



Poplar River First Nation

School Policies and Procedures

Approved by Council on February 16, 2023

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Introduction

This School Policy and Procedures Manual contain the policies and procedures adopted by the Poplar River First Nation for implementation in the Poplar River School.

The School Policies and Procedures Manual is not, nor can it be, a comprehensive manual covering all situations that may arise in the course of day-to-day school operations. It is intended as a guide and statement of policy.

It may be amended from time to time, and employees are responsible for keeping up-to-date with all changes.

All amendments will be posted on the notice board in the school and band office and distributed as a directive to the Principal. A copy of an up-to-date manual will be made available to all employees. Employees are invited to recommend changes that will clarify and amend these policies.

Revisions were adopted and approved by Chief and Council on January X, 2020.

Guiding Principles

The Poplar River First Nation is committed to the following basic values and principles, which govern daily working relationships.

Our Vision

"Our vision for the Poplar River School is quality education that incorporates our Seven Universal Teachings enriched by our culture, language, and holistic community goals." "We believe that our vision will be realized through the success and progress of all of our students."

Mission Statement

"Meeting our students' educational needs by providing them with the knowledge, skills and attitudes to succeed in life"

Our Values

Our Seven Universal Teachings: love, respect, courage, honesty, wisdom, humility, truth

Our Beliefs

- (1) That student success can be achieved when students are instilled with the knowledge to understand and be proud of themselves within the world around them.
- (2) That student learning occurs in a setting where they can develop the fundamental attitudes and values in keeping with our community traditions and culture.
- (3) That effective learning outcomes occur when the efforts and expectations of the school and the community complement each other.
- (4) That students will be able to develop the habits, skills and attitudes required to respond to the opportunities and expectations in the world if they have learned to develop self-discipline, self-understanding and a positive self-concept.

Organizational Chart

Policy

It is Council's policy to establish an organizational structure that specifies the hierarchy and reporting relationship between various functions and levels of the Poplar River Education Department to facilitate effective management of the education system and school.

Purpose

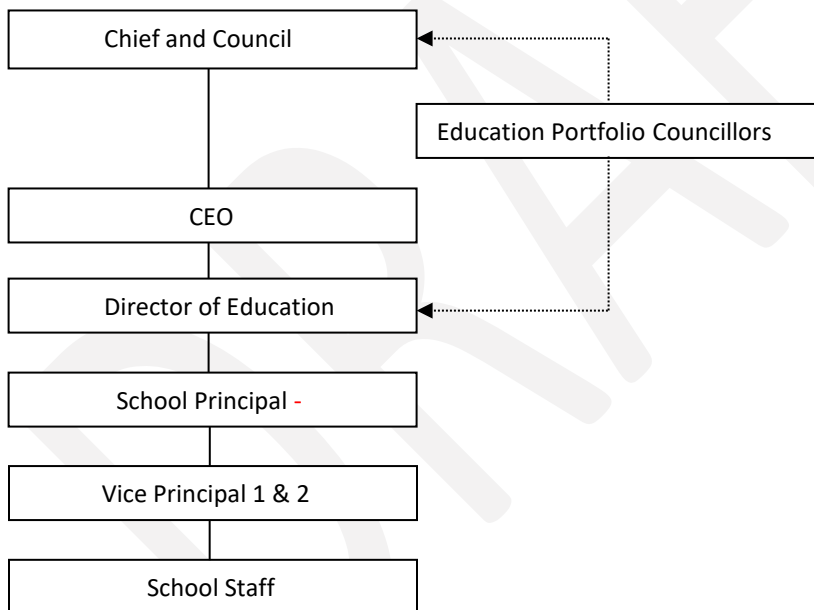
The purpose of this policy is to depict the prevalent hierarchy of Poplar River Education department and its working relationships with others.

Scope

This policy and procedure applies to all school and Education Department employees.

Structure

The Poplar River Education Department consists of the Chief and Council, CEO, Director of Education, Principal, Vice- Principal, School Staff and the two assigned Education Portfolio Councillors.



Chain of Command

The Band Council supports a communication system that maintains open channels and recognizes the following chain of command:

Support Staff → Educational Assistants → Teachers → Vice Principal → Principal → Director of Education → CEO → Chief and Council

- (1) School staff must follow the established chain of command when addressing school matters.
- (2) School staff shall inform the Principal about planned school activities and events.

- (3) Band Council members or program administrators who receive complaints from parents/guardians or community members will respect the chain of command and established lines of communication by first directing their concerns to the Vice Principal and the Principal.
- (4) The school administration and staff will respect the chain of command and established lines of communication at all times.

Procedures

When dealing with complaints, the following procedures will be followed:

- (1) Encourage the individual to first discuss the complaint directly with the person against whom the complaint is made.
- (2) If the matter is not resolved to the satisfaction of the individual, the next level of supervision should be contacted.
- (3) If the complaint is with a staff member, the Principal should be contacted; if the complaint is with a Principal, the Director of Education should be contacted.
- (4) Failing resolution by the Director of Education, the individual should be encouraged to write a letter explaining his/her concern to the Band Council along with his/her suggestions for resolution.

The Principal is responsible for ensuring that all school staff are aware of and follow the chain of command and established channels of communication.

School-Based Decision Making

The Chief and Council support school-based decision-making and clear authority for the Principal regarding the implementation of school policies, instructional programs and services.

School-based decision-making allows the Principal, in consultation with school staff and parents/guardians, to address decisions that are made at school and the manner in which those decisions are made.

The Band Council, therefore, supports the following principles as the foundation of school-based decision-making, and further recognizes that the:

- (1) Primary focus is on the student and learning process.
- (2) School is the focus for the improvement of teaching and learning.
- (3) Authority at the school is sufficient to match responsibility and expertise.
- (4) Band members and students have the opportunity to participate in school based decision-making.
- (5) Poplar River First Nation band staff provides administrative service and support to the school when requested.

Student Evaluation, Promotion, and Placement

Policy

It is the policy of the Poplar River Education Department to encourage the educational success in the programs offered by the school and to accurately communicate student progress with parents/legal guardians and students.

Purpose

The purpose of this policy is to set out an effective process of student performance review and development which links the performance and development of student learning to the goals and objectives of the Poplar River School.

Scope

This policy applies to all students attending the Poplar River School.

Responsibilities

Student achievement shall be regularly reported to parents/legal guardians for the purpose of:

- 1) Informing the student and parents/legal guardians of progress in relation to grade placement, and indicated ability.
- 2) Involving the parents/legal guardians in bringing about necessary changes in student progress and/or performance.
- 3) Providing guidance and assistance for the student's academic growth (tutoring).

Reporting shall include information relevant to each student's academic strengths and challenges. Where challenges are indicated, reference shall be made to the recommended remediation plan.

Placement (promotion, retention, or alternative programming) shall be made in the best interests of the student after careful consideration of the advantages and disadvantages of the various alternatives. In placing a student, the school administration shall consider not only the student's academic achievement, but also their age, social and emotional maturity.

Whenever promotion is in doubt, the school administration shall meet with the parents/legal guardians of students concerned. Such meetings are to take place during the second term (April). The recommendation to retain or consider an alternative program for a student shall be made by the school administration following consultation with the parents/legal guardians.

The final placement decision is the responsibility of the Principal.

The evaluation and placement of special needs students shall be based upon the goals and objectives of individual education plans (IEPs) for the students concerned.

Student Evaluation and Reporting

Evaluation

Student evaluation shall be continual and shall be based upon an assessment of attendance, daily work and test results.

Test results are to be made up of information from regular tests, mid-term tests, and end-of-term tests or examinations, with the emphasis upon any one area of testing not to exceed 50% of the total mark for test results.

To allow and encourage students and parents/guardians to achieve maximum benefit from the school program, copies of general learning objectives and the basis upon which grades/marks are assigned shall be distributed to students and parents/guardians at the beginning of each school year.

Reporting

Student progress and achievement shall be reported to parents/guardians by way of a combination of written reports and parent-teacher conferences. A minimum of three written reports and two parent-teacher conferences shall be held during the school year. Grade 9 students have three reports. Reporting dates shall be determined annually at the beginning of September.

Teachers are encouraged to communicate with parents/guardians more frequently than indicated above should such contact be warranted by the progress of individual students.

Provincial Testing/Assessment Programs

The basic purposes for testing students shall be to measure achievement and to diagnose individual strengths and weaknesses. The instructional goals and objectives of the school and of each grade level shall determine the specific nature of the various testing programs. The following guidelines shall be used to determine testing programs:

- 1) Teacher-developed tests (diagnostic and achievement) shall be utilized as the major testing approach for the purpose of facilitating individual educational programming.
- 2) Individual testing by a qualified psychologist, speech and language pathologist, reading clinician, occupational therapist, audiologist, resource teacher, or guidance counsellor and others may be used for students who have been referred for special education programming, special class placement, or special services.
- 3) All testing programs shall be subject to ongoing review and evaluation. All test materials are to be selected for the situation under consideration. The results of this testing information are confidential and shall be placed in the student's record file (cumulative file).
- 4) Provincial testing results will be used to communicate the student's learning progress to staff and parents/guardians and assessment results will be used to improve teaching practices.

Student Promotion Policy

General

Students who do not meet the stated requirements for promotion may be transferred to the next grade by the Principal if, in his/her professional judgment, the student's social and emotional maturity, and other relevant factors, are such that a transfer to another grade would be in the best interests of the student.

Some students may not be at the appropriate age/grade progression level and may require an individualized learning plan or adapted program. Attendance is also an important factor that is considered across the entire grade levels (that is, minimum 80% attendance).

Grades 1 to 6

Promotion shall be based upon overall success in the grade, with the requirement being the achievement of the goals and objectives in sufficient depth to provide the necessary foundation for the requirements of the subsequent grade.

Grades 7 and 8

Students at the Grade 7 and 8 levels are promoted to the next grade based on the satisfactory achievement of the goals and objectives in each grade.

Grade 9

Promotion shall be based upon success in the compulsory (minimum of 5 compulsory credits with a goal of 8 credits per year) and optional courses selected, as determined by the course prerequisites and compulsory credits.

Promotion and Placement Policy - Grades K5 to 3

The Poplar River Education Department recognizes that the personal, social, physical, and educational growth of children will vary and that students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the policy of the school that each student be moved forward in a continuous pattern of achievement and growth that is in accord with the student's own development.

The Principal is responsible for ensuring the school's assessment and evaluation program is carried out in all classes and that adequate records are kept of the results.

The subject areas in K5 to 3 considered for promotion are the core area subjects of language arts, and mathematics.

Students will be promoted based on the following criteria:

- 1) **Promoted** - Students who achieve ratings of Satisfactory or better in the two core subjects will be promoted to the next grade level in conjunction with attendance requirements.
- 2) **Placed** - Students with less than Satisfactory performance by the end of the third term, in either of the two core subjects, may be permitted to proceed to the next grade if:
 - a. They are in Nursery or Kindergarten.
 - b. They have already been retained once in K5 to Grade 3.

- c. A learning disability is hindering progress.
- 3) **Retained** - Students who do not meet the required standard of Satisfactory or better by the end of the third term in one or more of the core subject areas will be retained only once across all grade levels.

The Principal has the right to make the final decision regarding a student's grade placement. The placement decision would be based on prior consultation with teachers, parents/guardians and, where appropriate, Special Education Services.

The following factors may also be considered in the final decision:

- (1) Academic needs of the student
- (2) Age of the student
- (3) Cognitive ability of the student
- (4) Psychological needs of the student
- (5) Physiological needs of the student
- (6) Grade level being considered
- (7) Attendance with exceptions made for those students that may have a severe medical condition

Where a student is required to repeat a grade or is placed in a grade then the teacher must write a detailed report on strengths and weaknesses of the child.

Under normal circumstances, a student should not be required to spend more than five years in K5 to Grade 3.

Promotion Policy for Grades 4 To 6

The subject areas considered for promotion in Grades 4 to 6 are the core subject areas of English language arts, mathematics, science, and social studies.

Students will be promoted based on the following criteria:

- 1) **Promoted** - Students who achieve ratings of 55% or better in the four core subjects will be promoted to the next grade level.
- 2) **Placed** - Students with less than 55% performance by the end of the third term in one of language arts or mathematics, or in two of science or social studies may be designated "placed" in the next grade if:
 - a. They have already been retained once; or
 - b. A learning disability is hindering progress.
- 3) **Retained** - Students with less than 55% performance by the end of the third term in all of the four subject areas will be designated "retained" unless their grades are low in that grade level and/or students who are absent more than 36 unexcused days in a school year.

If a student is required to repeat a grade or is placed in a grade, then the teacher must write a detailed report on strengths and challenges of the child.

Under normal circumstances, a student should not be required to spend more than four years in Grades 4 to 6.

Promotion Policy for Grades 7 and 8

The subject areas considered for promotion in Grades 7 to 8 are the core subject areas of language arts, mathematics, science, social studies and Physical Education/Health.

Students will be promoted based on the following criteria:

- 1) **Promoted** - Students who achieve ratings of 55% or better in the five core subjects will be promoted to the next grade level.
- 2) **Placed** - Students with less than 55% performance by the end of the third term in all of the core subject areas may be designated “placed” in the next grade if:
 - a. They have already been retained once; or
 - b. A learning disability is hindering progress.
- 3) **Retained** - Students with less than 55% performance by the end of the third term in the entire five subject areas will be designated “retained” in that grade level and/or students who are absent more than 20 unexcused days in a school year.

If a student is required to repeat a grade or is placed in a grade, then the teacher must write a detailed report on strengths and challenges of the child. Under normal circumstances, a student should not be required to spend more than three years in Grades 7 to 8.

Promotion Policy for Grade 9 to 12

Student promotion shall be based upon success in the compulsory (5 compulsory) and optional courses selected, as determined by the course prerequisites and the credit system.

In Grades 9 to 12, a student is required to have a minimum of 30 credits – **under the age of 21**. For any subject, the student must have a minimum mark of 50% or more to obtain credit.

Regular attendance is critical. Students are encouraged not to have 15 unexcused absences per course. After 3 unexcused absences the parents/guardians will be notified in writing by the teacher and reminded of the policy. After 10 unexcused absences, the Principal will call the parents/guardians for a meeting to discuss the student’s absenteeism. In terms of unexcused lates, it is the policy of the school that 3 unexcused lates will constitute an absence.

At-Risk Students

When a student does not achieve expected learning outcomes in one or more areas by the end of a school year, but is promoted to the next grade, it is in the best interest of the student for the school to develop a concrete intervention strategy.

Where possible, the intervention plan should involve both the promoting teacher and the receiving teacher, and the Special Education Coordinator, in order to determine the best course of action to address the student’s learning problem.

It is the Principal’s responsibility to ensure an intervention strategy is developed. In cases where a student is identified as a special needs student, policy and procedures are in place to provide him or her with an IEP.

In other cases, a plan for intervention is developed based on a diagnosis of the situation, including information about what has been done previously to assist the student. The Resource Teacher may be able to assist with short-term remediation (for example, math tutoring).

Intervention strategies are as varied as the students who require them. Schools must structure learning environments that help students achieve expected learning outcomes. Intervention strategies may include provisions for one or more of the following actions:

- (1) Individualized instruction by classroom teacher, resource teachers, and other school support personnel.
- (2) Computer-managed/assisted learning.
- (3) Before-and after-school programs.
- (4) Adult, student, or teacher mentors.
- (5) Peer or cross-age tutoring.
- (6) Transitional courses for mathematics and language arts in high school.
- (7) Additional instructional time for selected high school courses.
- (8) Career or work experience programs.
- (9) Life Skills program
- (10) Alternative Education
- (11) Land Based Learning

Teachers are required to provide a package of materials that would include student's work, outcomes covered in the previous grade, and anecdotal notes regarding student's progress. The package must be sealed and given to the Principal for safe storage for use by the next Grade level teacher.

Student Rights and Responsibilities

Student Involvement in Decision Making

Students, because of their direct involvement with the school system, are in a position to make positive contributions to the improvement of the educational process. It has been demonstrated that when students are given the opportunity to participate in ways to improve the educational process, the effects have been improved learning, greater mutual respect, and greater student interest in school.

The participation of students in finding ways to improve the educational process within the Poplar River School system is an important goal. All of the teachers are encouraged to teach responsible decision-making skills and to grant decision-making responsibility to students as warranted.

Student Rights

- 1) Students have the right to attend school and gain education as provided by law, including the right to classroom instruction and individual study without interruptions, disruptions, or distractions.

- 2) Students have the right to free speech and expression as long as such expression is not rebellious or obscene and does not interfere with the rights of others or disrupts the atmosphere of learning in school.
- 3) Students have the right to participate in school affairs and to work to effect positive change.
- 4) Students have the right to be secure in their persons, papers, and effects; however, they must refrain from bringing on to school property materials or items that would cause or disrupt activity or endanger the health and safety of others.
- 5) Students have the right to privacy of their school records.

Student Responsibilities

- 1) Student responsibilities include attending class regularly, making a conscientious effort in completing schoolwork and activities.
- 2) Students must respect the rights of others (students, school staff, and school visitors).
- 3) Students must respect and abide by our school policies and regulations.
- 4) Students also share the responsibility of establishing and maintaining a safe, stimulating and productive learning environment with the school administration.
- 5) Students must do homework as assigned.
- 6) Students must not damage school property.
- 7) Students must come to class on time.
- 8) Students must wear appropriate clothing.

Student Discipline

Providing For a Safe and Secure Learning Environment

The intent of this policy is to provide a safe, secure, and caring educational environment that develops the qualities of self-esteem, creative thinking, a love for learning, and a respect for self and others.

This policy is intended to provide guidelines to ensure such an environment and to provide response guidelines to situations that would affect such an environment.

No policy can meet every circumstance that might arise in specific situations. Decisions based on individual circumstances will still need to be made by administrators within the school, but these decisions will adhere to the guidelines outlined in the policy.

All employees, students, and visitors within our school system have the right to work, learn, and visit in an environment that is safe and secure. However, as with any right, the right to a safe and secure environment carries with it corresponding responsibilities.

These responsibilities are outlined below.

- 1) The Poplar River Education Department is committed to maintaining a school environment that is safe and secure for its students and staff.

- 2) School staff has the authority and responsibility to maintain order and discipline in the school (Public Schools Act - Section 96(c)).
- 3) In carrying out this responsibility, staff is expected to take those actions deemed acceptable and necessary to maintain a safe and secure learning environment.
- 4) Staff is also expected to be responsive to the needs of the students and their parents/guardians.
- 5) Students are expected to behave in a manner that supports the goal of a safe and secure environment for fellow students, staff, and others at all times, but especially while on school property, while moving between school and home, and at all school-related activities.
- 6) Parents/guardians are expected to be supportive of discipline policies, to have their children attend school regularly and on time, to consult regularly with the school and to initiate contact with the school when a need is perceived.
- 7) Southeast Child and Family Services, in collaboration with parents/guardians /foster parents are expected to be involved with the educational needs of the students in their care and assist in supporting the academic growth and personal development of students.

The Poplar River Education Department will carry out its commitment by:

- 1) Supporting the establishment of programs for staff and students that will prevent misbehaviour, and providing opportunities for staff training for those programs.
- 2) Establishing school wide procedures for dealing with incidents of misbehaviour.
- 3) Responding appropriately to those involved in incidents while respecting the due process rights of all concerned.
- 4) Assisting and supporting staff members or students who suffer physical injury, personal loss, or trauma.
- 5) Any staff member who suspects any neglect shall report it to the Principal and the Director of Education.

School staff will carry out its responsibility by:

- (1) Setting and modeling good examples of behaviour, demonstrating respect for authority and due process, and being respectful of parents/guardians, colleagues, and students.
- (2) Developing and implementing a school-based progressive discipline plan, which is consistent with Poplar River school policies and procedures.
- (3) Ensuring through regular communication that students and parents/guardians are aware of school expectations and the consequences of violating these expectations.
- (4) Acquiring the skills and techniques necessary to deal effectively with student misbehaviour.
- (5) Providing physical and emotional support to those who are involved in incidents that threaten their safety or security.

Students are expected to be responsible members of the student body by:

- (1) Being aware of and respecting the policies and procedures of the school.

- (2) Being supportive of appropriate non-violent, non-aggressive alternatives for resolving problems and difficult situations by engaging in cooperative problem-solving and conflict-management activities that foster an environment of positive peer support.
- (3) Being respectful of all school staff and other students, so that everyone may have an atmosphere conducive to learning.
- (4) Making appropriate use of instructional resources, avoiding defacing of the physical environment of the school, and respecting the personal property of fellow students and school staff.
- (5) Following through with the agreed procedures and activities from the remediation plan whenever they act in a manner contrary to the policies of the Poplar River Education Department.

Parents/Guardians are expected to be partners with the school in achieving a high quality education for their children in a safe and secure environment by:

- (1) Being aware of and knowledgeable of the school policies concerning standards of behaviour, attendance, procedures for dealing with inappropriate behaviour, and remediation.
- (2) Communicating with school staff concerning the scholastic achievement and personal deportment of their children/wards at scheduled parent-teacher conferences and on other occasions as requested by either party.
- (3) Being supportive of good learning through a home environment that encourages good study habits, completion of assignments on time, and thoughtful enthusiasm for learning.
- (4) Providing the basic necessities of care or alternative care when necessary to ensure that their child is prepared for school.
- (5) Encouraging students to be respectful of school staff, students, and property.
- (6) Cooperating with the school in developing and carrying out remediation plans when incidents of inappropriate student conduct arise.

For children in care, it is the responsibility of the agency worker to monitor and meet with the school and foster care parents/guardians on a regular basis to ensure that the educational needs of the child are being met.

The purpose of this policy is to reinforce the responsibilities of the community in the educative process so as to provide for and ensure the preservation of a safe and secure learning environment for all involved to learn, work, visit, and to remind those whose actions injure or threaten this environment that there are serious consequences.

The Poplar River Education Department intends to operate the Poplar River School in an organized manner, in such a way that the students of the school respect and obey the policies and regulations as set down by the Poplar River Chief and Council, the Education Department, and the school administrative staff.

The staff of the school shall ensure the orderly operation of the school by exercising discipline in a reasonable manner and treating students with dignity and respect.

In exercising discipline, staff members shall avoid:

- (1) Undue display of temper.
- (2) Contemptuous language, ridicule, or intimidation.
- (3) Injuring the self-respect and pride of the students.
- (4) Reference to the personal family situation of the students.
- (5) Use of any physical force other than for personal protection or the protection of others.

Student behaviour that requires disciplinary action by any teaching staff members shall involve the parents/guardians of the student concerned, as deemed necessary by the Principal.

It is intended that in every case where there are ongoing problems with a student, the parents/guardians will have been informed of the nature of the problem and their support sought toward the joint solution of the problem.

Joint solutions may also involve the use of community resources such as the Child and Family Services, Native Alcohol and Drug Abuse Program (NADAP), Nursing Station, Mental Health, RCMP, Brighter Futures Initiative (BFI), and Building Healthy Communities (BHC).

Student Contracts

In dealing with negligent or unruly students, the Principal has the authority to place such students on a contract which may include probation for a period of up to one month.

The Principal and Vice Principal shall follow the procedure outlined hereunder as a normal procedure, without being bound by it in all cases:

- (1) The student is given extensive counsel and advice by his/her homeroom teacher, student counsellor, or Principal or Vice Principal.
- (2) The parents/guardians are advised by letter of the seriousness of the situation, the possibility of suspension or expulsion, and wherever possible, a conference arranged between the parents/guardians and staff members concerned.
- (3) If, at the end of the probationary period, there has not been satisfactory improvement, the Principal shall advise the Director of Education who will assist in determining the appropriate action to be taken.

Suspension

In accordance with Section 48 (4) of the Public Schools Act the principal may suspend a student who persists in conduct, which the principal deems injurious to the welfare of the school. A suspension by a principal shall not exceed five (5) consecutive school days.

Where a Principal considers the conduct of a student to warrant action beyond the Principal's authorized limit (five days), the Principal will communicate this recommendation to the Director of Education in a written memo.

In general, suspensions will fall into three main categories:

- (1) For serious disobedience and misconduct.
- (2) Bullying.
- (3) Damaging school property.

The Director of Education, who may modify or extend the suspension, will review all school suspensions. The **five-day** school suspensions will be reported to the Portfolio Councillor and/or the Director of Education.

The Principal shall notify the parents/guardians of a suspended student, within twenty-four hours by letter indicating the reason for and duration of the suspension. A copy of this letter shall be forwarded to the Director of Education.

In instances where a student is suspended, the Home Room Teacher in conjunction with the Principal must provide an alternative education plan for the student.

Expulsion

In accordance with Section 48 (4) of the Public Schools Act the principal has the authority to expel, from any school, a student who is found guilty of conduct injurious to the welfare of others in the school.

All requests for expulsion must be in writing and be supported by documented evidence and pertinent background information. Any request for expulsion must be submitted to the Director of Education who will present it to the Portfolio Councillor and/or Chief Executive Officer and the Chief and Council (if warranted).

The duration of an expulsion shall be at the discretion of the Principal and will normally be applied only to the end of June of the current school year depending on the nature of the offence.

The parents/guardians of a student who has been expelled from school shall be notified immediately and followed up with a letter from the Principal indicating the reason for and the duration of the expulsion.

Parents/guardians shall also be informed of their right to appeal the expulsion and the conditions upon which the student may be re-admitted.

Appeals

Appeals will be addressed in writing to the Director of Education and must be made within 7 days of a student's suspension or expulsion. Appeals will be heard by an Appeals Committee comprised of an elder, a council member and educator from the school. The appeals panel will review the appeal and make recommendations in the form of: a) reinstatement; b) agreement to the expulsion; c) extending or shortening the expulsion; or d) progressive reinstatement over time.

Transfers from Other Schools

Students who have been expelled from other schools due to violent or aggressive behaviour will not be accepted for transfer or enrollment at the Poplar River School.

The school administration reserves the right to investigate any transferees prior to acceptance into the student body (i.e. a background check).

Zero Tolerance Policy for Aggressive and Bullying Behaviour

The Poplar River School believes that students should be provided with a safe learning environment and should be able to learn without the fear of getting physically abused and/or intimidated.

The intent of the Poplar River School's Zero Tolerance Policy for physically aggressive and bullying behaviour is not to unjustly punish students, but to effect an attitude change toward what is considered acceptable behaviour in the school.

For the purposes of this policy, bullying is:

- (1) A physical act, such as hitting, kicking, or taking belongings.
- (2) A verbal act, such as name-calling, insulting or racist remarks.
- (3) An indirect act intended to cause an emotional response, such as slandering another person.

Under this policy the following acts will not be tolerated:

- (1) Willful damage and destruction to school property.
- (2) Threatening or striking any of the school staff or students.
- (3) Fighting on the school grounds or classrooms.
- (4) Theft and vandalism.
- (5) Attending class under the influence of mood altering drugs and/or alcohol.
- (6) Bullying behaviour.
- (7) Persistent ridicule and intimidation of a student.
- (8) Possession and use of weapons such as knives, pellets guns, and so on.
- (9) Use of weapons to hurt someone intentionally.
- (10) Use of an object as a weapon.
- (11) Possession of illegal drugs or alcohol.
- (12) Misuse of prescription drugs and medications.

NOTE: The zero tolerance policy does not apply to Special Needs students.

The Benefits of Zero Tolerance

The benefits of zero tolerance can be summarized as follows:

- (1) Students will learn in a safe environment and can play outside with assurance that they will be safe.
- (2) Students will learn what kinds of behaviours are acceptable in school.
- (3) Students will not be afraid to come to school and will learn to respect each other.

Any student involved in an aggressive act against another person will be suspended and possibly expelled from the school, depending on the seriousness of the act.

The definition of an aggressive act includes striking another student or teacher or school staff with the specific intent to cause harm or injury to that person.

Under the Zero Tolerance Policy, any type of weapon or potential weapons will not be allowed into to the school or the school grounds.

For the purposes of this policy, a weapon is defined as any instrument that is designed to injure or intimidate another person or to damage property. No student is permitted to possess/use/threaten

another person with a weapon or object dangerous to personal safety. Students that are found to be in possession of a weapon will have the weapon confiscated and will be faced with immediate expulsion with parental and possible RCMP involvement. Students that contravene the Zero Tolerance Policy will be expelled or suspended.

If the student still refuses to comply with the zero discipline policy the student will be dealt with as follows:

- (1) For the first offence, the student will be suspended for five days, depending on the seriousness of the infraction.
- (2) A meeting with the parents/guardians will be arranged during the suspension and before the student is readmitted into the school and a plan developed to deal with bullying behaviour. Every effort will be made to assist the student in changing his or her bullying behaviour; including attending anti-bullying workshops with their parents/guardians, seeking appropriate counselling and /or other suitable intervention.
- (3) For the second offence, the student will be further suspended for another ten days.
- (4) For the third offence, a student will be suspended for the rest of the school year.

Expulsion or suspension from school is a serious occurrence and should not be taken lightly.

Offences that are dealt with by expulsion can have lifelong consequences and can follow a student as they progress through the school system and into adulthood.

Possession of Drugs, Unauthorized Prescription Drugs or Alcohol or Cannabis

The Poplar River Education Department is committed to providing the highest possible standard of learning environment for its students. It recognizes that the consumption of alcohol, cannabis and other drugs can impair an individual's well-being, and can interfere with a student's ability to learn and function in the school and with extra-curricular interests.

The goal is to create a school environment that is alcohol and drug-free, and to provide assistance to students involved detrimentally with alcohol and other mood altering drugs. Those involved in the implementation of the policy will recognize and be sensitive to the legal rights of students.

The major components of the approach to alcohol and/or other drug use and their attendant problems are:

- (1) Prevention - An educational process that encourages students to demonstrate knowledge, attitudes, and skills that promote positive lifestyle behaviour and well-being concerning alcohol and other drugs.
- (2) Intervention - An established process in which caring persons confront an individual with data regarding his/her alcohol or other drug-use behaviours in an effort to help that individual seek appropriate corrective measures.
- (3) Counseling and Rehabilitation - An organized support system for students involved with alcohol and other drugs.
- (4) Staff Development - A process through which employees acquire the knowledge and skills required to constructively respond to the problems of alcohol and other drugs.

The Principal will be responsible for communicating information regarding the school's policies dealing with drugs, (legal and illegal), cannabis use, and alcohol to parents/guardians and students.

The consequences for drug abuse, unauthorized prescription drugs, and possession are outlined below:

The Principal will:

- (1) Contact the RCMP for advice and/or assistance if required.
- (2) Contact the parents/guardians to advise them of the situation, the disciplinary procedures, and if the RCMP have been called.
- (3) Arrange for safe departure of the student from the school property, if required, by either the parents/guardians or RCMP.
- (4) Confiscate substance present.
- (5) Supervise the search of the student's locker, if required.
- (6) Arrange a meeting with the parents/guardians to share further information regarding the student's educational program, and to discuss available school-based or outside counseling services.
- (7) Record the student's infraction of Education Department policy and follow the progressive discipline policy.
- (8) Possible contact with RCMP to recommend court-enforced rehabilitation.
- (9) Advise the student that he/she may be referred to substance abuse counseling before the student may return to the school.

Discipline Policy

The Poplar River Education Department believes that discipline should begin in the home with the parents/guardians, and that parents/guardians should support the teachers/school with appropriate discipline, and that the school's discipline policies should be applied consistently amongst all students without exception.

The following is a review of the Poplar River School discipline policy.

The Manitoba Public Schools Act, Section 96 (c) gives teachers and administrators the authority to maintain order and discipline in the school and staff have the responsibility and obligation to take those actions deemed necessary to maintain an environment free of unacceptable behaviour.

The Reprimand System

It is the responsibility of the classroom teacher to establish rules and consequences for dealing with discipline issues in their classrooms. Teachers are encouraged to use all of their classroom management interventions before sending students to the Principal's office.

The teachers will provide verbal warnings and written warnings including the withdrawal of privileges for the following infractions:

- (1) Dressing inappropriately.
- (2) Students found smoking on the school grounds during school hours.
- (3) Students found swearing and being disrespectful inside the school or on the school grounds or on school buses.
- (4) Other infractions deemed offensive and unacceptable.

Minor Offences

- (1) Intentional verbal abuse and/or disrespect directed toward teachers, school staff and others.
- (2) Public displays of affection (PDAs) (for example, holding hands, kissing, and hugging).
- (3) Leaving the school premises and grounds during school hours without proper authorization.
- (4) Disrupting the class on a continual basis (after the parents/guardians have been notified by the school in writing).
- (5) Minor offences may be dealt with through a one-day suspension, which can be served at home or at school with the parents/guardians, teacher assistants or with the truant officer or the teacher or Principal supervising the suspension.

Major Offences

All other offences will be dealt with through the Poplar River School's Zero Tolerance Policy section.

Appropriate Dress

Students attending class must wear clothing that is suitable for daily wear and must dress in a manner that is not unduly distracting or threatening. Bandanas and/or any clothing that suggests a gang affiliation or gang colours and graffiti will not be tolerated at the school. Students who are dressed inappropriately may be asked to return home and to change into more appropriate clothes.

If a student persists in wearing a bandana or any clothing that suggests a gang affiliation or colour, they will be asked to remove these items immediately. If the student refuses, he/she will be given a verbal warning and will be sent home. If the student continues to wear clothing suggestive of gang affiliation, the student will be dealt with under the minor offence category as outlined in the discipline policy. Students wearing hoodies in the school pose a danger to themselves and others because they cannot be immediately identified in the case of emergency situations or for identification purposes.

Exceptions to this policy include those students that may require special dress or headgear (such as scarves, hats, caps, and bandanas) for medical, health, religious, or appearance reasons. In these instances, special permission must be obtained from the Principal.

School Bus Conduct

Acceptable student conduct on school buses is achieved through the cooperative efforts of the Principal, teachers, parents/guardians, bus drivers, and students. The Poplar River Education Department considers the school bus to be an extension of the classroom, and requires that all students conduct themselves on the bus in a manner consistent with established standards of classroom behaviour.

Students being transported on a school bus are under the supervision, direction, and control of the school bus driver, teacher, or other supervisor and shall be subject to the discipline of the bus driver, teacher, or supervisor. When a student does not conduct himself/herself properly on a school bus, the incident is to be referred to the Principal.

The Principal will, if appropriate, inform the parents/guardians of the misconduct and request their cooperation in improving the student's behaviour. Students who become a serious disciplinary problem on the school bus may have their riding privileges suspended. Such suspension is under the authority of the Principal in consultation with the school bus driver. All suspensions of riding privileges are to be immediately communicated, in writing, to the parents/guardians stating the reason for and duration of the suspension.

During the suspension of riding privileges the parents/guardians are responsible for transportation to and from school.

The following is a summary of bus ridership rules:

- (1) All students must be properly dressed for weather conditions.
- (2) Students must be in complete readiness to board the bus when it arrives at each pick-up point.
- (3) When entering the bus, students shall immediately and in an orderly manner proceed to their seats as assigned by the bus driver. Students shall remain in their seats at all times unless permitted to move by the driver.
- (4) Excessive noisy behaviour will not be allowed on the bus.
- (5) Students are not allowed to eat or drink anything while on the bus.
- (6) There shall be no tampering with doors or windows and no defacing of any part of the bus. No object may be thrown out of the bus. Passengers are not allowed to have a limb or any part of the body extending out of the bus.
- (7) Students must not bother each other. There shall be no unruly behaviour.
- (8) No student may leave the bus on the way to and from school except if written permission by the parents/guardians is provided to the school office.
- (9) Students must be prepared to board the bus immediately after school.
- (10) There shall be no smoking on the bus at any time.
- (11) Students are expected to be courteous and considerate to each other and to the driver at all times.

The bus driver is directed to report pupils breaking these bus ridership rules to the Principal. The school bus drivers are not authorized to remove a student enroute unless it is an emergency.

Documentation of Incidents

It is essential that schools initiate a system for referrals as part of the progressive discipline plan so that all misbehaviors are recorded for future reference.

Since repeated misbehaviour may eventually require the involvement of the Director of Education, the Chief Executive Officer, or the Education Portfolio Councillors, and since the decisions made may have legal implications, it is crucial to have accurate records of all serious misbehaviors and the disciplinary measures taken. Documentation is also important in order to provide proper intervention strategies and to ensure the safety of staff and students. When documenting incidents of

misbehaviour, it is imperative that the principles of basic justice be adhered to so that the student receives the benefits of procedural fairness.

Documentation guidelines are as follows:

- (1) As early as possible, identify students with a propensity for repeated and/or escalating misbehaviors. There must be reasonable and just cause for such identification.
- (2) Document incidents for each student using objective language. Documentation must refer to the facts and should not include personal opinions or draw conclusions.
- (3) Document the strategies used to deal with each incident.
- (4) Document the intervention strategies employed to prevent further incidents.
- (5) As much as possible, develop intervention strategies in cooperation with the community (that is, with parents/guardians, Child and Family Services, or other individuals/organizations of significance to the student).
- (6) Document behavioural responses of the student(s) during the implementation of the intervention strategies.
- (7) Maintain minutes of all meetings and document telephone conversations. As the student moves through the progressive discipline plan, the documented evidence must demonstrate that the actions taken are reasonable and justifiable for the student while ensuring the safety of others.

Behaviour Management Plan

A Behaviour Management Plan (BMP) shall be implemented by the Principal and incorporated into the progressive discipline plan for all cases where the Principal anticipates the school's progressive discipline plan may not be adequate to resolve the situation.

The BMP shall have input from those involved with the student, including the major involvement of the student and his/her parents/guardians.

The BMP shall include the expectations and responsibilities of all parties involved in carrying out the plan.

Stage One

- (1) Involvement of the appropriate school staff and parents/guardians.
- (2) Involvement of support services such as a counsellor, Child and Family Services social worker, or others.
- (3) Involvement of other programs and agencies, such as NADAP, Mental Health, and Jordon's Principle or others.

Stage Two

- (1) Involvement of the Director of Education/Portfolio Councillors.

The following suggested actions are available to the Principal and supported as appropriate responses for addressing student misbehaviour. The consequences are to be considered in conjunction with the age, grade level, and other factors affecting the individuals to whom this process is applied. Although

it is expected that most cases will progress through the sequence listed, it may be necessary, because of the seriousness of a situation, to move immediately to a subsequent stage.

The consequences that may be utilized by the school include:

- (1) Detention
- (2) Student Contract (Probation)
- (3) Suspension; either in-school or out-of-school, with conditions and expectations for return to school.
- (4) Alternate placements, such as home-based schooling.

The consequences that may be utilized include:

- (1) Extended suspension of up to five days with conditions and expectations for return to school.
- (2) Alternate placements, such as home-based or institutions.

Further consequences that may be utilized by the Poplar River Education Department include:

- (1) Extended suspension up to ten days with conditions and expectations for return to school.
- (2) Expulsion for duration of the school year as determined by the Principal.

Violent and Aggressive Behaviour

There are certain behaviours that, if tolerated, would quickly destroy the type of learning environment to which the students and staff are entitled. These behaviours, categorized as violent and aggressive, will not be tolerated and shall therefore result in immediate action being taken by the school administration.

All acts that may lead to violence and aggression shall result in those involved being placed on a compulsory BMP. In addition to this BMP, each situation shall result in specific consequences, determined by the seriousness of the act, including consideration of expulsion from school for acts of a serious or chronic nature.

Acts of violence and aggression must be well documented and communicated to the Principal, the Chief Executive Officer and the Director of Education. The Education Portfolio Councillors will be informed and involved where necessary. The immediate involvement of the parents/guardians is also essential.

Serious consideration will be given to the involvement of the RCMP and other agencies in such cases. It is mandatory to involve the RCMP if there is any violation of the law.

The following behaviours are defined as violent and aggressive:

Possess, Threaten With, or Use of a Weapon

A “**weapon**” is any firearm, whether loaded or not loaded, any device designed as a weapon or, through its use, capable of producing bodily harm or death, or any device or instrument which is used to threaten or cause bodily harm or death.

To “**possess**” is defined as having a weapon on one's person, or in an area subject to one's control, on school property or at a school activity.

Note: A student, who finds a weapon and immediately advises a teacher or other adult, shall not be considered in possession of a weapon. Students who find a weapon are advised to seek immediate adult assistance and are advised not to touch the weapon.

Legal reference - PSA 96 (f)

"Each teacher shall:

(f) seize or cause to be seized and take possession of any offensive or dangerous weapon that is brought to school by a pupil and hand over any such weapon to the principal who shall notify the parent or guardian warning him that the pupil may be suspended or expelled from the school;"

Physical Assault

Physical assault is the act of striking or touching a person or that person's property with a part of the anatomy or any object, with the intent of causing hurt or harm.

Sexual Harassment

Sexual harassment is behaviour, which includes any unwanted, unsolicited sexual advance or sexually oriented behaviour made by a person who knows, or who ought reasonably to know that such attention is unwanted. Sexual harassment may include, but is not limited to, unnecessary touching or petting, suggestive or other sexually aggressive remarks, leering at a person's body, demands for sexual favors, or compromising invitations.

Other Unacceptable Aggressive Behaviours

Verbal Abuse

Verbal abuse shall include, but is not limited to, swearing, screaming, obscene gestures, or threats when directed, either verbally, including the telephone, or in writing, at an individual, his/her family or a group.

Intimidation

Intimidation is an act intended to frighten or coerce someone into submission or obedience.

Extortion

Extortion is the use of verbal or physical coercion in order to obtain financial or material gain from others.

Gangs

Gangs are groups of youths who share common beliefs, attitudes, and attire, and exhibit unlawful and anti-social behaviours, and who associate with each other for mutual protection and/or profit.

Stalking

Stalking is the persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of the individual.

Defiance

Defiance is the act or instance of defying or opposing. It is insubordination. For example, coming to the school grounds or property when under suspension.

Racial Slurs

Racial slurs are insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's racial origin.

Bullying

Bullying is the use of physical or verbal coercion to obtain control over others or to be habitually cruel to others who are weaker.

The Poplar River Education Department affirms its commitment to maintain learning and working environment that is free from bullying and at all times supports the dignity and self-esteem of individuals. Bullying of any individual will not be tolerated.

A student who believes he/she is being bullied by another student, should

- (1) If possible, make it clear to the bully that his/her actions or comments are unwelcome.
- (2) Report the incident immediately to the teacher and Principal or person on supervision.

It is the responsibility of all school employees and students to report incidents of bullying when they are aware of them. Reports of bullying will be dealt with as necessary.

The Poplar River Education Department affirms its belief that prevention of bullying is necessary and will provide opportunities for students, parents/guardians, and staff to become more knowledgeable about the issues of bullying.

A student is bullied when he/she is exposed, repeatedly and over time, to negative actions on the part of one or more students. It is aggressive behaviour intended to do harm to the victim that is carried out repeatedly over time. It occurs within an interpersonal relationship characterized by an imbalance of power between the victim and the bully.

Bullying is comprised of, but not limited to, the following direct and indirect behaviours:

- (1) Taunting
- (2) Threats
- (3) Acts of intimidation
- (4) Punching
- (5) Beatings
- (6) Teasing
- (7) Name-calling
- (8) Spreading harmful rumours
- (9) Gossiping
- (10) Deliberate social exclusion
- (11) Swarming
- (12) All forms of psychological intimidation
- (13) All acts intended to embarrass or humiliate others

For the purposes of this policy, bullying includes conduct or comments that occur in the school environment or any school-related activities. It includes, but is not limited to, bullying that occurs:

- (1) At school or school bus.

- (2) While students are going to and from school.
- (3) At another school or other school-related function.
- (4) In the course of a school assignment outside of school.
- (5) During school-related travel.
- (6) Over the telephone.
- (7) Through e-mails and/or Social Media (Facebook).

Child Abuse Protocol

The following quick reference guide for suspected child abuse will apply if the school teacher or administration suspects child abuse. A suspicion that a child may be in need of protection requires a report to a child and family services agency or the RCMP by the Principal. Individuals are not required nor should they attempt to diagnose or investigate potential abuse cases. The immediate safety of the child is the most important concern.

If either a child and family services agency or the RCMP cannot be reached in a timely manner, evaluation at the nursing station should be considered. An immediate medical examination is indicated only in cases where acute injuries or symptoms are present. Where there is a history of chronic abuse, a Child and Family Service Agency and/or police investigation is necessary to determine the need for medical consultation and most importantly the need for protection of the alleged victims and other potential victims.

If a teacher or staff member is unsure of an appropriate course of action, contact the Principal, the Director of Education or the Chief Executive Officer immediately. They will then consult by telephone with the local Child and Family Services Agency and/or the local police. The contact numbers for these agencies are noted below.

- | | |
|--|----------------|
| (1) Poplar River Child and Family Services | (204) 244-2875 |
| (2) RCMP Detachment | (204) 244-2003 |
| (3) Poplar River Nursing Station | (204) 244-2102 |
| (4) Child Protection Unit - SECFS | (204) 947-0011 |

Teachers and administrators are asked to read the attached protocol for staff of schools, which provides school staff with a better understanding of their role when it is suspected that a child is in need of protection. The protocol outlines procedures for reporting and also informs school staff of their legal obligations to these children. The term “school staff” is used for all employees in the school setting.

Because a protocol cannot provide an in-depth discussion or anticipate all questions, the school administration will arrange for school staff to receive in-service training on the issue of children in need of protection. Any official Child and Family Services visits to the school must be planned and vetted through the Principal. These visits will be restricted to after school hours.

Staff from external agencies such as Child and Family Services, RCMP, and Health professionals such as psychologists, mental health workers, cannot interview and/or consult with a student without written authorization from the parent or legal guardian.

If an incident is of an emergency status, the Principal provides the authority for intervention and/or assistance and after all attempts to notify the parent or guardian fails.

Student Attendance

Student Attendance Policy

The success of our students depends on regular school attendance. Frequent or unauthorized absence creates problems for students, teachers, and parents/guardians.

Students who are frequently absent or late for class will eventually fall behind in their work and may even lose interest in school altogether. It is not possible for the school to provide these students with individual attention or tutoring to make up missed classes.

The attitude that the parents/guardians display toward school and attendance will affect the student's attitude and effectiveness in school. Through the combined positive attitudes and efforts of the school and parents/guardians, better attendance and student achievement can develop.

The attendance regulations of Manitoba require that all children between the ages of seven and sixteen must attend school each day it is in session. This regulation is intended to provide children with the opportunity to gain a reasonable education.

Section 259.1 (1) of the Public Schools Act requires that each student of compulsory school age shall attend school except when prohibited by poor health or emergency.

Attendance regulations apply to all students in our community, regardless of age. Parents, guardians, teachers, and the truant officer should discourage absence from school, but it is the responsibility of parents/guardians and the students to see that regular attendance is maintained. Students should expect that their attendance will be marked each day and the results reported to their parents/guardians on a monthly basis. Attendance requires that a student be in the class and students must be in their classroom on time.

It is generally accepted that activities that take place in school are a vital part of the teaching-learning process. A day lost from class can never be recaptured and the dialogue that has taken place between the teacher and students cannot be duplicated. It is therefore important for each student to accept responsibility for his/her regular, punctual attendance at each assigned class period. It is the student's and parent/guardian's responsibility to ensure any work missed is completed.

The school year consists of 200 days, less 10 days for professional development and administrative purposes. Student attendance is mandatory for 80% of these days. Regular student attendance is very important and this will be reflected in a student's achievement and in some instances will determine a pass/fail.

The school year is determined by the Poplar River Education Department and follows the guidelines prescribed by Manitoba Education.

It is the responsibility of the parent, guardian, or responsible adult to ensure that each child attends school regularly and punctually in accordance with the provisions of The Public Schools Act.

All student absenteeism (Kindergarten to Grade 9), must be covered by an explanation from the parent, guardian, or responsible adult. The Principal is responsible for ensuring the regular reporting of attendance to parents/guardians.

The following summarizes our student attendance policy.

- (1) All student absenteeism, (Kindergarten to Grade 9), must be accompanied by an explanation from the parent, guardian or responsible adult.
- (2) The Principal will establish procedures for receiving explanations of student absenteeism from parents/guardians.
- (3) Explanations of student absenteeism will include:
 - a) The date.
 - b) Information pertaining to the reason for the absence.
 - c) If in written form, the signature of the parent, guardian or responsible adult.

Unexplained student absenteeism, chronic tardiness and cases of truancy will result in a home contact by the truant officer, teacher, or Principal. Such contacts are to provide information and to solicit support to resolve the problem. Students who are chronically tardy may be denied access to class, until a parental meeting has been held.

Truancy cases shall be handled individually, utilizing a progressive discipline approach, based upon the circumstances of each situation.

Absences not covered by a satisfactory explanation that have not been resolved by the school staff are to be immediately referred, in writing, by the Principal to the Education Portfolio Councillors with a copy to the CEO.

Chronic absenteeism will also be reported, as required by law, to Child and Family Services.

Students who are required to be absent due to chronic medical conditions or ongoing medical treatments shall make the necessary arrangements with the Principal.

Activities related to extended family travel, outdoor camps, fishing or trapping, or other similar activity that may occur during the school year, should take into account school schedules such as exams. Parents/guardians are expected to discuss planned family activities that may interfere with school with the Principal at least one week prior to the start of the activity.

Students who miss school for such activities will be expected to complete the work they missed and be ready to resume regular class work upon their return, unless alternative arrangements are made with the Principal.

Students in Grade 9 who are absent from an examination, due to illness, must immediately advise the Principal and may, under exceptional circumstances, be required to provide a medical certificate to verify the illness.

The school administration will create a recovery program for those students that require a credit due to a lack of attendance.

Students can be counted as attendees if they are out trapping or commercial fishing with their families, but the Principal must be informed in advance of these planned absences.

Truancy

Suspected or confirmed truancy shall be regularly reported to the parent, guardian or responsible adult. Truancy is a serious breach of the Public Schools Act and the school's attendance policy, and will be dealt with accordingly.

The truant officer will make all reasonable efforts to locate truant students. Every effort will be made to notify parents/guardians regarding the whereabouts of the student. Truancies will be reported to the teacher on a daily basis and to the Principal on a weekly basis.

Truancy is defined as any school absence without the permission of the parent, guardian, or responsible adult.

Student Records and Files

Student Records

In order to ensure that a fair and equitable grading is assigned to each student at the completion of the school year, all teachers will maintain accurate and complete records for all students, recording marks on a variety of assessments and evaluations and will submit these marks and attendance reports and month-end summaries to the Principal.

These student records will be kept by the school in a safe and secure location for a seven-year period or for a period of time as may be determined by the Chief and Council as required by law.

At the end of each school year, the Principal will summarize this information under the following headings:

- (1) Average age/grade progression
- (2) Average student enrollment numbers by grade
- (3) Yearly attendance by month
- (4) Yearly attendance by grade
- (5) Numbers of students not attending school
- (6) Dropout rate
- (7) Time lost due to absenteeism
- (8) Actual length of instructional year
- (9) Number of Grade 9 graduates
- (10) Average student performance on curriculum-referenced or standardized tests in mathematics and language arts for the current school year.

This summary information will be used by the school administration to benchmark overall school performance and management and will serve as a basis for the formulation of the next year's school plan.

Student Cumulative Files

A student's cumulative file will contain:

- (1) The student's name as registered under the *Vital Statistics Act*, or, if the student was born in a jurisdiction other than Manitoba, the student's name as registered in that jurisdiction, and any other surname by which the student is known.

- (2) The names of the student's parents/guardians.
- (3) The birth date of the student.
- (4) The names of brothers and sisters.
- (5) The address and telephone numbers of the student and of the student's parents/guardians.
- (6) The names of all schools attended by the student in Manitoba and the dates of enrollment, if any.
- (7) An annual summary or a summary at the end of each semester, of the student's achievement or progress in the courses and programs in which the student is enrolled.
- (8) The results obtained by the students on any:
 - a) Diagnostic test, achievement test, and diploma examination conducted by or on behalf of the Province of Manitoba.
 - b) Standardized tests under any testing program administered by the Education Department to all or a large portion of the students, or to a specific grade level of students.
 - c) Notation on any formal intellectual, cognitive, social, or emotional test, or evaluation of the student provided by the school, the date of the test or evaluation, the name of the person who conducted the evaluation, and any action taken as a result of the test or evaluation.
 - d) Any health information that the parents/guardians of the student or the student wish to be placed on the student record.
 - e) An annual summary of the student's school attendance
 - f) The student's MET number.

The student record shall not include:

- (1) Notes and observations that are prepared by and for the exclusive use of the teacher or Principal, and the results of any formal testing unless requested in writing.
- (2) In addition, only the student and/or parents and legal guardians are entitled to have access to the file, and the file cannot be copied or supplied to anyone except those with authorization.

Computer and Internet Use

Computer Use

The school's computer networks are valuable educational tools, and the school administration encourages the use of computer technology and networks in school as an important and integral component of the instructional process.

The band has invested considerable funds in computer facilities and resources and expects school employees and students to acknowledge that access to computer services is a privilege that is extended by the band.

The schools computers are to be used for educational purposes only or for activities that support the education of students.

Parents and guardians are ultimately responsible for setting and conveying the standards that their children should follow when using information sources.

Legal Reference:

Canadian Charter of Rights & Freedoms, Sections 2,7,24, 32 Canadian Criminal Code, Sections 163, 296, 300, 319, 342.1 & Public Schools Act, Manitoba Education

Internet Use

The goal in providing Internet service in the school is to promote student learning using Internet technology. This policy outlines some basic school rules on the acceptable use of the Internet and encourages appropriate use.

Under this policy, the school will make every attempt to prevent student access to inappropriate material. However, it should be understood that the school cannot fully restrict access to materials or protect users from materials they may find offensive and therefore cannot be held responsible for content on the Internet.

Teachers using the Internet with their students are responsible for ensuring that students understand the policy related to acceptable Internet Use and the consequences of misusing the privilege.

Teachers are responsible for supervising student Internet use. Access to the Internet is a privilege, not a right, and inappropriate use may result in cancellation of those privileges.

Under no circumstances should the Internet service be used for personal financial gain or gambling (online poker sites, etc.). The Internet shall not be used for games or social networking purposes (Facebook, Bebo, etc.) during school hours.

Any of the following inappropriate uses may result in the loss of student Internet access and privileges.

- (1) Purposely searching, viewing, uploading, or retrieving sexually explicit, profane, violence-promoting, or illegal materials.
- (2) Writing or sending abusive messages.
- (3) Revealing the personal home address or phone numbers of students or colleagues.
- (4) Using the Internet in such a way that disrupts other users (for example, downloading huge files during class, sending mass e-mail messages, or annoying other users).
- (5) Creating and distributing hate mail, harassment, discriminatory remarks, and other antisocial behaviours.
- (6) Vandalism of data will result in the cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user or the network itself. This includes, but is not limited to, the deliberate uploading of computer viruses or other malicious code.
- (7) Copying, saving, or redistributing copyrighted materials.
- (8) Using another individual's account or providing their password to others.
- (9) Subscribing to any service or ordering of any goods or services.
- (10) Sharing of personal information such as home phone numbers or the home address or phone number of another student.
- (11) Playing games or using other interactive sites such as chat rooms and game sites.
- (12) Any use of the school's Internet account for commercial, advertising, or political purposes.

(13) Any activity that violates a school rule, local band bylaw, provincial or federal law is prohibited.

The Poplar River Education Department encourages the community use of the school facilities to the greatest extent possible, subject to the educational needs of the student.

The Principal is authorized to deal with requests for the use of school facilities according to the requirements outlined in the "Agreement Respecting the Use of School Facilities."

The person that signs out the use of the school facilities will be responsible for cleanup safety, and security.

A deposit of \$100.00 will be required for rental and returned upon satisfactory cleanup of the facilities. It will be the Principal's responsibility to inspect the facility.

All student-related activities are to be supervised by a responsible adult. During hours when the building is not normally open, the custodian staff will be assigned on-site responsibility for security, safety, and cleanliness of the school building.

All community groups using the school facilities will be required to comply with this policy. In the event of non-compliance, the group's future use of the school facilities may be suspended and future use denied.

All school visitors and invited guests will be required to comply with this policy.

Building Safety and Security

Safety Program

The development of a safety plan for the emergency evacuation of the school is the responsibility of the Principal. This plan shall assure the orderly movement and placement of students in the safest available location and shall be inclusive of and consistent with the regulations approved by the Chief and Council.

The Principal is responsible for making arrangements to accommodate all students in a nearby indoor location should an emergency arise during inclement weather.

In case of an emergency, it shall be the policy to retain students and staff at either at the school or alternate safe site until the regular dismissal time.

Fire Drills

There will be eight fire drills during the school year. Four of the drills will take place before the Christmas break, and four after.

Key Controls

It is the Principal's responsibility to set up security measures to prevent the loss of school property, and to establish inventory and inspection procedures, which will have the effect of revealing any losses.

Security Plan

It shall be the Principal's responsibility to establish and maintain a security plan for the school and teachers. The plan must be consistent with other prescribed school policies and procedures.

(1) School Entrance and Teacher Keys

- All keys may be issued to staff by the Principal. Such keys must be requisitioned through the Education Department and a master log maintained by the school secretary. Lost keys must be immediately reported to the Principal. All keys must be turned in to the Principal at the end of the school year or prior to a staff member leaving the employ of the school. Teachers are required to pay for a key deposit. If a key is lost the deposit is forfeited. EAs are also required to pay a key deposit.

(2) School Building Access

- Only school employees and other authorized personnel are to be admitted to locked buildings by those with assigned keys. Use of facilities by student or community groups requires prior authorization from the Principal and the completion of a "Facilities Use Agreement."

Vandalism

The procedure for reporting break-ins, thefts, and vandalism is outlined below:

As soon as a break-in is discovered, the RCMP shall be contacted to make certain that they are aware of the crime. A written report providing details of the total loss and/or damage shall be sent immediately following discovery of the break-in and/or theft to the Chief Executive Officer.

This report shall include the following information:

- (1) The date and time the break-in was discovered, and the person who discovered it.
- (2) The date and time the RCMP were advised.
- (3) The circumstances under which the break-in took place.
- (4) A list of all articles stolen, indicating:
 - a. Brand names and serial numbers where applicable.
 - b. When the article was purchased (if available).
 - c. The cost of the article when it was purchased (if available).
 - d. Particulars of damage of school property.

Note: When the Principal is away from the school during vacation, the head custodian shall prepare the report. The replacement of the stolen articles will be at the discretion of the Band Administration.

Note: Do not include on this requisition any personal property of students, teachers, or other employees.

Smoke-Free Building

The purpose of the policy is:

- (1) To enhance the general health and performance of all persons in the school by eliminating smoking and the use of electronic cigarette's (vaping) in the building, school buses, school vehicles, and property of the school by adults and students.
- (2) To provide a smoke-free environment for students and staff.
- (3) To provide positive role models for our students.

The success of this policy will depend on the consideration and cooperation of all individuals in the system, all of whom share a responsibility for adhering to and enforcing this policy.

Smoking is only allowed in the parking lot.

Students

Students who break the "no smoking" and "no vaping" policies are subject to the student discipline policy.

Employees

As with any other infraction of school policies, progressive discipline measures will be applied with employees who do not adhere to the "no smoking" policy.

Cannabis and Vaping

Recreational cannabis is no longer an illegal drug, but as with alcohol, it is not permitted in schools or school related activities. Suspension will be considered for a student under the influence or in possession of recreational cannabis, depending on the results of the principal's investigation. A positive school climate and a safe learning and teaching environment are essential for student success. Everyone has a role to play in promoting a positive school climate. Students smelling of marijuana smoke will be sent home and the parents informed.

Scent free policy

The Poplar River Education Department endeavors to provide a comfortable working and learning environment for all staff and students. Where possible, efforts will be made to reduce the presence of strong scents in the workplace.

Staff and students are encouraged to:

- (1) limit the use of perfume, cologne, hair sprays, air fresheners, and other scented products;
- (2) engage in good personal hygiene;
- (3) use the "scent-circle" when using scented products, so scents are only detected within an arm's length of your body; and
- (4) use a respectful manner to address any concerns with scents directly with the person involved.

Under this policy an employee may be asked to change or limit their use of fragrant products, or to address strong odours.

Anaphylaxis policy

The Poplar River Education Department recognizes that we may have some students who are at risk for potentially life-threatening allergies. Some students are at risk for insect sting allergy, while some are allergic to food (peanuts). Food-allergic individuals can experience a life-threatening reaction from ingesting a very small amount of their allergen. Exposure through skin contact or inhalation can cause allergic reactions, but generally not anaphylaxis. Anaphylaxis (pronounced anna-fill-axis) is a severe allergic reaction that can be caused by foods, insect stings, medications, latex or other substances. While anaphylaxis can lead to death if untreated, anaphylactic reactions and fatalities can be avoided. Education and awareness are key to keeping students with potentially life-threatening allergies safe.

The Principal is responsible for developing a school anaphylaxis plan to ensure that at risk students are identified, strategies are put in place to minimize the potential for accidental exposure, and staff and bus drivers are trained to respond to emergency situations.

Identification of Children at Risk

At the time of registration, parents will be asked about medical conditions, including whether children are at risk of anaphylaxis and asthma. All staff must be aware of these children.

It is the responsibility of the parent or guardian to:

- (1) Inform the school principal of their child's allergy (and asthma). f
- (2) In a timely manner, complete medical forms and the Anaphylaxis Emergency Plan which includes a photograph, description of the child's allergy, emergency procedure, contact information, and consent to administer medication. The Anaphylaxis Emergency Plan should be posted in key areas such as in the child's classroom (posted on the wall or inside a cupboard door), the office (bulletin board), the teacher's daybook, and school cafeterias (inside the food preparation area). Parental permission is required to post the child's plan. f
- (3) Advise the school if their child has outgrown an allergy or no longer requires an epinephrine auto injector. (A letter from the child's allergist or primary healthcare provider is required.) f
- (4) Have the child wear medical identification (e.g. Medic Alert® bracelet). The identification could alert others to the child's allergies and indicate that the child carries an epinephrine auto-injector. Information accessed through a special number on the identification jewelry can also assist the local emergency medical services to access important information quickly.

Closure of School / Cancellation of Bus Service

The school will make every effort to remain open on those days designated in the school calendar. The school will close only if necessitated by emergencies or disasters that threaten the safety of students and staff.

- (1) The school may be closed by the Principal before regular dismissal time. School buses shall be allowed to depart from the school only if the Principal, in consultation with the bus drivers,

deems it safe. Problems in the school during the day may result in students being housed in another facility (such as the community church, daycare, health centre, and the band office).

- (2) The Principal has the responsibility to provide adequate supervision for students stranded in school if, in the judgment and in consultation with the bus drivers, buses cannot operate safely on the trip home.
- (3) In the event of mechanical failure (water, electrical or heating or sprinkler systems) or the Principal, in consultation with the Director of Education, has the authority to close the school.

Cancellation of Bus Service

The Principal has the authority to cancel services for the route or portion of it, if, in an assigned bus driver's judgment, in consultation with the Principal, decide that road or weather conditions are such that it would make the operation of the bus hazardous to the safety of passengers. The assessment of road will be made before 7:00 a.m., or if there is a change of weather during the day.

Cold or Inclement Weather / Recess and Class Cancellation

The Principal is responsible for deciding if students should be outside during periods of cold or inclement weather. In making his/her decision, the Principal should confer with staff, especially those assigned to outside supervision.

Proper supervision requires that supervisors be outside with the students for the full duration of the recess period. Students will remain indoors for recess when the wind chill reaches -28°C.

Procedures:

- (1) The decision to close the school can be made by the Principal, in consultation with the Director of Education.
- (2) When classes are cancelled and before students are transported home, school personnel must notify parents/guardians to ensure that someone is at home when the student arrives. Students should be kept at the school until the parents/guardians or emergency contact persons can be reached and arrangements are made to have the student picked up.
- (3) Staff will remain at the school and take part in planning, staff meetings, or other professional development activities at the discretion of the Principal.
- (4) The school will make every attempt to accommodate the needs of students who are absent due to inclement weather and will record such absence as excused.
- (5) All school staff are expected to show up for work during inclement weather closures unless otherwise advised by the Principal.
- (6) Winter weather conditions such as severely limited visibility because of blowing snow, dangerously high wind chill values (- 40°C), or severely drifted or extremely icy roads may be seen as reasons for non-operation of the school buses. Such a decision would be recommended by the bus driver, who would immediately inform the Principal who will make the final decision. Some other factors, which could result in school closures, are:
 - a) Fire in the school.
 - b) No water.

- c) Bomb threat.
- d) No heat in the school.
- e) Chemical or noxious odor in the school.
- f) Power outage.

(7) The parents/guardians and community will be informed of a closure by the local radio station.

(8) Staff will inform each other of a school closure via a phone tree, in the rare case when school is closed for everyone.

Crisis Response

Crisis Response Plan

The Poplar River Education Department recognizes the need to provide for both the physical and emotional safety needed by students, staff, and parents/guardians in the event of a crisis.

A crisis is typically a sudden, powerful event that is outside the range of usual human experience. Crisis events have the potential to impact a school, more than one school, or the entire community. Examples of such crises include, but are not limited to, unexpected accidental deaths and injuries, crimes of violence, and natural and man-made disasters.

The stressful impact of such crises is often strong enough to overwhelm the usually effective coping skills of either an individual or a group. The reactions to a crisis, while more than simple stress, are not signs of mental illness. They are normal reactions by normal people to an abnormal event.

It is the intent of this policy to ensure that the school has a crisis response plan in place to enact quick and effective responses in order to minimize the disastrous effects a crisis can bring.

It is also the intent of the Education Department that follow-up personal supports will be available to assist students, staff, and parents/guardians with the long-term effects a crisis can bring.

Crisis Response Team

In order to offer a safe environment, the staff of Poplar River School will work together to implement policies related to safety, emergency preparedness, and crisis management. This includes working with the RCMP and the local fire department and the Band Administration. Poplar River School shall have a Crisis Response Team in place to enact quick and effective responses to events that impact students, staff, and the community.

Duties of the School Crisis Team

The Crisis Response Team, under the leadership of the Principal, shall be responsible for:

- (1) Establishing a school crisis plan.
- (2) Orienting staff to procedures and training to fulfill designated roles, including conducting drills.
- (3) Providing crisis management information to students, staff, and community.
- (4) Providing assistance during a crisis.
- (5) Providing follow-up support after a crisis.
- (6) Taking part in debriefings at the conclusion of each crisis.

- (7) Participating in reviews following each crisis.
- (8) Conducting reviews and updates of the crisis plan.

The school administration will be responsible for the overall safety and security of students and staff by:

- (1) Establishing a school crisis response team.
- (2) Implementing the school crisis plan.
- (3) Testing the plan by carrying out a mock crisis.
- (4) Overseeing the operation of the crisis plan.
- (5) Informing the Band administration of developing situations.
- (6) Coordinating crisis assistance and recovery at the school.
- (7) Documenting all incidents.

The resource program and the Principal shall be responsible for:

- (1) Identifying students directly involved in the crisis.
- (2) Identifying students considered at high risk.
- (3) Establishing supports for individual and small group assistance.
- (4) Facilitating or assisting with debriefings of staff during and after the crisis.

The teachers shall be responsible for:

- (1) Student control, protection, and release.
- (2) Maintaining order.
- (3) Verifying location and status of students in their charge.
- (4) Remaining with students, unless otherwise advised.
- (5) Sharing only authorized information.

The school secretary shall be responsible for:

- (1) Record keeping and communication.
- (2) Maintaining communication.
- (3) Recording incoming and outgoing information.
- (4) Keeping records of students and staff that leave and arrive.

The school maintenance staff is responsible for:

- (1) Stabilizing the building.
- (2) Controlling access and securing school facilities.
- (3) Assisting in damage assessment.
- (4) Assisting in recovery procedures.

Crisis Response - General Principles

Immediate Response - Focused on restoring equilibrium immediately after the crisis event.

In responding:

- (1) Be calm, direct, informative, authoritative, nurturing, and problem-solving oriented.
- (2) Give accurate information and explanations of what happened and what to expect.
- (3) Normalize and validate students' feelings and prepare them of possible effects.
- (4) Convey hope and positive expectation. Even though the crisis changes things, there are positive ways to deal with the impact.
- (5) Move the student from victim to actor:
- (6) Plan with the students the appropriate actions to pursue when they leave the school.
- (7) Build on coping strategies students have shown.
- (8) If possible, involve the students in assisting with efforts to resume normal functioning and equilibrium.
- (9) Connect the student with immediate social support:
- (10) Ensure students have friends, other staff, family, and community resource people to provide support, guidance, and other necessary assistance.
- (11) Take care of the caretakers:
- (12) Ensure that support systems are in place for staff.
- (13) Ensure that a debriefing system is in place for the Crisis Response Team.
- (14) Provide for aftermath interventions:
- (15) Ensure that individuals who need follow-up assistance receive it.

Debriefing Responsibilities of Crisis Response Team

The Crisis Response Team is responsible for setting up the debriefing for staff and students following a crisis. Debriefing should be done as soon as possible in order to prevent additional stress, because emotional needs are not being responded to in a timely manner.

Objectives:

After a debriefing, staff and students will be able to:

- (1) Separate facts of the incident from rumours.
- (2) Discuss thoughts and feelings related to the incident.
- (3) Understand how the incident might affect them – nightmares, fear, trouble concentrating, headaches, insomnia, and so on.
- (4) Understand what the school and community have done and will do.
- (5) Know how to receive additional support service and information.

A debriefing may take one or more class periods for students depending upon the severity of the crisis and student response to the incident. It is best to do the debriefing as early in the day as possible. It is best if debriefings are done school-wide at the same time to avoid rumours from circulating.

Staff debriefings might take place before or after school. These debriefings will probably be shorter than those for students due to the duties teachers have to continue carrying out to maintaining equilibrium in the school.

The Crisis Response Team should have:

- (1) Incident fact sheets.
- (2) Information sheets on common reactions to crisis.
- (3) Information sheets for the type of crisis (about suicide, homicide, or other crisis).
- (4) Memo for community.
- (5) Counseling/information and list of resources available.

Crisis Response Team Members

- (1) Principal
- (2) Special Education teacher
- (3) Maintenance staff
- (4) Three Teachers
- (5) RCMP member
- (6) Fire Chief

Crisis Response Codes

Blue - Violence - Secure all students in classrooms and lock doors. School entry doors will also be locked. Call the RCMP. Wait for an all-clear announcement. A crisis team member will be in to debrief the teacher and information will be passed on to the students on an as-needed basis.

Green - Weapons - Secure all students in classrooms and lock doors. School doors will also be locked. Call the RCMP. Wait for an all-clear announcement. A crisis team member will be in to debrief the teacher, and information will be passed on to the students on an as-needed basis.

Red - Bomb threat - School is evacuated. Call the RCMP. Students are taken to an alternate safe location (such as the health center, band office, community hall) and buses are placed on standby for pick up.

Orange - Reverse evacuation code - Students are ushered back into the school and the school is locked down. If this crisis event occurs over the lunch hour, all school staff will be recalled immediately. Wait for an all-clear announcement.

Designated School Zone Inspectors

The school will be divided into four zones – the south, east, north, and west. School staff designated as zone inspectors in the school will be responsible for ensuring that the hallways are clear and that all students are out of harm's way. Their responsibilities will include:

- (1) Directing and supervising students so that they are away from the area where an incident may be occurring.
- (2) Checking to make sure hallways are clear in the event of a lockdown.
- (3) Checking to make sure all students are out of the building in the event of an evacuation.

(4) Trying to diffuse the situation, depending on an individual's discretion, if he/she feels he/she can help to diffuse a situation

(5) Once the crisis is over, be part of the team that goes to the classrooms to debrief teachers.

The designated school zone inspectors for the Poplar River School are:

(1) Special Education, Resource, and Computer Teachers

Scenario Example - Accidents at School

Accidents are likely to occur as a natural consequence of having large numbers of students together on the playground or in the school. Regardless, all accidents will be dealt with the best interest of the student in mind.

Minor Accidents:

(1) Student will be taken to the office for assistance.

(2) Any available staff person in the office will assess the seriousness of the injury.

(3) School secretary will call the Nursing Station, if necessary.

(4) Homeroom teacher or witness to the accident will document the injury using the school accident report form.

(5) The school administration will contact parents/guardians via phone call and accident report.

Severe Accidents:

(1) Injured student will not be moved from site of the accident.

(2) Students will be cleared away from accident scene.

(3) The Fire Department will be called to the accident scene.

(4) School administration will call parents/guardians.

(5) School Secretary will call ambulance.

(6) School Secretary will call nursing Station and a nurse will come to the accident scene.

(7) Injured student will be made as comfortable as possible (covered, etc.) until nurse arrives.

(8) Depending on the severity of the injuries the student will be transported by air ambulance to hospital.

(9) School administration will remain in touch with family to get updates on injured student.

(10) Crisis team and administration will make visits to affected classrooms to inform staff and students factual information about the accident.

(11) Staff will be debriefed as soon as reasonably possible.

(12) Staff and students will be updated about injured student as information becomes available.

(13) Witnesses to the accident will document accident using accident report forms.

The Crisis Team will prepare different response scenarios and assign the appropriate crisis response codes to the following types of crisis events:

(1) Threats (shootings)

(2) Suicide

- (3) Allergic reactions/ asthma attack
- (4) Animal attacks – dog bites
- (5) Assault / Bomb threat
- (6) Bus accident / Chemical spills
- (7) Death of a staff member or student
- (8) Homicide (within the community)
- (9) Hostage taking / Intruder/ trespasser
- (10) Lost or missing child/student

Perceived crisis / threat

For crisis situations outside of the school the will follow the community emergency response plan in the event of the following:

- (1) Death of a community member in a threatening situation (shooting, stabbing, drowning, accident)
- (2) Students are traumatized by community crisis (e.g.: drowning)

Guiding Principles and Legislation

Code of Ethics

The school requires a personnel code of conduct and ethics. All school employees both contract and regular, are expected to conduct themselves in a courteous and business-like manner at all times, especially when representing the school or conducting school business.

Under this policy:

- (1) All staff will be provided with a copy of the Code of Conduct and Ethics.
- (2) All staff must sign the Code of Conduct and Ethics.
- (3) Any breach of the Code of Conduct and Ethics will result in disciplinary action.

Discrimination Policy

Poplar River School will practice a policy of upholding human rights as laid out in the Manitoba Human Rights Code as well as the *Canadian Charter of Rights and Freedoms* and the United Nations *Universal Declaration of Human Rights*.

Poplar River School is committed to creating an environment where students, parents/guardians, and employees are aware of the need to respect the dignity and human rights of others.

Acts of discrimination, whether verbal or emotional, in the form of insults, obscene gestures or language, harassment based on gender, race, or lifestyle choice, will not be tolerated and will be dealt with according to the Poplar River First Nation progressive discipline policy.

Dealing with matters of discrimination at Poplar River School shall be the responsibility of the Principal.

A copy of the Teacher's Code of Conduct will be displayed prominently in the school.

Canada Labour Code

All employees of the Poplar River First Nation, excluding private contractors, are considered federal workers as per Section 2(1) of the Canada Labour Code, R.S. c L – 1, 5.1, which states “a work undertaking or business outside the exclusive legislative authority of the legislatures of the provinces.”

Further, the Canada/First Nations Funding Agreement (CFNFA) between the ISC and the Poplar River First Nation Chief and Council states that the Council will comply with the applicable provisions of the Canada Labour Code (p.26).

The Canada Labour Code sets out basic and/or minimal working standards for employees. An employer may follow the minimum standards or add to these standards. The Code also sets many other standards, including for maternity leave, vacation leave, hours of work, statutory hours, bereavement leave, termination of employment criteria, and others.

In summary, the Band Council and the Education Department are obligated to become familiar with the Canada Labour Code and its impact on the employer-employee relationship.

Individual Rights Protection Act

While respecting Poplar River First Nation customs and traditions, and the rights of the First Nation, the Band Council believes in the democratic value and judicial worth of the Individual Rights Protection Act.

The Band Council, believing as it does in the inalienable rights of all people, does not tolerate prejudice and discrimination as defined in the Individual Rights Protection Act.

The Band's Policy on Personal Harassment, which is congruent with the Individual Rights Protection Act, shall be reviewed by the Band Council annually.

Legal Reference

- (1) Individual Rights Protection Act (amended 1996)
- (2) Canadian Charter of Rights and Freedoms (1981)

School Administration and Employee Relations

Curriculum and Instruction – School Year, Locally Developed Courses

All teachers will adhere as closely as is possible to materials and programs prescribed by the Manitoba Department of Education. The curriculum refers to the goals and content of the program, and not to the method of presentation. The school shall use provincially authorized curricula in the core subject areas of English language arts, mathematics, social studies, and science. In addition, the school shall follow Provincial curriculum for elective subjects (if applicable).

Teachers shall develop and submit to the Principal by October 15, of each school year, a yearly plan for the use of all curricula. The Principal is responsible for ensuring that all staff develop and submit written plans for the use of all authorized curricula. The Principal shall discuss teachers' yearly plans with the Band Administration.

Role of the Principal

The Principal reports to the Director of Education, and is designated as the Chief Administrative Officer of the school. The Principal confers with, and advises the Director of Education, and exercises administrative supervision over the school and its employees, school bus drivers and school property.

General

- (1) The Principal's job description shall be incorporated as part of his/her contract including the terms of her/his employment and performance evaluation criteria.
- (2) The Principal performs duties as directed by the Director of Education including, but not limited to, the overall administration of the school and provision of advisory support as may be required:
 - a) Assist in the development of goals and objectives for programs and services to be offered to students.
 - b) Assist in maintaining positive and effective working relations between the parents / guardians and the school staff.
 - c) Act as the school representative at meetings when required, at education functions, and in any other education matters and reports back.
 - d) Provides leadership and consultation for the community and staff of the Education Department and communicate innovative ideas on education to the community.
 - e) Acts as a liaison between the Band administration and the school administration and staff and interprets the needs and aspirations of each to the other.
 - f) Ensure end-of-year tasks, such as roll-ups, are completed and submitted to the Chief Executive Officer and Director of Education.

Policy

- a) Recommend appropriate policies for consideration and assist with the drafting of such policies.
- b) Explain education policies to staff, students, and community members.
- c) Ensure policy directives are followed and implemented.
- d) Ensure policy is reviewed and updated as required.
- e) Coordinate the collection of information with respect to needed policy or policy change.

Evaluation

- a) Assist the Director of Education with the periodic review of school policies, and ensures that any changes are implemented.
- b) Assist the Director of Education in evaluating their own operations in directing the affairs of the school.

Finance

- a) Coordinate the collection of budget information and forwards to the finance department for the purpose of developing a proposed annual budget for consideration.
- b) Administer the annual school program budget and monitors all financial transactions (statements) to ensure adequate financial controls are in place.
- c) Identify new sources of funding support for additional programs and services for students.
- d) Request administrative approval for any expenditure that would cause the budget to be overspent.

Program and Service Delivery

- a) Conduct a periodic assessment of specified programs and/or the total school program and possible program expansion or modification in order to meet the needs of all community members and related services, and advise on recommendations for the educational advancement of the school.
- b) Formulate school objectives, policies, plans, and programs and prepares or causes to be prepared and present facts and explanations necessary to assist in the recommending and adopting of policy.
- c) Assist in developing long-range school plans to implement educational goals and objectives in accordance with policy.
- d) Ensure that school programs are developed, implemented, and monitored to support the needs of all students.
- e) Ensure a program of instruction that enhances and supports native language, culture, and traditions of the Poplar River First Nation.
- f) Carry out or implement ways to interest adults in the community in upgrading their education qualification and providing them with the opportunities to do so through in-school and out-of-school programs.

Personnel Management

- a) Assist the Education Director in the recruitment and appointment of all school employees, and assigns, transfers, and recommends for dismissal any and all employees of the school.
- b) Maintain directly or through delegation such personnel records, student records, business records, and other records which are required by policy.
- c) Delegate responsibilities to the school staff according to the performance responsibilities found in their job descriptions and coordinate and evaluate the performance of the school staff in their efforts to carry out policy and directives.
- d) Ensure that in-service training and workshops are provided for school staff within resources provided in the annual budget.

Community Relations

- a) Maintains cooperative leadership, both within and out of the community. Keeps the community informed as to the activities, needs, and successes of the school.
- b) Recommend, coordinates, and evaluates community involvement and participation in the school.
- c) Ensure teacher and school administration visibility in the school and community.

Facilities

- a) Assist in planning for and maintaining existing educational facilities to meet the needs of the students and program.
- b) Supervise the on-going and regular maintenance and upkeep of the school.

Transportation

- a) Supervise and delegates all aspects for the school bus transportation system including drivers.
- b) Ensure that provision of the *Highway Traffic Act* and requirements of the Province of Manitoba and local school policy regarding the safe transportation of students are adhered to.
- c) Ensure that all school bus drivers are adequately licensed and provided with necessary training.
- d) Ensure that all safety precautions are taken to maintain a safe student transportation system.
- e) Ensure that all students are transported in a manner prescribed by law or as defined by policy.

Teacher Evaluations

The Principal will complete formal evaluation reports on each teacher in the school.

First-year teachers will be evaluated twice during the school year, while all others will be evaluated once per year. The purpose of this teacher evaluation process will be to improve instruction within the school. EAs will be evaluated at least once per year.

The school will utilize the Teacher Evaluation Form that is currently on file, or another similar evaluation tool that may be available through MFNERC.

Appraisal of Support Staff

The Principal will ensure that a program of supervision and appraisal for all support staff is carried out at least once a year (as specified in the Human Resource Policies and Procedures Manual).

Principal's Evaluation

The Education Department acknowledges that an important supervisory responsibility is the evaluation of the Principal. The Education Department believes in the value of a collaborative evaluation system that focuses on the:

- (1) Administrator's role in the development and implementation of the school education plan.
- (2) Individualized professional growth goals articulated by the administrator and validated by the Band Council.
- (3) Developmental assessment in which the supervisor shares the results of observation and performance analysis with the administrator in order to identify the administrator's strengths as well as areas for growth.

The Education Department endorses the components of the teacher evaluation program - which also apply to the Principal-developed by the Manitoba Teachers Society.

Guidelines

- (1) This policy shall be consistent with the duties of the Principal section in the *Public Schools Act* and *Education Administration Act*.
- (2) The evaluation of the Principal's performance will be conducted according to the principles of fairness and will provide support for the administrator in the process.
- (3) Evaluation of the Principal will be the responsibility of the Band Council.
- (4) As part of the evaluation process, the administrator will receive a standard evaluation form consisting of:
 - a) A checklist of administrative abilities.
 - b) A statement on the successful development and implementation of the school education plan.
 - c) A feedback document on the attainment of the yearly individualized professional growth goals.

Staff Discipline Policy

The Poplar River School follows the Poplar River First Nation Human Resource Policies as amended from time to time and all staff are required to abide by to these policies.

School Year / School Calendar

The Principal, in consultation with the Band Council, shall determine the date of school opening and the number and the days of school operation each year prior to the school closing date for the current year.

The Band Council expects the Principal to develop plans for involving the community in making recommendations to the Band Council about the school year.

In March of each year, the Principal will research provincial and other band-controlled school calendars (and INAC guidelines) prior to developing the Poplar River school calendar.

A presentation will be made in April of each year on the proposed new school year calendar and any revisions made prior to adoption.

Guidelines

- (1) School holidays, vacation periods and the school opening date shall be determined by the school administration in consultation with the Band Council
- (2) To be determined, as per Administrator's Handbook for Schools, Manitoba Education.

Legal Reference

- (1) Education Administration Act. Manitoba

Confidentiality

- (1) Each school employee will hold **confidential** any information or documents regarding the Poplar River First Nation or the conduct of its operations.
- (2) An Oath of Confidentiality shall be signed by each employee.
- (3) Any breach of confidentiality may result in disciplinary action, including immediate termination of employment, in the event of a serious breach of confidentiality.

Coming Into Force

The Chief and Council approved the School Policies and Procedures at a Band Council meeting held in Poplar River, Manitoba on **February 16, 2023**.

Appendix A – Consent Form for Internet Use

(1) For the Teacher

I have read the school's policy on Internet use. I agree to follow the policy on Internet use and to make sure that each of my students understands and complies with this policy.

Teacher's Name: _____

Teacher's Signature: _____

Date: _____

(2) For the Student

I have read the school's policy on Internet use and I understand my responsibilities pertaining to the use of the Internet. I agree to abide by these rules.

I understand that any violation of the policy on Internet use may result in a suspension of my Internet privileges and/or any other consequences as may be deemed necessary.

Student's Name: _____

Student Signature: _____

Date: _____

(3) For the Parent/Guardian

I have read the school's policy related to Internet use. I understand that access to the Internet is intended strictly for learning purposes. I realize that it is impossible for the school to control access to all contentious materials, and I will not hold the school responsible for any offensive materials that my child may see on the Internet at school. I also understand that my child is expected to abide by the school's policy on Internet use and that his/her privilege may be suspended if the policy is violated.

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____

Date: _____

Appendix B – Consent Form for Field Trips and Photographs

(1) For the Parent/Guardian

I have read the school's policy related to my child's participation in school related activities and outings (field trips). I understand that these activities are intended for learning purposes. I will not hold the school responsible for any accidents that may occur during these activities. I also understand that my child is expected to abide by the school's policy on field trips and that his/her privilege may be suspended if the policy is violated.

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____

Date:

(1) For the Parent/Guardian

I understand that the school may require my permission to photograph and/or video tape my child during school events. I understand that these activities are intended for learning purposes. I consent to my child being photographed or videotaped and will not hold the school responsible for any unintentional misuse of these materials.

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____

Date: