traditions. We were entertained with fiddle music and jigging demonstrations. In October, we welcomed back the Metis fiddler and he brought with him jiggers and square dancers and they taught us some steps and square dances, getting the audience involved.

There is now a beading club at our school and there are approximately fifteen (15) members. The students involved have been making earrings and we will eventually be moving onto necklaces and beading using a loom. It is nice to see so many involved and seeing their proud faces as they complete their projects with success.

We have also had a successful Aboriginal Taco sale during a lunch hour and plan to have another one before the end of the year. The bannock and toppings were prepared by parents, and the grade seven and eight Finding My Way students volunteered to serve the tacos to the students and staff that purchased them.

We celebrated Louis Riel day by hosting a jigging and square dancing evening once again in our gym.

Currently, there are parents working together to make a star blanket. They meet in the evenings when time permits. One of the parents is teaching the others the art of star blanket making and has offered to guide any who are interested in making powwow regalia for themselves of their children.

There will be a powwow held at George Fitton School on May 23, 2012. It is in the planning stage right now, but seems to be coming along nicely. Some of the plans include: a grad entry, dancing demonstrations, and information available on the different cultures and traditions of Aboriginal people.

I look forward to more success with this program and understand that it take time to develop.

3. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM DARRYL GERVAIS, DIRECTOR, MANITOBA EDUCATION, INSTRUCTION, CURRICULUM AND ASSESSMENT BRANCH

The following correspondence has been received from Darryl Gervais, Director, Manitoba Education, Instruction, Curriculum and Assessment Branch for Sukhminder Bath and Brent Richards:

> *"As you are aware, Sukhminder Bath and Brent Richards are members of the grade 12 Applied Mathematics Test Development Committee. I would like to draw your attention to the outstanding contribution that Sukhminder and Brent have made to the committee. They have demonstrated a high level of*

commitment, leadership, and skill in group facilitation while involved with committee work.

The Instruction, Curriculum and Assessment Branch appreciates the time, effort, and professional expertise that Sukhminder and Brent have brought to the test development process. We also value and appreciate the fact that you made it possible for them to attend the committee meetings that took place during the 2011/2012 school year.

We sincerely hope that Sukhminder and Brent have found this experience to be professionally enriching. Again, thank you for allowing members of your staff to share their experience and knowledge with the committee."

CORRESPONDENCE RECEIVED FROM CHILD AND FAMILY SERVICES OF WESTERN MANITOBA

The following correspondence has been received from Laurie Jackson, Director of Programs, Child and Family Services of Western Manitoba for Brent Lowrie:

"Dear Mr. Lowrie:

On behalf of Brandon Healthy Families Team, I want to take this opportunity to thank you and your Graphic Art class for the hours invested in helping our Team develop our logo and bookmarks. This logo recently helped us to "brand" our coalition at a recent event, Let the Children Play, attended by 200 participants, many of whom were community and provincial champions for children."

Brent Lowrie is a teacher in the Graphic Arts department at Crocus Plains Regional Secondary School.

BRANDON SCHOOL DIVISION
POLICY

FINAL DRAFT
August 31, 2004

POLICY 6006

ADMINISTRATOR OF STUDENT SUPPORT SERVICES

Adopted: Draft (August 2004)

POSITION TITLE: Administrator of Student Support Services

REPORTS TO: Assistant Superintendent

SUPERVISES: Departmental Staff

Role and Purpose

To provide leadership and management to the Student Support Services Department of the Brandon School Division in order that schools receive an integrated approach to internal and external support services that connect diagnostic, prevention and intervention services with specialized program services. Such an approach is designed to maximize available resources for individual students' learning. Such leadership also connects community and provincial agency support and services with school services.

Major Responsibilities and Duties

The leadership and management role of this administrative position consists of four major components, each with its corresponding duties:

- Advancing Vision, Mission and Strategic Directions
- Fostering Organizational Learning
- Fostering Community Support and Liaison
- Providing Stewardship

1. Advancing Vision, Mission and Strategic Directions

Works cooperatively and collaboratively with department, school and divisional staff to:

a) provide leadership to staff in the development of a new model of student support services that integrates clinical services with program support services for students with special needs. Model is to focus on the learning needs and potentials of students with a human development and growth orientation;

b) develop, implement, monitor and assess a Student Support Services annual work plan to focus the delivery of an integrated services model to schools;

c) advance strategic goals and directions related to areas that influence, impact and affect aspects of Student Support Services (e.g. respectful and safe environment, best practices in student-centered learning);

d) develop the *Annual Action Plan* for students with exceptional needs, the *Early Childhood Development Initiative* and the *Early Behaviour Intervention* annual reports and such other reports as may be required by Manitoba Education to obtain funding support for exceptional education services; and

e) develop proposed policy in all areas related to Student Support Services, including policies required as a result of new provincial legislation.

2. Fostering Organizational Learning

Works cooperatively and collaboratively with department, school and divisional staff to:

a) create the conditions for professional adult learning in all matters related to Student Support Services by promoting the skills of reflection, conversation, collaboration, cooperation and by working alongside in activities that develop such (e.g. study groups, action research);

b) collect and use data from appropriate sources to inform discussion, deliberation and decisions related to Student Support Services;

c) keep abreast of the research and developments in teaching and learning so as to inform, instruct and advise staff; and

d) supervise the work and professional growth of the Student Support Services staff by:
   - orienting and training new staff members;
   - consulting with staff on casework;
   - engaging in professional growth planning with each staff member;
   - preparing formal staff appraisals for each staff member at least once every three years; and
   - ensuring compliance with certification standards as per Manitoba Education Certification Branch.

3. Fostering Community Support and Liaison

Works cooperatively and collaboratively with staff members, specified community agencies and organizations, and community members to:

a) assist in coordinating the services of outside agencies to school-age children and encourage positive working relationships between the Student Support Services team and helping agencies in the community including but not limited to Child and Family Services, Family

Services, Brandon Regional Health Authority, Community and Youth Corrections, Brandon Police Service and Provincial Court by:

- maintaining regular contact with managers in the agencies with whom the Division interacts;
- encouraging information sharing and problem solving opportunities among staff members of helping agencies and schools; and
- serving as a representative of the Division on community committees, including the Western Judicial District Child Abuse Committee and the Multi-Agency Preventative Program (MAPP) Committee, Pregnant and Parenting Youth Committee, Brandon Early Years Team, Children's Therapy Initiative and others as directed by the Superintendent's Office;

b) act as a liaison between the Division and Manitoba Education; and

c) ensure a positive relationship between Student Support Services and the schools and other employee groups in the Division by:

- communicating the services and programs offered by the department;
- maintaining dialogue with school administrators regarding provision of Student Support Services services to their schools; and
- providing a coordination function for program supports.

4. Providing Stewardship

Works cooperatively and collaboratively with others to administer the Student Support Services Department with specific attention to:

a) providing administrative support to the Student Support Services team by:

- assigning staff to schools;
- ensuring an effective process of assigning referrals to staff; and
- building a positive, effective team process that will provide mutual support and stimulation;

b) being responsible for the placement of students requiring Special Education programming;

c) working in consultation with the Superintendent's Office for establishing, setting and locating, and reviewing annually all Special Education classes within the Division;

d) assuming responsibility for determining the transportation needs for the exceptional needs students and submitting the necessary reports in this regard to the Supervisor of Transportation for the Division;

e) providing, as required, information to the Superintendent and/or Secretary-Treasurer on exceptional education students and staff in the Division;

f) administering operating budgets in the following areas:
    - Early Childhood Development Initiative;
    - Early Behaviour Intervention;
    - Language Enrichment and Pre-School Speech;
    - Non-Violent Crisis Intervention;
    - Elementary Student Support Program (ESSP);
    - Therapy services, equipment and supplies;
    - Student Support Services professional development funds;
    - Department supplies (including textbooks);
    - Hearing Screening Services; and
    - other related areas of budget as assigned;

g) consulting with the Director of Human Resources and making recommendations for the hiring of Student Support Services staff;

h) ensuring that annual Hearing Screening and Vision Screening Programs are carried out in the Division;

i) maintaining communication between the Superintendent's Office and Student Support Services staff regarding matters of relevance and interest by:
    - meeting as required for updates on current situations; and
    - preparing an annual report of Student Support Services activities and caseloads;

j) ensuring effective and confidential handling, filing and recording of Student Support Services documentation;

k) ensuring the purchase of required office supplies and professional materials for departmental use; and

l) other duties assigned by the Assistant Superintendent.

BRANDON SCHOOL DIVISION
POLICY

UNDER REVIEW

POLICY 6019

ROLE OF THE TEACHER

Adopted: 73.03.31

* Corrected version

In making recommendations for appointments the Superintendent of Schools/CEO shall give preference to those applicants with the highest qualifications. The qualifications required shall be a composite of those factors which are essential and desirable of a position on the teaching staff and shall include: educational qualifications, personal qualifications as determined through interviews and references, teaching experience, special qualifications or training required for a particular position, and any evidence of special experience or capacity that would contribute to the teacher's effectiveness in Brandon public schools.

1. Teachers shall be responsible for the care, discipline and instruction of students in their charge and for any or all students of the school as assigned by the Principal of the school. They shall enforce the rules governing the conduct of students as such rules may be prescribed by the Department of Education, the Board of Trustees, the Superintendent of Schools/CEO or the Principal. Teachers shall establish conditions and practices in their classrooms that will contribute to the physical and mental health of the students. Teachers shall report promptly to the Principal any serious accident or illness affecting students in their charge.
2. Teachers shall be on duty at least ten (10) minutes before the opening hour in the morning and five (5) minutes in the afternoon.
3. Teachers shall be responsible for the order in their rooms and the adjacent hall and during the assembling or dismissing of the school shall, under the direction of the Principal, supervise the movement of students to and from the room.
4. Teachers shall keep all records required.
5. Teachers shall, in inclement weather, see that young students are properly clad before they are permitted to go outside and that outdoor clothing is removed when students are in the school.
6. Teachers shall require personal cleanliness from students.
7. Teachers shall administer any marking system or other means of evaluating students' achievement according to school and Brandon School Division policy and they shall report to parents/guardians the progress of their children as directed by the Principal.
8. Teachers shall conduct religious exercises as required by the regulations and under the direction of the Principal.

9. Teachers shall attend all meetings called by the Superintendent of Schools/CEO or the Principal for the purpose of discussing matters of concern to the school unless expressly excused.
10. Teachers shall, insofar as it is reasonably possible, see that adequate plans and instructions are available at any time when it is necessary for a substitute teacher to take over the regular work of the teacher.
11. Teachers shall be responsible, before leaving the school at the end of the day, for seeing that all children under their direction are dismissed.
12. Teachers shall maintain regular supervision of the playground under the direction of the Principal.
13. Teachers shall, insofar as time, talents and opportunity permit, endeavour to become an active member of the community by participation in the various phases and aspects of community life.
14. Teachers shall practice the *Code of Professional Practice* as stated in the *Manitoba Teachers Handbook.*
15. Teachers shall perform all duties outlined in The Public Schools Act in accordance with any regulation prescribed by the Minister or direction provided by the Board, Superintendent of Schools/CEO or school Principal.

BRANDON SCHOOL DIVISION
POLICY

UNDER REVIEW

POLICY 6019
ROLE OF THE TEACHER

Adopted: 73.03.31

* Corrected version

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15. Teachers shall perform all duties outlined in The Public Schools Act in accordance with any regulation prescribed by the Minister or direction provided by the Board, Superintendent of Schools/CEO or school Principal.

BRANDON SCHOOL DIVISION
POLICY

POLICY 5074

WORKPLACE VIOLENCE PREVENTION

Adopted:

The Board of Trustees of the Brandon School Division believes in the rights of all members of the school community to work and learn in environments that value and demonstrate respect for human rights and freedoms.

The Board of Trustees of the Brandon School Division affirms its obligation as an employer to provide learning and working environments free from violence. The Board of Trustees of the Brandon School Division holds accountable all employees, students, parents, volunteers, and all visitors to conduct themselves in a manner which promotes and protects the best interests and well being of students, staff, and others. The principle of fair treatment is a fundamental one and the Board of Trustees of the Brandon School Division will not condone any improper behaviour which jeopardizes dignity, undermines learning, working relationships, and/or productivity.

Workplace violence, as defined under Regulation and in the subsequent procedure, is unacceptable. Such behaviour toward an individual attacks the dignity and self respect of that person and constitutes a serious infraction. Where an employee or student exhibits violent behaviour, disciplinary action, up to and including dismissal or expulsion may result.

Canada's *Criminal Code* prohibits violence. This policy reinforces the Manitoba Workplace Safety & Health Act (C.C.S.M.c. W210) and Regulations. This policy is intended to provide guidelines to ensure a working environment free from violence and procedures to respond to such situations that may affect the working environment.

In the implementation of this policy, reasonable steps will be taken to minimize the potential for violence by adopting preventative measures. Employees who may work where there is a risk of violence will be appropriately informed and made aware of the procedures to follow should they experience violent behaviour.

BRANDON SCHOOL DIVISION
POLICY

POLICY 5074

WORKPLACE VIOLENCE PREVENTION

Adopted:

RELATED ACTS AND POLICIES

ACTS:
The Workplace Safety and Health Act C.C.S.M.c. W210
Freedom of Information and Protection of Privacy Act (FIPPA)
Personal Health Information Act (PHIA)
Youth Criminal Justice Act (YCJA)
Criminal Code of Canada

POLICIES:
Brandon School Division Policy 1013.3: Workplace Safety and Health – Duties/Responsibilities for Safety and Health
Brandon School Division Policy 1013.4: Investigating Workplace Incidents and Refusals to Work
Brandon School Division Policy 1015: Respectful Workplace
Brandon School Division Policy 5026: Harassment
Brandon School Division Policy 5027: Employee Accident Reporting
Brandon School Division Policy 7004: Student Conduct

FORMS:
Brandon School Division Form 1013.4 – Incident Investigation Report Form
Brandon School Division Form 7004.2 – Violent Incident Report Form
Brandon School Division Form 1013.5 – Safety & Health Employee Concern Form

BRANDON SCHOOL DIVISION
POLICY

PROCEDURES 5074

WORKPLACE VIOLENCE PREVENTION

Adopted:

RESPONSIBILITIES

Board of Trustees
The Board of Trustees of the Brandon School Division has a responsibility to ensure that the learning and working environments are free from physical violence, verbal abuse or the threat of physical assault.

Employer
As an employer, Brandon School Division has a responsibility to be aware of what is happening in the workplace and to deal with violent incidents appropriately. Brandon School Division will take disciplinary action, on any person(s) who are found to have behaved violently towards a person or group of people and/or on any supervisor or manager who did not act properly to address the violent behaviour.

The Superintendent of Schools/CEO shall be responsible for the administration of this policy and its procedures.

This policy shall be provided to all employee groups and be included in orientation and appropriate training sessions.

Upon hiring, Brandon School Division will provide all Principals and Supervisors with training on how to prevent workplace violence, and will provide refresher training every 3 years.

Principals and Supervisors
All Principals and Supervisors are responsible for creating and maintaining a work environment that is free from violence. This includes ensuring that this policy is accessible and communicated to employees.

Principals and Supervisors, as per the Manitoba Workplace Safety and Health Regulations, shall so far as reasonably practicable, take all necessary precautions to protect the safety and health of a worker under his or her supervision and advise a worker under his or her supervision of all known or reasonably foreseeable risks to safety and health in the area the worker is performing work.

Employees
All employees are responsible for ensuring that the workplace is free from violence. Employees are expected to treat colleagues with respect and to immediately report any incidents of violent behaviour. Employees are also responsible for following the preventative measures put in place where there is a risk of violence.

Students
All students are responsible for practicing appropriate conduct on the school premises, on the way to and from school, on out of school activities that are part of the school program, and while traveling on a school bus or in a vehicle being used as part of a school program. Students shall be expected to support a positive school climate and participate in the creation of a safe learning environment. For more information regarding student behaviour, please refer to Division Policy 7004: Student Conduct.

Parents/Visitors/Volunteers
All parents/visitors/volunteers are responsible for practicing appropriate conduct on the school premises that is consistent with the school code of conduct. All parents/visitors/volunteers are expected to support a positive school climate.

WORKPLACE VIOLENCE

Workplace violence is defined as the attempted or actual exercise of physical force against an employee or student in a workplace. It also includes any threatening statement or behaviour that gives a person reasonable cause to believe that physical force will be used against the person.

Workplace violence can take place in the workplace itself, or outside the workplace in a situation that is somehow connected to work. This includes threatening phone calls from one employee to another at his or her home, or any kinds of verbal or written threats or violent actions against an employee's family or property.

Examples of workplace violence include but are not limited to:

- Direct, conditional or veiled threats of physical harm
- Vandalism of personal property
- Use of or threat to use a weapon

PREVENTATIVE MEASURES

The Brandon School Division has adopted preventative measures to minimize the risk of violence by:

- Establishing safe work procedures and working alone procedures
- Training employees in Non-Violent Crisis Intervention (NVCI)
- Establishing procedures for reporting, investigating and documenting violent incidents
- Risk/Threat Assessment of Employees, Students and/or Parents (when necessary)

NOTIFICATION OF RISK

Principals and Supervisors are to inform employees who work in settings where they could be at risk of violence. These may include:

- Employees who work with students who have a history of violence;
- Employees who work with students who have specific medical conditions, which may increase the probability of the student(s) becoming a perpetrator of violent acts;
- Employees who provide services to a student whose parent/guardian has a history of violence or who has posed a threat to school.

At any time where there is a change in the nature or extent of the risk of violence, Principals and Supervisors will inform employees who work where the risk of violence is present and provide the information necessary to appropriately explain the nature and extent of the risk of violence. The Principal or Supervisor will review established safe work procedures to minimize the risk.

The information released about any individual must be the minimum amount necessary to address the risk. The release of personal information should only be disclosed in the context in which the employee needs to be aware in order to adequately protect themself to minimize the risk and may only be disclosed within the limitations of the law.

> *For example: A student at school with a risk of violence, release specific information and precautions (student becomes aggressive, kicks and bites at sound of bell, give pre-warning prior to bell ring) and do not disclose student diagnosis.*

REPORTING

All employees have a responsibility to ensure a safe workplace. To that end, employees are to promptly communicate issues relating to violence as follows:

1. Employees who believe they have been witness to a violent incident will report the incident to the Principal or Supervisor immediately.
2. Employees who have been the victim of a violent incident must provide a written summary (Violent Incident Report Form – Form 7004.2) and forward it to the Principal or Supervisor.
3. Employees who believe a student, colleague or visitor to the workplace represents a danger to the safety of the workplace are to notify the Principal or Supervisor immediately.

An employee who has been harmed as a result of workplace violence is encouraged to consult their health care provider for treatment or referral to post-incident counseling, if appropriate.

All complaints of threats and/or violent behaviour will be acted upon in accordance with this procedure and policy. Confidentiality will be respected, but when necessary, information will be shared on a need-to-know basis with affected and/or involved individuals. Complainants will be advised on the extent to which information may need to be shared and with whom.

Any written documentation received in regards to a complaint, including investigative interview statements, should be signed by the appropriate parties.

In addition to or instead of levying a complaint pursuant to the policy, a complainant has the right to pursue his/her complaint through the Human Rights Commission or, where appropriate, to lay information under the Criminal Code of Canada, or both. The complaint procedures of this policy do not prohibit the individual's right to respond to a complaint through the collective agreements, or to seek redress as provided under the law.

RIGHT TO REFUSE

If a complaint is filed, the employee has the right to refuse to work if the reported behaviour substantially interferes with the employee's ability to perform his or her work and the employee reasonably believes the behaviour will continue, or the employee's health or safety is jeopardized by continuing to work.

If an employee refuses to work, s/he must advise his or her Principal or Supervisor and complete a Safety & Health Employee Concern Form identifying the reasons for refusing to work (*please refer to Procedures 1013.4 – Investigating Refusals to Work*).

If it is determined that the employee does not have to work, reasonable alternative work arrangements will be made for the employee.

RISK ASSESSMENT

A risk assessment on violence will be unique to each workplace. The risk assessment will include a review of the frequency and nature of previous incidents of violence in the workplace.

Criteria to consider when evaluating risk of violence:

1. The people – age and gender, personality and attitude, nature of the interactions between the people, and the physical status and emotional stability of the persons involved.

2. The workplace – work locations, type of work, number of staff, whether employees are working alone, workplace design and layout, lighting and security, and hours of operation.

3. The history – number and frequency of violent incidents, type and severity of incidents, nature of the incidents (between employees or employees and others in the workplace), types of jobs performed by those involved, cause or trigger for previous violent incidents.

INVESTIGATIONS

Unless a complaint is clearly frivolous or vexatious, an investigation will be conducted of all complaints of threats and/or violent behaviour.

Upon receipt of the written summary (Violent Incident Report Form – Form 7004.2), a copy must be forwarded to the Workplace Safety Officer for consultation within 24 hours. Consultation will include a review of the incident to determine the risk of harm.

Depending on the risk assessment and circumstances, the Workplace Safety Officer, in consultation with the Secretary-Treasurer will advise in regards to which parties are responsible for conducting the investigation.

An investigation may be conducted as follows:

1. By the Principal or Supervisor or
2. By the Principal or Supervisor and Workplace Safety Officer or
3. By the Principal or Supervisor and Workplace Safety Officer, an employee representative and a WPS&H Committee member

The investigation shall be conducted using the Incident Investigation Report Form – Form 1013.4. Where employee interviews are necessary in any investigation, the employee must also have union representation present.

Notwithstanding the above, in cases where the incidence of violence meets the Manitoba Workplace Safety & Health Regulation definition of a "serious incident", the investigation must be conducted as soon as reasonably practicable after it occurs. An investigation then must be carried out by:

a) the WPS&H Committee Co-chairs;
b) the Principal or Supervisor and the WPS&H representative at the specific workplace location; or
c) the Principal or Supervisor, in the presence of an employee of the specific workplace location who is not associated with the management of the specific workplace location, when there is no committee or representative at the specific workplace location.

In addition, the Secretary-Treasurer is required to notify the Manitoba Workplace Safety & Health Division as per WPS&H Regulation Section 2.7(1).

The investigation results report will be provided to the Workplace Safety Officer, the WPS&H Committee Co-Chairs and the Secretary-Treasurer, which must be reviewed with the WPS&H Committee. Progress on implementing any recommendations will be documented in the meeting minutes of the WPS&H Committee. Once the recommendations have been implemented, it will be noted in the meeting minutes of the WPS&H Committee.

ANNUAL REPORT

As per WPH&S Regulation Section 11.7, each year an Annual Workplace Violence Report must be produced that includes the following:

1. Records of incidents of violence at the workplace, if any;
2. Results of any investigation into an incident of violence at the workplace, including a copy of any recommendations for control measures or for changes to the Workplace Violence Prevention Policy;
3. Description of the control measures implemented as a result of an investigation of workplace violence;
4. A copy of any report prepared under Part 2 Section 2.9(3) of the WPS&H Regulation.

The Annual Workplace Violence Report must be provided to:

1. Superintendent of Schools/CEO
2. Secretary-Treasurer
3. Principals and Supervisors at each workplace location
4. WPS&H Committee
5. WPS&H representatives at each workplace location