

Table of Contents

Mission Statement	3
2024-2025 Staff.....	3
Shevchenko School	4
2024-2025 Calendar.....	4
Daily Schedule	6
General Information	7
VISITORS.....	7
VOLUNTEERS.....	7
GUARDIANSHIP	7
REPORTING TO PARENTS	7
STUDENT ARRIVALS AT SCHOOL	8
SUPERVISION.....	8
REPORTING STUDENT ABSENCES.....	9
ILLNESS DURING SCHOOL HOURS.....	9
ACCIDENTS RESULTING IN INJURY	9
FIRST AID SUPPLIES	10
FIRE DRILLS.....	10
LOCK DOWN DRILLS	11
DESIGNATED AREAS.....	11
PHONE CALLS FOR OR BY STUDENTS	12
LOCKERS.....	12
VALUABLES.....	12
ELECTRONIC EQUIPMENT	12
BLS D ICT Use Agreement/Fair notice policy	12
Shevchenko School Electronic Policy	13
EXTRACURRICULAR ACTIVITIES	14
Grade 9 to 12 Team Sport Information	14
FIELD TRIPS / SPORTS TRIPS.....	15
Gym Use.....	15
LIBRARY	15
Downtown and leaving the school grounds.....	15
Winter Dress Code	17
Definition of Clothing Display Offensiveness.....	17
Student Private Vehicle Use to and from School	18

Credit System	19
Subject Transfer	19
Attendance Policy - Grade 9 to Grade 12	19
Attendance Requirements – Grade 9 to Grade 12	21
Border Land School Division Information	22
Border Land School Division Policy Excerpts	22
Border Land School Division Vision Statement:.....	22
Border Land School Division Mission Statement:.....	22
Statement of Commitment:.....	22
Border Land School Division Core Values:	23
Border Land School Division Belief Statements:.....	23
INDEPENDENT STUDY/DISTANCE EDUCATION	23
When Students Face Problems at School.	24
Taking Positive Action that will Affect Solutions and Help Your Child.....	25
DISCIPLINE POLICY.....	25

Mission Statement

We at Shevchenko School, in partnership with students, families, community and Border Land School Division believe that all children can and will learn. Through a positive, nurturing environment we will maintain high expectations and promote academic excellence for all students, which will foster lifelong learning and responsible citizenship.

2024-2025 Staff

Administration	Administrative Assistants
Penelope Hovorka-Alcock (Principal)	Laurie Mateychuk
Hal Lavery (Vice-Principal)	Kelly Flaten
Resource	Educational Assistants
Holly Mark Grades 8 to 12	Christine Badiuk
Melanie Mattson Grades K to 7	Jennifer Boyechko
	Heather Budey
Teaching Staff	Réal Comeault
Joelle Boese	Pat Gawronsky
Krystina Bouchard	Gail Horobec
Mary Chalmers	Betty Klassen
Donovan Cruise	Dallas Klassen
Abigail Cross	Amber Kutzak
Cassidy Davis	Crystal Melnychuk
Yvonne Fehr	Bertha Shastid
Paulita Garcia	Andrea Smith
Casey Giesbrecht	Michelle Thibodeau
Tara Hamilton	Jezra Ramanand
Caitlyn Hildebrandt	Library Clerk
Scott Kerda	Elsie Bugera
Aaron Klassen	Cafeteria Manager
Joelle Klassen	Sherry Gawronsky
Holly Mark	
Sarah Michalski	Head Custodian

Ken Peters	Scott Kompelien
Garth Schick	
Kim Schick	Custodians
Christine Storoschuk	Sandra Andresen
Pamela Storoschuk	Greg Bugera
Julia Wheatley	Clifford Bergen
Samantha Wiens	Benjamin Cortez

Shevchenko School

2024-2025 Calendar

September 3, 2024	Administration Day – No Classes
September 4, 2024	K-8 Group 1 & Grade 9
September 5, 2024	K-8 Group 2 & Grade 9-12
September 6, 2024	All K-12 students attend
September 6, 2024	First Day of classes RRTVA Semester 1
September 16 & 17, 2024	School Pictures
September 27, 2024	Terry Fox Run
September 30, 2024	Truth & Reconciliation Day – No Classes
October 4, 2024	Professional Development Half-Day – Early Dismissal
October 4, 2024	RRTVA No Classes
October 14, 2024	Thanksgiving Day
October 25, 2024	Manitoba Teacher’s Professional Development - No Classes
October 31, 2024	Division PD Day – No Classes
November 1, 2024	Division PD Day – No Classes
November 8, 2024	Administration Day – No Classes
November 11, 2024	Remembrance Day – No Classes
November 21, 2024	K-12 Parent Teacher Interviews from 4:30 PM to 7:30 PM
November 22, 2024	K-12 Parent Teacher Interviews from 9AM to 3PM - No K to 12 classes

November 22, 2024	RRTVA No Classes
December 4, 2024	Professional Development Half-Day – Early Dismissal
December 17, 2024	K to 6 Christmas Concert
December 20, 2024	Last Day of Classes
December 23, 2024, to January 3, 2025	Winter Break
January 6, 2025	Classes Resume
January 30, 2025	Last Day RRTVA busing Semester 1
February 3, 2025	First Day of classes Semester 2
February 4, 2025	First day of RRTVA classes Semester 2
February 17, 2025	Louis Riel Day – No Classes
March 7, 2025	Professional Development Half-Day – Early Dismissal
March 21, 2024	Administration Day – No Classes
March 31 – April 4, 2025	Spring Break
April 7, 2025	Classes resume
	Spring pictures + Kindergarten Grad pictures - Dates may change
April 10, 2025	K - 12 Parent Teacher Interviews from 4:30 PM to 7:30 PM
April 11, 2025	K - 12 Parent Teacher Interviews 9AM to 12PM
April 18, 2025	Good Friday – No Classes
April 14 – May 2025	Artist in the School
May 7, 2025	Half Day Professional Development – Early Dismissal
May 19, 2025	Victoria Day
June 20, 2025	RRTVA last day of busing Semester 2
June 20, 2025	Grade 12 Graduation
June 23, 2025	Administration Day, No classes
June 24, 2025	Kindergarten Graduation
June 27, 2025	Administration Day, No classes

Daily Schedule

8:40 a.m.	Teachers report to homerooms.
8:50 a.m.	Students report to homerooms.
9:00 a.m.	Opening exercises begin.
9:05 a.m.	Begin Period 1
9:45 a.m.	End Period 1-elementary (K-6)
10:20 a.m.	Elementary (K-6) end Period 2. Begin Morning Break.
10:25 a.m.	Grade 7 – 12 end Period 2. Begin Morning Break.
10:35 a.m.	End Morning Break. Begin Period 3.
11:10 a.m.	End Period 3 – elementary (K-6)
11:45 a.m.	K-6 end Period 4. Begin Lunch.
11:50 a.m.	Grade 7 – 12 end Period 4. Begin Lunch.
12:50 p.m.	Begin Period 5.
1:25 p.m.	End Period 5 – elementary (K-6).
2:00 p.m.	Elementary (K-6) end Period 6. Begin Afternoon Break.
2:05 p.m.	7 – 12 end Period 6. Begin Afternoon Break.
2:15 p.m.	End Afternoon Break. Begin Period 7.
2:50 p.m.	End Period 7 – elementary (K-6).
3:25 p.m.	K-6 end Period 8. Dismissal.

3:30 p.m. 7 – 12 end Period 8. Dismissal.

3:35 p.m. Buses leave.

General Information

VISITORS

Visitors are welcome at Shevchenko School and are asked to report to the office upon arrival at the school. Students are discouraged from having outside friends meet them at school when classes are in session.

VOLUNTEERS

Volunteers are of great importance at Shevchenko School. A comprehensive volunteer sign-up form is sent out at the beginning of the year.

Volunteers are required to have:

- 1) A criminal record check.
- 2) A child abuse registry check.

As a volunteer, please remember that confidentiality is important. Please do not discuss student performance or staff conversations with anyone other than the classroom teacher.

GUARDIANSHIP

Guardianship issues and court orders must be provided to the school for us to respond appropriately. Non-custodial parents should inform us of their need for information such as newsletters and report cards and we will be pleased to forward these to them.

REPORTING TO PARENTS

Two basic forms of reporting your child's progress are:

1. by written reports
2. through Parent/Teacher Conferences.

Some other means of reporting are by telephone, incidental meetings, agenda books, and memos. Parents are also encouraged to inquire when they have a concern. Please refer to “When Kids Face Problems at School” and “Taking Positive Action that will Affect Solutions and Help Your Child” found later in the handbook.

The schedule for formal reporting is as follows:

November 23-24, 2023 - K to 12

April 18-19, 2024 - K to 12

*Dates are subject to change

STUDENT ARRIVALS AT SCHOOL

Students should arrive after 8:40 a.m. Students are expected to dress appropriately for the weather.

All students are dismissed by 3:30 p.m. Please ensure that your child is aware of pickup arrangements before coming to school to avoid unnecessary telephone calls. Parental written permission is necessary for students to leave the school premises during the day.

SUPERVISION

Supervision is provided by teams of 4 teachers at times when classes are not in session. Students are expected to respect all staff members whether they have them as classroom teachers or not.

Parents should note that supervision teams start at 8:40 a.m. UNTIL THAT TIME NO SUPERVISION IS PROVIDED AND THE SCHOOL ASSUMES NO RESPONSIBILITY FOR STUDENTS ARRIVING EARLY. Unless you make prior arrangements to have someone responsible for your child, your child may not come to school before 8:40 a.m. Supervision teams end their duty as

soon as buses leave at 3:40 p.m. No supervision is provided after that time unless prior arrangements have been made. The school will not provide supervision for students awaiting community sports functions.

The school is not responsible for supervision of students on the school yard after school hours

REPORTING STUDENT ABSENCES

Parents are asked to notify the school of their child's absence by calling the school at 425-3535 between 8:00 a.m. and 9:00 a.m. Students who are absent must bring a note signed by a parent when they return the next day, or the student's parent or guardian must phone the school to give the reason for the absence.

You may report absences on the PowerSchool Parent portal. Please leave a comment explaining the reason for the absence.

When telephoning please state the name of the person calling; the student you are calling about, the date(s) of absence and the reason for the absence. If possible, phone in advance if you know that your son/daughter will be away. In the event of an unaccounted student absence, the school will phone you.

ILLNESS DURING SCHOOL HOURS

Students who are ill are asked to inform their teacher and teacher/staff member will help them to the office. Office staff will then contact parents and arrange for the student to be taken home.

ACCIDENTS RESULTING IN INJURY

Students are asked to report injuries to the supervising teacher or to the Office immediately.

Shevchenko School recommends the following procedure:

- In case of serious injury, the injured person should not be moved (unless necessary due to safety reasons) until proper help arrives.
- Always use common sense. If the injury is not of a serious nature and this can easily be recognized, then use regular first aid procedures.
- If the injury is of a serious nature or is such that the seriousness cannot be recognized, then immediately arrange to have the child taken to a doctor.
- If time and circumstances permit, contact the parents and inform them of all particulars, and decide with the parents who will be taking the child for the medical attention required. If the injury is such that, in your discretion immediate medical attention is required, get the child to a doctor and phone the parents later.
- In all cases, submit a written report of accidents involving injury to the Division Office. This report is to be completed by the supervising teacher.

FIRST AID SUPPLIES

First Aid supplies are kept in the General Office and in the Gymnasium. These may be obtained upon request at the Office. An AED is in the gymnasium. An Administration of Medication form must be completed for ANY medication including over the counter medication. ALL medication must be in its original container.

FIRE DRILLS

At least 10 drills will be held during the school year. Students are asked to familiarize themselves with escape routes and the following procedures:

1. When the fire alarm rings, first wait for evacuation orders on the intercom or the alarm ringing a second time or the alarm ringing continuously for more than 5 seconds.
2. Proceed from your location along the RED PRIMARY ROUTE marked on the wall chart posted in the room.
3. If the red route is blocked, follow the green secondary route.
4. Procedure: DO NOT PANIC.
 - Teacher first to check route.
 - Students follow in orderly manner - no running or talking.

- First students to the door hold doors open until student flow is past.
- Assemble in homeroom groups on the west side of bus loop so that teachers can check that all are present
- Teachers signify all clear when students are all accounted for. If any are missing, report to administrators immediately.
- Await instructions to re-enter the building or to move farther away.

In the event of fire, fire extinguishers and alarm boxes are located at strategic locations throughout the building.

IT IS A SERIOUS OFFENCE TO TAMPER WITH THIS EQUIPMENT.

LOCK DOWN DRILLS

A minimum of 2 lock down drills will occur each school year. The purpose of this drill is to ensure that students and staff know what to do if a threat or intruder has compromised school safety. Training will be provided to students and staff each year.

DESIGNATED AREAS

Certain areas such as the Boiler Room, Janitor's Room, Teacher Preparation Area, Staff Room, etc. are off-limits to students unless they have specific teacher permission to be in these areas and are escorted by a teacher.

The Early Years section is out-of-bounds to Grades 5 to 12 students except in cases of emergency or scheduled classes in the area.

Certain doors, hallways, and playground areas have been designated for use by grade levels in order to avoid congestion, prevent disruption, and promote safety. All students note the following procedures regarding:

1. Music Room, Library and the Gym are not to be used by students unless supervised by a staff member.
2. The Gym Changing Rooms will be used by students only during their Phys. Ed. Classes and Intramurals.

PHONE CALLS FOR OR BY STUDENTS

Parents are asked to limit incoming calls to emergency calls only. Please call at noon or during breaks (see the Daily Routine Schedule for suitable times). Students will be called to the telephone during class time in exceptional circumstances only. Students from Grades 9 to 12 are only able to call or text on their personal electronic devices during school breaks, not during spares if they have one - refer to Shevchenko School Electronic Device Policy.

LOCKERS

Parents will receive the BLS D Student Locker use form that is accessible on the parent portal that is agreed to with an electronic signature. Lockers are assigned at the beginning of the school year. Since the school assigns and provides lockers and locks, the administration has unlimited right of access to all lockers. Each student has the right of access only to his/her own locker, or to the locker that he/she has been authorized to share with another student. The school will regard tampering with other students' lockers as a serious offense. Students are expected to keep lockers clean and neat and to keep the locker locked with a school always issued lock. To avoid disruption during class time, students are allowed to use their lockers only during "break" times unless given permission by the teacher.

VALUABLES

Students are asked to exercise caution in bringing valuables (money, watches, wallets, electronic equipment, etc.) to school. The school WILL NOT BE RESPONSIBLE for any valuables lost, stolen, or misplaced. Students taking Physical Education may have the teacher lock valuables in the office. NEVER leave valuables in the Change Rooms. Parents are urged to limit the amount of money their children bring to school.

ELECTRONIC EQUIPMENT

BLS D ICT Use Agreement/Fair notice policy

When Shevchenko students use school and personal electronic devices during the school day or after school events, they must follow the Shevchenko School electronic policy as mandated by the Manitoba Department of Education Cellphone policy and the BLSA ICT Use Agreement/Fair notice policy. Parents and their child/children will have reviewed the BLSA ICT Use Agreement/Fair notice policy on the parent portal in the beginning of the school year and signed that it has been reviewed. Home room teachers review the policy with students in the beginning of the school year. The policy is available on the Shevchenko school website.

Shevchenko School Electronic Policy

As mandated by the Manitoba Department of Education the K to 8 students **are not** permitted to bring personal electronic equipment to school. For Grade 9 to 12 students who bring personal electronic devices to the school, such as cellphones, they may only be used on the school grounds during school breaks and after school. Personal electronic device use is prohibited in the classrooms, library (including students with a spare), bathrooms, and school offices. During the instructional day (8:50am - 3:30pm), personal electronic devices must remain in the classroom in the provided hanging cellphone pocket holder until class time is over. In each class that students go to they must put their cellphone in the designated cell phone holder provided for each student's cellphone. At no time during the school day is a student allowed to record, share, or post personal information about themselves or others on any online environment (last name, address, phone number, pictures, audios, videos, passwords, or school name, etc.).

For the **first** offense, the personal device will be taken by the classroom teacher or supervisor and kept until that class ends. Parents/legal guardian will be notified of the incident and the incident will be documented in PowerSchool.

For the **second** offense, the personal device will be taken to the office for the remainder of the day and may be picked up by the student before exiting the school. Parents/legal guardian will be notified of the incident and the incident will be documented in PowerSchool.

For the **third** offense, the personal device will be taken to the office and administration will set up a meeting with the student and their parents/legal guardian to decide on the next steps to follow.

EXTRACURRICULAR ACTIVITIES

Students at Shevchenko School are encouraged to participate in as many extra-curricular activities offered by the school as possible. To ensure that these programs run smoothly, students are expected to adhere to the same rules as in regular school programming regarding behavior, grades and attendance in classes. If your son/daughter is involved in an illegal activity or inappropriate behavior during extra-curricular events, he/she will be given a consequence pertaining to school policy.

A student activity information sheet will be sent home for each extra-curricular activity that your child participates in. Parents or guardians are required to read and sign the form and return it to the school prior to your child participating. Handwritten notes and phone calls are not acceptable.

Grade 9 to 12 Team Sport Information

Coaches for each Grade 9 to 12 sport will be asking for a form to be signed by parents that includes this information to indicate parent approval of his/her taking part and to show that you are aware that:

1. participation may involve inter-school competition, trips to other schools for games, home games, and after school practices.
2. you may be required to provide transportation for your son/daughter.
3. you are asked to provide notice if your son/daughter cannot attend a practice or game.
4. you are required to provide a cheque for \$100.00 as a deposit for a uniform. The cheque will be kept at school and returned if the uniform is returned on time.

5. each player is required to pay a fee of; \$50.00 each for; soccer, volleyball, basketball and \$25.00 each for all other sports to help offset the cost transportation and officiating for league games and two tournaments (any additional tournaments will be at the players expense).

FIELD TRIPS / SPORTS TRIPS

School sponsored field trips may be scheduled during the school year. Permission slips, signed by a parent/guardian will be required before going on the trip. Handwritten notes and phone calls are not acceptable.

A student whose behavior has been unacceptable may be required to remain at school. The parent/guardian will be informed.

Students will not be allowed to smoke or vape on any school related trip.

Gym Use

The Gym is strictly out-of-bounds unless a supervising teacher is present. Proper gym clothing must be worn. For Grades 9 to 12 a different outfit (e.g. a change of clothes) must be worn for physical education period.)

LIBRARY

A Library is provided in the school as a place for doing schoolwork and private reading. All students are asked to respect the rights of others to read and work in a quiet atmosphere in the library.

Students are responsible for the timely return of library books. If a book is overdue for more than one week, the student's library borrowing privileges will be suspended. Books that are returned damaged, a fine will be given.

Class groups using the library for research or project work must be accompanied by their assigned teacher. The teacher is expected to make prior arrangements with the Librarian.

Downtown and leaving the school grounds

Leaving the school for a specific reason may be secured by presenting a note from your parent or legal guardian. Notes from brothers, sisters, relatives, etc. are NOT VALID as these people have no legal responsibility for you.

During class time, leaves by parents will be granted for exceptional reasons - doctor's appointment, driver's license appointment, etc. - only. At lunch time, leave will be granted for whatever reasons parents wish to stipulate as long as the parent or a specified adult is with them during this time if the student is not a grade 9 to 12 student.

In all cases, the student leaving must sign the sheet in the office and provide the note to the head office before he/she may leave. He/she must also sign in upon return. Students leaving for home early must bring a note and sign out before they leave.

Students who live in town and are not transported by bus may go **home** at lunch time; however, the parents must provide a note for the time allowed (can be the whole school year) so the head office is aware, and the student must also sign out in the office before they leave and to sign in when they return.

Parents who pick up children during the school day are asked to sign them out in the Office before they leave. This applies to children of ALL grades.

No students are to leave the school grounds during the short breaks.

Only Grade 9-12 students are allowed to go uptown over lunch hour with parent permission. Parents must complete the permission form on the parent portal or complete a paper copy from the office if they can't access the parent portal. This will give their high school child permission for the year to go uptown **over lunch time only**, as the conditions that are on the form state. *These privileges can be taken away at any time if a student is causing problems while uptown. No other grades are allowed to go uptown over lunch time unless going with their classroom teacher for an event or with a parent who picks them up and signs them out in the office.*

Dress Code – Students in K to 12

The following guidelines and definitions shall prevail.

- All clothing shall be NEAT and CLEAN.
- Students must wear clothing appropriate for a school/worksite setting that covers parts of the body which should not be on display in an educational climate.
- Clothing that displays wording, pictures, graphics, symbols, or slogans must be school and AGE appropriate.
- Industrial Arts students should provide shop coats or other suitable protective clothing to safeguard their other apparel from grease, oil, sparks, etc.
- People must wear appropriate footwear in school, as they may have to evacuate the school immediately in case of an emergency.
- Any student who does not follow the dress code will be given alternative clothing to wear.

Winter Dress Code

We encourage students to dress warmly and go out for recesses because it is important to get fresh air during the day. Remember germs, not cold air cause illness. Please consider keeping your child at home if he/she is too ill to function at school.

Our cold weather recess policy is to keep students inside at recess when the wind-chill factor is below -30°C . Outdoor recesses will be reduced to 15 minutes when wind-chills exceed -25°C with heavy snow or wind.

Definition of Clothing Display Offensiveness

- I. any wording, symbols, or depiction with sexual connotations.
- II. any wording, symbols, or depiction related to substance-abuse (including pictures of bottles of liquor, marijuana leaves, etc.); and/or
- III. any wording, symbols, or depictions which offend reasonable community standards.

The Division recognizes the possibility of multiple interpretations of a "Definition of Offensiveness". Appeals of school administrators' decisions shall be via the Superintendent and the School Board (in that order). Pending the outcome of appeals, students shall comply with school administrators' requirements.

Student Private Vehicle Use to and from School

Transported students shall ride to and from school on the buses the Division assigns. Some transported and non-transported students may wish to use private vehicles to and from school. Such usage shall be subject to restrictions that appropriately safeguard the Division from liability.

Students traveling to and from school in private vehicles require prior written parental consent, which specifies:

- I. the driver's name and the names of other car-pool participants.
- II. the dates and times during which parent(s) intend allowing each student to use private transportation.

Schools' administrators shall notify the RCMP of all instances in which students use or drive vehicles recklessly and/or hazardously. This notification is independent of any other disciplinary actions, which administrators should take.

If drivers and/or passengers use or drive vehicles recklessly, school administrators shall select appropriately from the following disciplinary options:

- I. Warn the student(s) and inform the parent(s) of the consequences of future infractions.
- II. Require students to surrender their vehicle keys on arrival each day and retrieve them only at the end of each school day.
- III. Require students to travel to and from school only via their assigned school bus(es).
- IV. Suspend students from school pending a meeting with parents and the Superintendent, and a satisfactory resolution of student's(s') behaviour.

Divisional employees have first claim on available parking-spaces at each school. If divisional employees require parking spaces, students shall surrender them.

Private vehicles use forms for both drivers and passengers are in the office.

Credit System

The credit system requires that students who wish to graduate after Grade 12 meet the following conditions:

1. A total of 30 credits:

Grade 9 = 7 or more credits

Grade 10= 7 or more credits

Grade 11 = 5 or more credits

Grade 12 = 5 or more credits

2. Required subjects must be taken at each level. An outline of the required courses will be provided to students and their parents when students register for courses in the spring. Parents and students are welcome to inquire about specific requirements at any time.

Subject Transfer

Students may not transfer or drop subjects after September 30 for Semester 1 and March 1 for Semester 2 unless exceptional circumstances dictate otherwise. Before a student drops or transfers courses he must obtain administrative and parental permission.

Attendance Policy - Grade 9 to Grade 12

AS per the ADMINISTRATIVE PROCEDURE Student Presence and Engagement

CODE: 1.A.150

The Border Land School Division understand that students who attend school regularly are more engaged in learning, have an opportunity to access school and community resources, feel a sense of belonging, and have greater success in achieving academic success. Children are legally required to attend school from age seven

to age eighteen. Parents/guardians must take all reasonable measures to ensure their school age children attend school regularly.

School absenteeism is a serious impediment to a student's educational performance and well-being. Absenteeism can have lasting negative impacts on student achievement, graduation rates, transition to post-secondary education, employment, and social inclusion, as well as the community at large.

Attendance issues are often a first sign that a student is experiencing life challenges, and there are a multitude of contributing factors, ranging from academic, social, economic, and psychological. These include but are not limited to:

- Poor health
- Poor mental health
- Family and work responsibilities
- Transportation
- Bullying
- Homelessness
- Undiagnosed cognitive vulnerabilities
- Death of a loved one

BLS D commits to working across systems to enhance student presence and engagement. Presence and engagement begins with reciprocal and respectful relationships. Collectively we share responsibility to facilitate and promote student presence and engagement with a focus on early identification of barriers and assisting with their removal.

DEFINITIONS

Presence: When a student attends and participates in the school or classroom on the days in which they are required. This is an entry point to being able to engage students in the process of learning. Students may be present even if they are not physically within the classroom, depending on the student specific plan.

Engagement: Students' attitudes towards schooling, their attendance and participation in school activities, disposition towards learning, and working and socializing with others in schools. Engagement is expressed in students' feelings that they belong at school, and in their participation in school activities (OECD, 2003).

Regular Attendance: Coming to school and/or participating in learning consistently and on a routine, habitual basis, missing no more than five days for the entire school year.

Late: When a student does not arrive on time for class.

Absence: Any time that a student is not in class or not participating in a school activity while not being on suspension/expulsion.

- Excused Absence refers to any time that a student is not in class or not participating in school activity while not being on suspension/expulsion, with the mutual consent of a parent/care giver and the school principal.
- Unexcused Absence refers to any time a student is not in class or not participating in school activity while not being on suspension/expulsion, without the mutual consent of a parent/care giver and the school principal.

Chronic Absenteeism:

- Kindergarten to Grade 8 – unexcused absences for 10% of instructional days in a reporting period. For example, 4 full day absences in term 1, 8 full day absences in term 2 or 12 term 1 and 2 cumulative, 6 full day absences in term 3 or 18 cumulative in all three terms.
- Grade 9 to Grade 12 – Unexcused absences for 10 or more classes in a single high school course.

Severe Chronic Absenteeism

- Kindergarten to Grade 8 – unexcused absences for 20% of instructional days in a reporting period. For example, 8 full day absences in term 1, 16 full day absences in term 2 or 24 full day cumulative term 1 and 2, 12 full day absences in term 3 or 36 full day absences cumulative in all three terms.
- Grade 9 to Grade 12 – unexcused absences for 20 or more classes in a single high school course.

Student-Specific Plan (SSP)

- A planning, record-keeping, and communication document, as outlined in the Standards for Appropriate Educational Programming in Manitoba (MEECL, 2022)
- Student-specific planning is a process through which members of student support teams meet the unique needs of individual students; it may range from short-term strategies applied in the classroom to comprehensive, individualized programming.
- The BLSD PowerSchool Presence and Engagement Form documents the SSP process to address chronic or severe chronic absenteeism.

Attendance Requirements – Grade 9 to Grade 12

To be eligible to receive credit for a course offered to students in Grade 9 to Grade 12, the student must attend a minimum of 85% of the classes offered in the course.

Based on 90 periods per semester for a single credit course (this excludes in-service days, examination days, reporting days, etc.), the student would need to attend a minimum of 76 classes for a minimum of 101 hours of instruction.

Individual teachers are responsible for keeping daily attendance in their classrooms.

Students will not be penalized for an extended absence resulting from illness, as verified by a doctor's note.

Border Land School Division Information

These are excerpts from Border Land Policy. For a complete list of all policies and their content, please go to the Border Land website at www.borderland.ca

Border Land School Division Policy Excerpts

Border Land School Division Vision Statement:

Empowering responsible citizens within our communities.

Border Land School Division Mission Statement:

BLSD is committed to fostering inspiring educational opportunities, meaningful relationships, and engaged citizens.

Statement of Commitment:

Border Land School Division is committed to ensuring equal access and participation for all people, regardless of their abilities. We are committed to treating all people in a way that allows them to maintain their dignity and independence. We believe in inclusion. We are committed to meeting the needs of people who face accessibility barriers by identifying, removing, and preventing these barriers and by meeting requirements of The Accessibility for Manitobans Act.

The actions and activities of the Board are guided by core values and beliefs identified in consultation with the Border Land community. Local values and beliefs provide the foundation for Board policy.

The actions and activities of the Border Land School Division are guided by the following core values and beliefs.

Border Land School Division Core Values:

- Empathy
- Integrity
- Openness
- Respect
- Responsibility

Border Land School Division Belief Statements:

We believe that:

- Everyone can learn and deserves appropriate and meaningful education.
- Ownership, relevance, and engagement form the basis for quality learning.
- Diversity creates a strong community.
- Relationship building is the foundation for creating positive environments.

INDEPENDENT STUDY/DISTANCE EDUCATION

When a course is not available to a student at his/her home school and the student chooses to enroll in a course from the Independent Study Branch, Distance Delivery Education Unit, through web-based courses or any other distance delivery providers within the province, the Border Land School Division shall reimburse the student for the costs of the course, provided that:

The course is required to complete the grade and is not available in the school timetable.

The principal has approved the enrolment of the student in the course.

The course is required for entrance requirements at a post secondary institution, training, or work situation the student intends to pursue.

The student provides proof of successful completion of the course to the Division Office.

The initial cost shall be borne by the student/parent/guardian, unless the course is offered only as an alternative form of program delivery, (i.e.) web-based courses initiated by the school. Then the cost of the course will be borne by the Division.

Schools are to monitor all independent study courses so as to enhance the prospect of successful course completion. The mentoring is expected to include the assignment of a staff advisor for every student on independent study.

When Students Face Problems at School.

At some point in time, every child experiences a problem at school.

Common problems center around the following things:

- I. A child may experience problems in an academic subject area.
- II. A child may have problems with behavior at school. This could be because of other children harassing your child or your child exhibiting aggressive or disrespectful behaviors toward others.
- III. A child may experience a personality clash with a teacher. The child may feel the teacher does not understand.
- IV. A child may experience problems with peers. The child may feel left out or picked on all the time. At times, a child may feel unable to relate to peers.

Keep in mind something can be done to help in a very specific way! You are NOT alone. Remember, these are common problems that require action.

The way you, as a parent, react or the actions you take, can do much to empower you as an advocate for your child and empower your child to achieve success in school!

Taking Positive Action that will Affect Solutions and Help Your Child

1. ACT QUICKLY ... before the problem gets out of hand and escalates.
2. Phone the teacher, explain the situation, then listen politely to what the teacher has to say. (Often the teacher has a different perspective of the problem.)
3. When you have all the facts, then begin to explain your views and why you feel that way.
4. Do not be concerned about assigning blame. Concentrate on a solution. Together solutions can often be reached because communication lines are open.
5. If barriers are up, and a solution cannot be reached, the principal needs to become involved. Always be calm and courteous. Open discussion often leads to a solution that is right for everyone.
6. There are times when even after going through the steps of meeting with the teacher and the principal, things cannot be worked out. Then your principal can advise you on what steps to take next.
7. Ultimately, parents must know they are the strongest advocates for their children. Others will have impact upon their children's school experience, and influence them to a degree, but parents will have their children for the rest of their lives. The role of the parent cannot be underestimated.

Parents need to feel empowered where their children are concerned. Too often parents feel at a disadvantage. They need not feel this way. An effective partnership involves parents, teachers, administrators, principals, and community members working together to help our children be successful in school.

DISCIPLINE POLICY

Border Land School Division has an Administrative Procedure 1.A.10 Code of Conduct. This procedure was written to align with the Manitoba Education Provincial Code of Conduct. The BLSD Code of Conduct will be used as the guide for our school. You can refer to the Border Land School Division website, under divisional procedures, to read the code in full.

In Border Land School Division, unacceptable behavior includes but is not limited to the following:

- Harassing/discriminating
- Bully/cyberbullying
- Hazing
- Threats to self and others
- Gang involvement
- In possession of a weapon, as “weapon” is defined in section 2 of the *Criminal Code*
- Possession or being under the influence of an illicit drug
- Inappropriate use of the internet and electronic communication

Teaching self-regulation is a shared responsibility that hinges on a cooperative approach between the school and parents. *Parent refers to both parents and guardians and is used with a recognition that in some cases only one parent may be involved in a child’s education or that the significant adult in the lives of many students may not be their parent. This term may also apply to a student who has reached the age of majority.* Students will feel safe when they see the adults from the two parts of their lives, school and home, come together to focus on their interests. When teachers and parents communicate regularly and work collaboratively, they are more likely to develop a degree of trust.

School and parents may disagree on disciplinary decisions. When positive approaches to resolving disagreements are used, there are opportunities to build strong relationships and to set positive examples for our students. Parents are encouraged to contact their school

any time they have a concern regarding a disciplinary matter. The process for appeal is found later in this procedure.

Appropriate Interventions and Disciplinary Consequences

All schools are expected to engage in preventative practices – in other words, the use of instruction and programs that focus on social responsibility and positive behavior rather than the need for negative consequences. Many schools have successfully introduced restorative practices that aim to develop community and manage conflict and tensions by repairing harm and building relationships (eg. conflict resolution or peer mediation programs, restitution and restorative justice.) Exclusionary practices may be necessary when other approaches to problem behavior are unsuccessful, however, they are not effective when overused. The degree of exclusion for any reason should involve the least restrictive environment and not be punitive. Although exclusionary practices can be viewed on a continuum, educators must take caution that students are not faced with undue hardship or feelings of alienation, as they may not hold the same perception.

Teachers and Principals must ensure that interventions used are appropriate given the frequency and severity of the disciplinary violation and the student's age or state of development. The principal maintains the authority to determine which consequence is appropriate in each situation. In every situation, when selecting appropriate consequences, school staff should be sensitive to any student who has been the victim or target of unacceptable behavior, as well as to the student who committed this behaviour. Reasonable accommodation is required for students with exceptional learning needs that affect their behaviour, considering the student's ability to comply with disciplinary measures.

The Public Schools Act and the Appropriate Disciplinary Consequences in Schools Regulation (M.R. 92/2013) permits the use of suspension. Suspension may be determined to be the appropriate disciplinary consequence when a student's unacceptable conduct or

disruptive behaviour is found *to be injurious to the school environment and/or deemed an imminent safety risk to students and staff.*

It is expected that all disciplinary decisions follow these guiding principles:

- Ensuring a safe, caring, and inclusive learning environment; policies and procedures must support Manitoba's Philosophy of Inclusion.
- Decisions shall appropriately address safety risk to students and staff, plan for a safe and orderly learning environment, and reflect the best interests of the students.
- Decisions shall respect the right and access to education for children and youth.
- Student success and well-being is a collective responsibility and requires active agency on the part of all who are responsible for children and youth.
- Appropriate measures shall be taken to ensure that school discipline is administered in a manner consistent with respecting the child's human dignity.
- Disciplinary alternatives are to be informed by research and best practices.
- Relationships matter in providing a sense of safety and belonging for all students.

Interventions and consequences may be applied as appropriate to the context. Listed alphabetically below are responses schools and the Division may take. Schools may expand upon the list if the additional items are consistent with the Manitoba Education directive.

Behavioural/Performance Contract

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

Compensation

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

Detention

The student is detained at the school for specific unacceptable behaviour. Should a detention extend beyond regular school hours, parent(s) will be informed.

Expulsion

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

Formal Interview

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

Informal Discussion

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

Outside Agency/Community Involvement

A referral to an outside agency or a community resource may be necessary to address a student's behaviour (e.g., a physician, adolescent or adult mental health services, Addictions Foundation Manitoba, the anxiety clinic at St. Boniface Hospital, the Lighthouses and Turnabout crime prevention programs, Boys & Girls Clubs, Big Brothers Big Sisters, or Aboriginal Elders). These referrals will involve an informed consent process.

Parental Involvement

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

Police Notification

Police notification does not mean that police will lay charges in every situation; however, police should be notified for serious incidents that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on the school environment. Parents will be notified unless police direct otherwise. Unless directed otherwise by the police, parents will be provided with the option to be present should the police want to question their child.

Removal of Privileges

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

Restitution or Restorative Practice

This approach allows students to focus on correcting their mistakes, to learn, grow, and make things right.

School Counsellor/Resource Teacher

A school counsellor and/or resource teacher meets with the student with the specific goal of developing a plan for changing attitudes and improving student behaviour.

Seclusion

Seclusion is a safety response. It is never used as a punishment, a consequence of disciplinary action or a way to force compliance. Parents shall be informed when any seclusion occurs.

Student Services

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

Suspension

In School Suspension (ISS): an instance where a student is temporarily removed from their regular classroom(s) for at least half a school day for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as the students under supervision.

Out of School Suspension (OSS): an instance where a student is dismissed from school for disciplinary purposes for a finite period of time when their peers are expected to be in attendance.

Threat Assessment

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

Withdrawal from Classroom Setting

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

Supportive Student Discipline

Supportive student discipline should be about teaching and learning. Providing students an opportunity to reflect on their behaviour and repair relationships is paramount to learning. Appropriate consequences and support should help students improve behaviour while considering individual circumstances.

Although still viewed as an exclusionary practice, an in-school suspension should be considered as an alternative to an out of school suspension. An in-school suspension allows for the opportunity to apply targeted intervention and supports that address behaviours and facilitate problem solving.

The decision to suspend should consider the following:

- the information gathered from the student, reporting staff, and others who may have witnessed or been affected
- whether a process should be initiated for determining the risk of threat to self or others, and the risk of the occurrence
- possible motivation or underlying reasons that lead to the incident
- previous disciplinary incidents
- previously employed interventions and their effectiveness,
- the students background and support network
- alternative approaches not previously employed
- whether the suspension will be a breach of probation, if applicable

The decision to suspend may also include the following:

- a discussion with the parents
- a discussion with the in-school team and/or divisional level staff

Suspension may not be used as a response to absenteeism.

Suspension duration must not be increased based on the number of suspensions a student has previously received.

Suspension Procedures

Categories for student suspension

Misconduct – this may include insubordination, physical altercation with another individual, verbal altercation with another individual, threats, bullying or harassing.

Substance Use – this includes alcohol or tobacco use

Illegal Drugs – this may include being under the influence of, in possession of, or trafficking of any drug deemed illegal

Weapons – this may include being in possession of, threatening with, or attacking with a weapon.

Property Damage – this may include damage to Border Land School Division property as well as damage to other individuals personal property.

Inappropriate ICT Use– this includes any action on a technological device, on or off school property, that violates the Border Land School Division Acceptable Use Agreement.

A. Notification to Parents

If a student is to be suspended, parents must be notified promptly of the reason and period of suspension by the principal or superintendent, whoever is suspending the student. No student shall be dismissed from school who presents an imminent safety risk to self or others before parents have been notified.

Within 24 hours of the decision to suspend, a written letter/suspension form will be sent to the parents/guardians with information that includes

- the student’s name, birthdate, and MET number
- the nature of the suspension (in-school or out-of-school)
- the reason(s) for the decision to suspend in relation to the code of conduct
- the period of the suspension (with beginning and end dates)
- information regarding the re-entry process
- the date, time, and location of the re-entry meeting
- information regarding the opportunity for parents to be provided with accommodations such as an interpreter or support person to accompany them to the re-entry meeting

- the name and contact of the school personnel who will serve as the parent initial contact for the purpose of arranging appropriate educational programming and maintaining regular contact with the student
- information about the parents right to make an appeal and the appeal procedures
- clarity of any other restrictions

All student suspensions are to be recorded on the Suspension of Student form (Appendix B) and reported to the Superintendent's office within 24 hours of the suspension. The report must be entered into PowerSchool within 48 hours of the suspension.

B. Access to Educational Programming during Suspension

Schools must arrange educational programming for students who are suspended for more than five days. During suspension, access to learning should be maximized by providing students with the resources they need and by utilizing universal design principles. Students must have an opportunity to maintain connection to the school community, to continuity of programming, and to build skills rather than to feel a sense of punishment or discipline.

C. Re-Entry Meetings

Re-entry meetings are an opportunity to bridge and repair relationships. The student, parent, and appropriate school/divisional staff should be present. If a parent is unable or refuses to attend the re-entry meetings, schools must document the reasons for the refusal and/or actions taken by the school to obtain consent and/or resolve concerns.

The discussion at the re-entry meeting should

- review the division's code of conduct, including the appeal process
- restore a sense of safety and belonging (i.e., establish a connection with an adult in the building who provides daily check-ins for positive feedback and problem-solving)
- structure transitions, resources, and environmental considerations to be in place for a safe return

- determine programming needs (e.g., academic support, increased opportunities to attend to social-emotional learning and regulation)
- review planning needs if a student-specific plan is already in place
- develop a student-specific plan for a student who has been suspended out of school more than two times during a school year (MEECL, Standards for AEP,2022)
- determine whether individual counselling and/or divisional supports are needed (i.e., determine and support student’s protective factors)
- refer to community-based/agency supports, as appropriate
- reaffirm goals for personal and/or school success, respecting the student’s right to be heard, and participate in decisions that affect them
- designate staff to case manage (i.e., ensure planning needs are met and follow-up is embedded for ongoing support)
- review recommendations and update plans as necessary
- encourage the repair of relationships with those who may have been harmed or affected and who also should be treated with courtesy, compassion, and respect for their dignity and privacy (YCJA)

The completion of schoolwork must not be used as a condition of re-entry.

A student’s suspension must not be prolonged due to the parent inability to be present at the re-entry meeting.

Out of School Suspension (OSS)

During an out of school suspension, students will not be permitted at school and at the discretion of the principal, may not be permitted to participate in school sponsored activities, whether they occur inside or outside the school, on the school bus, or on school property.

The principal will ensure that expectations are communicated to the student, staff, parents, and divisional staff as appropriate. This communication should include:

- the period of the suspension (with beginning and end dates)
- the name of the school personnel who will serve as the initial contact for any questions/concerns

- arrangement of appropriate educational programming and regular contact with professional staff (eg. Virtual, phone, in person)
- clarification of expectations, noting any restrictions
- information regarding the date, time, and location of the re-entry meeting
- additional people or agencies and their contact information and any expectations set forth (if relevant)

Students who have been suspended out of school more than two times during a school year are required to have a student specific plan.

In School Suspension (ISS)

An in-school suspension is to be carried out in a supervised educational environment with restricted contact to peers during the instructional day. During an in-school suspension, a student may be restricted from attending one or more classes and/or school sponsored activities.

Providing there is no safety risk to students or staff, the principal may determine that a student observing an in-school suspension can continue to participate in school sponsored activities, with direct supervision, to maintain connection, relationships, and a sense of belonging.

The principal will ensure that expectations are communicated to the student, staff , parent/guardians, and divisional staff as appropriate. This communication should include:

- the period of the suspension (with beginning and end dates)
- location of the alternative supervised learning environment
- the name of the school personnel who will serve as the initial contact for any questions/concerns
- instructions for non-instructional times such as lunch and recess
- a structured plan outlining the appropriate educational programming the student is to be engaged in during the suspension
- information regarding the date, time, and location of the re-entry meeting

If a student received two or more in-school suspensions during a school year, school teams should consider ways to support that student to decrease future suspensions. The repeated use of an in-school suspension may indicate that a student specific plan should be developed or revised.

Appeal Process of Disciplinary Decisions

If a student and/or parents are not satisfied with a disciplinary decision, they should speak first to the teacher who made the disciplinary decision and then to the school principal if the issue is not resolved. If there is still an unsatisfactory response, an appeal in writing, see Appendix C, can then be made to the superintendent of schools, and if necessary, then to the school board. Exceptions to this are suspensions in excess of five days and expulsions, in these cases the appeal goes directly to the school board. The school board may confirm the suspension, modify it, or reinstate the student (M.R. 92/2013; Manitoba Education and Training, *Provincial Code of Conduct, 2017*).

APPENDIX A

Rights and Responsibilities regarding Student Discipline

Students

Rights

- To be accompanied by a parent or other adult to assist and make representations to the school board before a decision is made to expel.

Responsibilities

- To attend school and classes regularly and punctually.
- To comply with school and school division discipline and behaviour management policies.
- To behave in a respectful manner and comply with the school code of conduct.

- To complete assignments and other related work required by teachers or other employees of the school division.
- To treat with respect school property and the property of others who are employed at or attending the school.
- To assume responsibility if they destroy, damage, loses, or converts by an intentional or negligent act school or division property.

Parents

Rights

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

Responsibilities

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

(Note: Teachers and students whose personal property is damaged or lost may bring action under *The Parental Responsibility Act*).

Responsibilities and Authority of Teachers

- To maintain order and discipline among students attending or participating in activities that are sponsored or approved by the school, whether inside or outside the school.
- To behave in a respectful manner and comply with the school code of conduct.

- To ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school are appropriate, given the frequency and severity of the disciplinary violation, and take into account the student's state of development.
- To report to the principal unacceptable student conduct while at school or at a prescribed school-approved activity as soon as reasonably possible*.
- To report to the principal as soon as reasonably possible that a student may have engaged in cyberbullying or been negatively affected by cyberbullying, whether it occurs during school hours or not*.
- To seize or cause to be seized and take possession of any offensive/dangerous weapon brought to school by a student and hand over same to the principal.
- To suspend a student from the classroom for up to two days when a student engages in disruptive behaviour and suspension is the consequence for that behaviour under school policy or the school code of conduct.
- To promptly document and report a student suspension to the principal.

**The duty to report to the principal also applies to employees of a school board, school division, or school district and persons who have care and charge of one or more pupils during a prescribed school-approved activity.*

Responsibilities and Authority of Principals

- To remove, or cause to be removed, persons from school premises who are causing a disturbance or interruption, trespassing, or who are present for a purpose not reasonably associated with the normal functioning of the school.
- To provide disciplinary authority over the conduct of each student of a school from the time the student arrives at the school until the student departs for the day, except during any period that the student is absent from school at the request of their parent or guardian.
- To provide disciplinary authority over students on their way to and from school, in terms of their conduct towards one another, while travelling to and from school on school division transportation, and while on school-prescribed activities.
- To ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school, are appropriate, given the frequency

and severity of the disciplinary violation, and take into account the student's state of development.

- To notify parents, as soon as reasonably possible, if the principal believes that a student has been harmed as a result of the unacceptable conduct.
- To suspend a student for up to one week for engaging in conduct that the principal considers injurious to the school environment.
- To inform the student's parent or legal guardian of the suspension and the reasons for the suspension.
- To give the Superintendent within 24 hours of a student being suspended, a written report setting out the pupil's name, the period of suspension, and a description of the disruptive behaviour for which the pupil was suspended.
- To enter a record of each suspension of a student in PowerSchool within 48 hours of the suspension.
- To ensure that educational programming is available to a student who has been suspended.