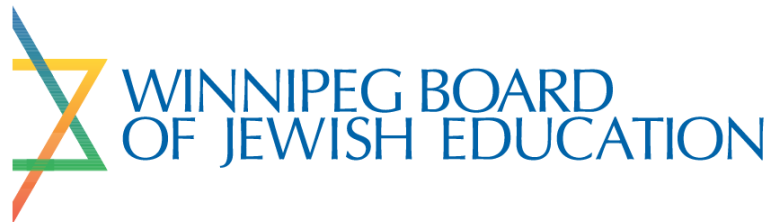


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POLICY MANUAL

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Gray Academy
OF JEWISH EDUCATION



Gray Academy of Jewish Education is a JK to 12, co-educational post secondary preparatory school that places equal value on Jewish and General academic programs.

Our Vision

Our vision is to provide an educational environment of academic excellence, strong Jewish values, spiritual and physical wellness, and proud global citizenship.

Our Mission

Our mission is to graduate informed and educated individuals comfortable with all of the various expressions of Jewish Life, enabling and inspiring them to become empowered participants in the Jewish community and global society.

Our Beliefs and Values

Respect	כבוד הדדי
Tolerance/Compassion	סובלנות
Diversity	רבגוניות
Leadership	מנהיגות
Community	קהילה

Our Commitments

Academic Excellence	הצטיינות אקדמית
A Community School	בית ספר קהילתי
Jewish Identity	זהות יהודית
Future Leadership	מנהיגות עתידית
Healthy Living	אורח חיים בריא
Israel	ישראל

POLICIES OF THE BOARD OF DIRECTORS

ROLE OF BOARD OF DIRECTORS

The Board of Director's role is to be the trustee of the mission of the Corporation of the Winnipeg Board of Jewish Education operating as Gray Academy of Jewish Education (the "school") and to be responsible for overseeing the School's strategic direction in this regard. The Board of Directors (collectively the "Board" or individually a "Board member") is the primary policy-making body for the School.

Specifically, the key responsibilities and expectations of the Board in the area of policy-making and practices are as follows:

1. To ensure that the mission of the School is fulfilled;
2. To provide policy guidance, monitoring and evaluation in the management of the School;
3. To maintain the School's financial security and infrastructure and ability to provide the resources necessary to fulfil the School's mission on an ongoing basis;
4. To maintain the highest standards of character and integrity of the School as an institution; and
5. To ensure that the School continues to achieve excellence in its leadership through the careful recruitment and ongoing evaluation of the members of the Board, the Head of School/CEO, Chief Financial Officer and Administration.

ACCOUNTABILITY

The Board and each of its members are accountable to the Corporation of Winnipeg Board of Jewish Education and as such are obligated to act in the best interests of the School. The Board is the senior most governance and supervisory authority of the School and bears the responsibilities and has the powers and authorities provided in the Act of Incorporation, the School By-Laws and this Policy Manual.

CODE OF CONDUCT

Each Board member shall abide by the following code of conduct in the execution of their responsibilities and their general behaviour with regards to Board and School matters:

- Each Board member shall remain knowledgeable about the School's mission and objectives as well as its current operations and issues
- Each Board member has the responsibility to act in the best interests of the School
- Each Board member shall contribute to the development of the School and the advancement of independent education.

- The Board and each Board member shall be responsible for the sound financial management of the School
- Each Board member will attend, in person or by telephone conference connection, Board meetings and be prepared to participate to the best of his/her ability
- Board members shall be focused on setting policy, not implementation. Individual Board members should not become involved in specific management, personnel or curricular issues
- Each Board member shall respect Board confidentiality
- Each Board member shall guard against conflicts of interest. See “Conflict of Interest By-laws”
- Each Board member shall accept and support Board decisions once made, and support the Board President and the Head of School/CEO and demonstrate such support within the community with respect to such decision
- Authority is vested in the Board of Directors as a whole. Any Board member who learns of an issue which is an appropriate matter for consideration of the Board has the obligation to bring such matter to the attention of the Board President for the purpose of convening a meeting of the Board to consider such matter, and shall not deal with the situation individually
- Each Board member shall abide by the regulations of the Act of Incorporation, and the By-Laws and policies of the Board

POLICY OF ETHICS

- All Board members shall ensure that their advisory work, activities, communication and general efforts relating to Board and School matters are conducted in an ethical and moral manner at all times.

CODE OF CONDUCT FOR THE BOARD OF DIRECTORS OF THE WINNIPEG BOARD OF JEWISH EDUCATION

I, _____, am a director (either elected or Ex Officio) of Winnipeg Board of Jewish Education (hereinafter referred to as the "WBJE"). In carrying out my duties as a director of the WBJE I declare that:

1. I shall use the powers of my office honestly, in good faith and in the best interests of the WBJE. Further, I shall conduct myself with care, skill, and diligence, and shall do so reasonably, prudently, and in a manner that supports the WBJE. I shall not use my position as a director to unduly influence any policy, procedure or action which would cause benefit to my family, my friends or me.
2. I have received, reviewed and understand the WBJE's governing documents (which include the WBJE's articles of incorporation, by-laws, policies, and other guidelines) and agree to honour and observe them. In addition, I agree to honour and observe the provisions of the *Corporations Act (Manitoba)* (hereinafter referred as the "*Act*").
3. I shall support all policies and decisions of the WBJE.
4. I shall keep confidential all information which I receive as a result of my role as director of the WBJE. I agree not to disclose any such information, except where I am required to do so by law or at the direction of the WBJE.
5. I shall place the interests of the WBJE and its directors ahead of my personal interests and shall immediately disclose any conflicts of interest which may arise. For greater certainty, I shall not receive, directly or indirectly, any payments that might be offered to me as a result of my position as a director of the WBJE including, but not limited to, professional fees, salaries, and payments for goods received by the WBJE.
6. My directorship with the WBJE shall be deemed to expire in the event that I:
 - (a) fail to be eligible to serve a director in accordance with the *Act* or the WBJE's governing documents;
 - (b) have breached any provision of this Code of Conduct;
 - (c) engage in any conduct which, in the opinion of the WBJE, is detrimental to the WBJE's interests; or
 - (d) fail to attend, without an adequate explanation in the sole opinion of the WBJE, three consecutive WBJE board meetings.

Signed by: _____

Name: (print) _____

Date: _____

Witness: _____

Section A

General



SCHOOL VOLUNTEERS

The Board of Jewish Education recognizes that volunteers can be of valuable aid to the professional staff. The Board supports a volunteer program in its schools subject to regulations developed by the individual school principal in cooperation with the professional staff.

Volunteers may be used to aid professional staff in activities for which the volunteer is qualified or activities which do not require professional training.

The principal and staff shall be responsible for the recruitment, appointment, placement and evaluation of volunteers. A pre-service orientation program and in-service training shall be arranged by the principal or a delegate.

All volunteers must complete a criminal record check and a child abuse registry check prior to working with students.



COMMUNITY RESOURCE PERSONS

The Board encourages the enrichment of curriculum and the widening of educational horizons by inviting persons or groups from outside the school with special knowledge or talents to address students, provided that in the opinion of the school, such contribution is relevant to the educational program.



ADVISORY COMMITTEE

The Board of Jewish Education shall, when it seems advisable, appoint an Advisory Committee to assist the Board in research projects, long-range studies, development of policies or educational goals. Such committees shall serve in an advisory capacity only without pay, studying the issues and proposing recommendations based upon the analysis of these issues. The Board will give serious consideration to whatever action may be recommended or suggested by the committee but final action and responsibility in all cases shall remain with the Board.

1. The Advisory Committee shall consist of:
 - a. Three Board members OR three Board representatives which shall include at least two Board members.
 - b. Three teacher representatives which shall include at least one teacher from each of the elementary and high school.
 - c. Either the President or Vice President of the Winnipeg Jewish School Teachers Association.
 - d. The Principal of Gray Academy of Jewish Education.
 - e. The Head of School/CEO of Gray Academy of Jewish Education who will act as Chair of the Advisory Committee.

The names of appointees shall be given to the Head of School/CEO by September 30 of any given year. The Board and the Teacher Association shall assume the responsibility of naming its representatives.

2. The Advisory Committee shall:
 - a. Serve the board in the promotion of good communication and Board-Staff relations.
 - b. Report on problems raised for consideration by the Board, administration, and teachers. The findings are to be submitted to the Board for consideration and appropriate action.
 - c. Consider the adequacy and effectiveness of the total school program and ways and means of better meeting the needs, interests and abilities of students and teachers.
 - d. Carry out other duties as may be assigned by the Board and the Teacher Association by mutual agreement.
 - e. Exclude matters currently being dealt with by the Negotiations Committee.



CONFLICT OF INTEREST

The Board of Jewish Education will not condone the action of an employee whose activities are a conflict of interest.

A conflict of interest will exist when an act to further the personal interest of an employee in a matter, has a negative effect on the Board of Jewish Education.

If an employee is found to be in conflict of interest by the Board, the employee may be subject to disciplinary action which may include termination of employment.

1. In order to minimize any potential conflict of interest situation, the employee should discuss the matter with the Head of School/CEO.
2. A written opinion from the Head of School will provide protection against disciplinary action.
3. The following situations may place an employee in a conflict of interest situation:
 - a. An activity for personal financial gain or employment outside the Board of Jewish Education which involves any of the following:
 - using time paid for by the Board of Jewish Education;
 - adverse effect on performance of your duties with the Board of Jewish Education;
 - using school resources for the activity.
 - b. Soliciting or accepting gifts, considerations, prizes or hospitality other than those of a token nature from any person, firm or corporation with whom the Board of Jewish Education does business;
 - c. Using association with the Board of Jewish Education or the advantage of privileged school information for the financial gain of a relative, friend or self;
 - d. Seeking to obtain preferential treatment from the Board of Jewish Education for a relative, friend or commercial enterprise in which you, a relative or friend has a financial interest;
 - e. Recruiting, selecting or retaining a relative if you are in the position of authority;
 - f. Influencing another employee to recruit, select or retain a relative;
 - g. In those situations where the Board of Jewish Education has entered a competitive bid or tender to provide services, an employee may not submit a tender in competition without first resigning their employment.



LOSS (THEFT) OF PERSONAL PROPERTY

Except as provided in paragraph 2, any employee, volunteer, student or visitor who brings any article of personal property onto the school premises, does so at their own risk. The school will not assume financial responsibility.

Any employee who brings in articles of personal property into the school for school use will be compensated for loss, theft or damage at market value.



STUDENT INVOLVEMENT IN DECISION MAKING

A primary task of the school is to create a stimulating learning climate which envelops active involvement of students in their education and develops a spirit of inquiry. This climate is created when students work together with the school staff in such activities as planning and evaluating school programs.

The Board of Jewish Education believes that the professional staff should encourage, instruct and motivate students to become actively involved in planning and participating in areas such as, but not limited to:

1. Assembly programs and school sponsored forums of interest.
2. Student government organizations that provide students with a voice in school affairs; and
3. A variety of extra curricular activities to broaden their educational experiences.



STAFF INVOLVEMENT IN DECISION-MAKING

It shall be the policy of the Board to encourage participation in decision-making for the school. The Administration is authorized and expected to seek opinions from a cross-section of the staff and/or to establish committees, as he/she deems necessary for the effective operation of the school.



DISCIPLINARY AUTHORITY OVER STUDENT CONDUCT

The principal shall exercise disciplinary authority over the conduct of each student of his/her school from the time of the student's arrival at school until his departure for the day, except during any period when the student is absent from the school premises at the request of his parent or guardian.

The principal has disciplinary authority over all students at school in their conduct towards one another on their way to and from school or at school sanctioned activities, and, when transportation is provided, the principal has disciplinary authority over the conduct of the students while they are in the conveyance.

The driver of a school bus shall report to the principal any misconduct of students while entering, leaving or being conveyed in a vehicle under his charge.



ACCEPTABLE USE OF ON-LINE INFORMATION RESOURCE GUIDELINES/INFORMATION COMMUNICATION TECHNOLOGY (ICT)

ICT Acceptable use refers to Gray Academy's expectation that all students behave responsibly when using any form of technology. This includes but is not limited to the school network, computers, smart phones, laptops and tablets. Additionally, electronic communication including social media platforms must be used responsibly and within keeping of all school guidelines. Any violation of the ICT Acceptable Use Policy will result in appropriate disciplinary action.

The acceptable use of ICT requires that users:

- Log into the network or any appropriate internet site using only their own identification.
- May only run software and/or applications (apps) that are supplied or approved by the school.
- May only use the scanner, camera, printer or other devices attached to the network with permission and under the supervision of Gray Academy staff.
- Do not access or transmit, either internally or externally, any materials that may be considered pornographic, demeaning or libelous by Gray Academy.
- Do not access any unauthorized social media websites.
- Understand that system administrators and/or Gray Academy staff have the right to access, view or delete any files from the network including email.
- Malicious use of the network and/or internet that may harass other users, infiltrate a computer or computer system and/or damage the software components of the computer (including laptops, tablets, MP3 players, etc.) or computer system is prohibited.



STUDENT AND STAFF ACCESS TO ONLINE INFORMATION GUIDELINES

1. GENERAL

- a. The Board of Jewish Education recognizes that telecommunications and other new technologies change the way in which students and staff may access information and educational resources. These changes may alter instructional practices and student learning. The Board recognizes that access to on-line information resources, including the Internet is a fundamental right of all participating citizens in a free and democratic society.
- b. The Board supports student and staff access to on-line information resources which coincides with the development of appropriate learning skills to analyze such resources.
- c. The instructional staff shall attempt to develop and foster appropriate on-line behaviour in students and identify consequences for inappropriate on-line behaviour.

2. DEFINITIONS

- a. **Local Area Network (LAN)**
A local area network consists of a number of computers linked by network cabling within a local area, such as a classroom or an area within a school. A school facility may have a number of local area networks.
- b. **Wide Area Network (WAN)**
A wide area network connects a number of local area networks across a number of locations (i.e. a number of school LAN's across a school division)
- c. **The Internet**
The Internet is a global network of interconnected computer networks that support a common set of communication protocols which allows for world wide communications between networked computers.

The Internet is used by all citizens including educators, businesses, government and private organizations. The Internet is another educational resource similar to student access to software, DVDs, Books, magazines, newspapers and videos.
- d. **Filtering of Internet Access**
The Internet and other telecommunication resources may give students access to electronic information resources which have not been screened by educators in terms of appropriate age and/or content. Gray Academy utilizes filtering systems in order to assist instructional staff with the selection of appropriate on-line resources.



3. RESPONSIBILITIES

The Head of School/CEO, to the extent possible, shall ensure that appropriate precautions are taken to insure that inappropriate on-line information is not readily available to students. These precautions shall include an Internet filtering system and implementation of acceptable use of on-line information resources guidelines. The Head of School/CEO shall ensure that the principal has incorporated the acceptable use of the on-line resources guidelines into the school student behaviour management policy and procedures.

3.2 Managers of Information shall coordinate the implementation and ongoing management of the Gray Academy Internet filtering system.

3.3 Principal

- 3.3a. The Principal shall ensure that the guidelines for acceptable use of on-line information resources guidelines have been incorporated into the school student behaviour management policy and procedures.
- 3.3b. Parents/guardians shall be informed of the school's use of on-line resources including the Internet and that parent/guardian permission is required for all grade 1 to Grade 12 students to have access to the Internet.
- 3.3c. Students that have access to on-line information resources including the Internet shall receive training in the responsible and appropriate use of the Internet.
- 3.3d. In-school student access to on-line information resources including the Internet shall be under direct teacher supervision and guidance.
- 3.3e. School procedures shall be established for reporting the misuse of student access privileges.
- 3.3f. The Principal shall ensure that the development of consequences for inappropriate use of on-line information resources including suspension of Internet access privileges be developed for students and staff.

3.4 Teachers

- 3.4a. Teachers shall ensure that all students who use school computer networks including the Internet are aware of the ethical use, proper techniques, etiquette and standards for their participation.
- 3.4b. Teachers shall ensure that all students who use school computer networks including the Internet are informed of the school acceptable use of on-line information resources guidelines and the consequence for misuse.
- 3.4c. Teachers shall ensure that students are guided in accessing appropriate on-line information resources including the Internet.
- 3.4d. Teachers' use of on-line resources (including the Internet and email) provided by Gray Academy of Jewish Education must be work related.



PUBLIC COMPLAINTS

General Procedures for Handling Complaints:

1. When a complaint is made by public participation at Board meetings or by letter to the Board or Board president, the board may refer the matter to the Head of School/CEO for study and possible solution.

The Board shall not consider or act on complaints that have not been explored at the appropriate administrative levels.

2. When a complaint is made to a Board member as an individual, the Board member is advised to:
 - a. Ask the complainant to contact the teacher or principal directly (if the complaint refers to a matter at a school), or the person most closely associated with the complaint.
 - b. If the complainant has complied with (a) or prefers not to, then the Board member may contact the Head of School and arrange for a response to the complainant; or
 - c. Refer the complainant to the appropriate Board policy or regulation if applicable: or
 - d. If the complainant has taken his/her complaint through the chain of command and is still dissatisfied, then the complainant may bring the complaint to the Board by written letter to the attention of the Board President for final disposition by the Board.
3. Without Board approval, Board members shall not:
 - a. Speak on behalf of the Board;
 - b. Act on a complaint directly other than by taking the steps suggested above.
 - c. Contact teachers or principals directly – personally trying to solve problems.



STUDENT/PARENT/GUARDIAN CONCERNS, SUGGESTIONS AND GRIEVANCES

In order to resolve educational and/or general concerns identified by the individual parents/guardians the following process should be followed:

1. The parents/guardians should make the initial contact at the school level with the teacher.
2. If the matter remains unresolved, the parents/guardians should contact the principal.
3. If the matter remains unresolved, the parents/guardians should contact the Head of School/CEO.
4. If the matter remains unresolved, the parents/guardians may appeal, in writing, to the Directors of the Board of Jewish Education. The Head of School/CEO will provide a report on the matter to the Board before Board discussion.



COMMUNICATIONS FROM EXTERNAL ORGANIZATIONS FOR DISTRIBUTION FROM GRAY ACADEMY

- In general, it is the policy of Gray Academy that emails from external organizations are to be discouraged.
- Final decisions regarding announcements from external organizations are at the discretion of the Administration.
- Approved email notices to parents should be delivered no more than once per day and should be brief.
- Approved newsletter announcements from external organizations should be sent no more than once per month.
- Presentations by Jewish Camps will be permitted at the discretion of the Administration.
- External announcements should pertain to one of our three stakeholders; students, parents, and staff.
- Community Bulletin Board postings/announcements from external organizations will be done through Administration.
- Gray Academy will not send out communications that advertise programs that occur solely on Shabbat.



INTERNAL SCHOOL FUNDRAISING AND TZEDAKAH

FUNDRAISING

A fundraising committee (the “Committee”) will be struck to coordinate all fundraising activities within the school other than PAC fundraising.

- The committee will consist of an Administrator, a PAC representative, an elementary teacher and a high school teacher.
- All fundraising activities must be approved by Committee.
- Teachers and student groups will be expected to submit their planned fundraising activities by the end of September for the ensuing school year. A calendar of fundraising activities will be displayed for staff.
- Any additional fundraising that comes up throughout the year will be subject to the approval of the Committee. Requests for additional fundraising activities throughout the year must be submitted to the Committee through the administrator representative at least two weeks before the event.
- Parents will be notified by email or hard copy in the monthly bulletin prior to the fundraising activity occurring.

TZEDAKAH

There will be no material awards given as incentives for raising money for charity. This goes against all Jewish thinking about how and why we give to others less fortunate. It is not part of the 8 levels of Tzedakah.

Students and their families will be encouraged to give of their time, as well as money and material things for Tzedakah.

- Money given on Fridays for Shabbat as Tzedakah will be donated to the charities decided upon by the student council of the high school. Students can be given the option to bring a non-perishable kosher food item, to be donated to food banks.

EMERGENCY FUND COLLECTIONS

Collection of money for emergency situations (tsunami, war, etc.), which may include Friday Tzedakah, will be decided upon as they occur, at the discretion of the administration.



NUTRITION POLICY

Proper nutrition is essential to a child's health, learning and growth. Therefore, Gray Academy will promote healthy eating and drinking consistent with what is taught in the school curriculum and will reinforce and support this belief. This policy will support students in establishing healthy eating habits for a lifetime.

"Food/Nutrition" is implied whenever the word "Nutrition" is used and is defined as the relationship between the foods and beverages consumed and their nutrient value needed for the proper functioning of the body.

Foods available in school are in accordance with the guidelines outlined in the "Manitoba School Nutrition Handbook".

Students will receive nutrition education that teaches the knowledge, skills, and attitude that promotes healthy eating habits for a lifetime.



ELECTRONIC INFORMATION & COMMUNICATION DEVICES

Gray Academy acknowledges the continued growth and use of electronic information and communication devices. These devices include, but are not limited to, cellular and smart phones, MP3 players, iPods (digital music players), laptops, tablets and other devices as they become available to the public. These devices have changed the way both staff and students access, retrieve and utilize information and educational resources.

The use of electronic information and communication devices is strictly prohibited during teaching and learning times throughout the school day. Prior permission by a school administrator or teacher shall be the sole exception, provided the said device is to be used for the purpose of a teaching or learning related lesson or project.

School staff, at their discretion, may require students to hand in the said devices at the onset of the teaching/learning period and return them at the conclusion of that period. All electronic information and communication devices must be turned off and remain out of view during class times unless prior approval is obtained from the administration or classroom teacher.

In the exceptional circumstance when it is deemed essential by administration or the classroom teacher for a student to be available to receive an incoming communication, the device may be left on in silent mode and remain out of view. This exception applies to incoming communications only, as outgoing communications are not to be initiated during class time.

Administrators and teachers have the authority to confiscate any and all electronic information and communication devices from students if they believe the said device is being used for unauthorized purposes or at unauthorized times. Unauthorized use may lead to:

- a) Confiscation for an entire school day;
- b) Notification of parents or guardians; and
- c) The return of the device only to the parents or guardian of the student.

Gray Academy assumes no responsibility in any respect for the loss, destruction, damage or theft for said device, or for any communication bill associated with the unauthorized use of the said device.



KASHRUT

Kashrut refers to Jewish dietary laws found in the Torah, and rabbinic writings and specifies what food is permitted to be eaten by Jews.

All food provided by Gray Academy will be kosher and its source will be identified.

At Gray Academy, all staff and students are encouraged to respect the laws of Kashrut on school premises, during field trips and on school sponsored activities. When students and staff bring food for special classroom activities, all items must bear approved Kashrut certification symbols.

The Director of Judaic Studies is the school's authority responsible for approving the Kashrut of food provided by the school. Questions about Kashrut or our school Kashrut policy should be directed to the Director of Judaic Studies.

Section B

Staff



FUNCTIONS OF TEACHERS

A. Directors of Learning

The teachers shall be responsible for establishing and maintaining conditions conducive to learning and teaching within the school as a whole and within their class area in particular.

To this end, they shall:

- be responsible for teaching those skills relative to their particular level and subject area.

B. Advisors

The teachers shall function as mature and reliable advisors to students.

To this end, they shall:

- be responsible for developing an atmosphere which will develop in students a positive self-image, a feeling of self-worth, and pride in achievement.
- assist students in self-reflection by helping them to understand their own abilities and areas of growth.
- assist students to define their goals.

C. Member of Staff

The teachers shall be involved in decision-making within the school.

To this end, they shall:

- participate in formulating and implementing a philosophy of education for Gray Academy of Jewish Education.
- function, whenever possible, in an advisory capacity in choice of staff within the area in which they work.
- involve themselves in planning for financial expenditure and for the utilization of professional and non-professional staff in areas related to their teaching.
- involve themselves in planning and implementing school programs.

D. Community Contacts

The teachers shall be responsible for maintaining open communication between the home, the school, and the community.

To this end, they shall:

- report to parents in terms of growth in knowledge, skills, attitudes and social behaviour with respect to the student.
- co-operate in providing opportunities to discuss educational issues with parents and other members of the community.
- assist in demonstrating to the community the significance of the school program through student activities in the classroom and elsewhere.



B.B.B.B.

E. Members of the Profession

The teachers shall be involved in activities that promote professional growth.

To this end, they shall:

- contribute to the profession through its organizations.
- adhere to the code of ethics accepted by their professional organization.
- continuously improve their professional skills and academic knowledge.

Other Provisions:

The functions of teachers are subject to the provisions of the Provincial Statutes related to education and to Section 43 of the Criminal Code of Canada, and also to the provisions of the collective agreement between the Board of Jewish Education and the Winnipeg Jewish School Teachers Association.



HEAD OF SCHOOL/CEO JOB DESCRIPTION

Leading a team of approximately 90 staff in a unionized environment, the Head of School/CEO is the Gray Academy's educational leader. Reporting to the Winnipeg Board of Jewish Education through its President, the Head of School/CEO is responsible for all academic, administrative and community relations' activities at Gray Academy. The Head of School/CEO will establish high standards of academic excellence while building positive relations with all stakeholders, including students, parents, academic staff, government and the Jewish community-at-large. Acting in the capacity of CEO, The Head of School/CEO will facilitate the strategic performance, team development, building stakeholder relationships and ultimately being responsible for all operations. Business acumen will be demonstrated through strong financial management, change management and communication skills.

The Head of School/CEO will possess excellent academic credentials, senior-level administrative experience, an understanding of the role of independent schools, and a rapport with young people. The Head of School/CEO will be a seasoned educator with outstanding interpersonal skills, who is able to build and maintain relationships based on trust, accountability, open communications and decisive action. The Head of School/CEO will have a broad knowledge of Jewish culture and religious practices, but will delegate matters requiring Jewish expertise to The Director of Judaic Studies.

Primary Responsibilities:

- Articulate a clear vision for academic excellence at Gray Academy supported by strong and effective leadership in the delivery of the General Studies curricula.
- Focus and direct the implementation of a comprehensive program for Judaic studies, including both cultural and religious education, through the Director of Judaic Studies.
- Establish a succession plan supported by professional development and recruitment strategies to ensure Gray Academy will attract, retain and grow the resource needed for continued success.

Specific Accountabilities:

- Implement the strategic direction for Gray Academy, including the core vision, mission, values, objectives, and targets. Gain commitment from all stakeholders to support the strategic direction. Begin the process of national accreditation where appropriate.
- Involvement in the active recruitment and retention of students.
- Assist staff with course work modification to support differentiated instruction.
- Oversee the implementation of the General Studies curriculum for each grade.
- Develop integrated curricula and programs that reflect the critical interrelationship of Judaic and general studies, for each grade.



B.B.B.C.

- Oversee the implementation of Judaic studies, including Hebrew language instruction, for each grade.
- Oversee the implementation of Jewish values and holiday programming, for each grade.
- Provide teachers with ongoing professional development opportunities, training and coaching.
- Maintain and improve perception of the GAJE within the Jewish community, through Marketing and Public Relations activities that communicate passion, joy and pride for Jewish learning and living.
- Act as primary liaison to Manitoba Education, MFIS, PEJE, JESNA, RAVSAK and other professional associations.
- Participate in the life of the Jewish and general communities, serving as an ambassador for Gray Academy.
- Represent the WBJE to the Asper Jewish Community Campus Management Team and other Campus agencies on all issues relating to the Campus.
- Represent the WBJE on all issues dealing with the Winnipeg Jewish School Teachers Association (WJSTA) membership, as outlined in the Agreement between the WJSTA and the WBJE.
- Effectively fundraise, including accessing grants, on behalf of the WBJE.
- Attend WBJE meetings.
- Other duties as determined by the WBJE.

Performance Reviews:

The Head of School/CEO will evaluate the performance of the Principal and jointly they will evaluate the performance of the Director of Judaic Studies and the Vice Principals at the end of each term in their first year, and annually thereafter, and review these evaluations with the WBJE president. Evaluation will be assessed against the objectives set at the beginning of the school year by the Head of School/CEO in consultation with each individual.

The Head of School/CEO through the Administrative team will evaluate and develop General Studies and Judaic Studies staff in accordance with the Gray Academy of Jewish Education Assessment and Evaluation of Teacher Performance and Professional Growth policy.

The Head of School/CEO shall be evaluated by a committee of the Board. The committee shall consist of the President of the Board and two other Board members. The President may request that one outside resource person (someone with experience as a school administrator) be added to the committee.

The evaluation shall be a confidential supportive process. It shall involve the establishment of a clear position description, a process of annual goal setting and a summative assessment in writing at the end of the school year.

The findings of the committee shall be presented in a brief confidential executive summary to the whole Board. The Head of School/CEO shall receive detailed feedback and the summary report in writing.



ASSOCIATE HEAD OF SCHOOL JOB DESCRIPTION

Working under the direction of, and responsible to the Head of School/CEO, the Associate Head of School will have a unique opportunity to impact the lives of Jewish children and young adults. This leadership role is jointly responsible for the sustainability of Gray Academy of Jewish Education.

Responsibilities and Specific Accountabilities:

- Develop, acquire, and collate the scope and sequence of all General Studies curricula.
- Assist the Winnipeg Board of Jewish Education with development of the Strategic Plan.
- Assist the Winnipeg Board of Jewish Education with response to CAIS regarding Finance, Governance and Academics.
- Educate all constituents on Parent Survey results.
- Develop all professional development activities and programs to address findings of the Parent Survey.
- Review teacher evaluation policy and process to address professional growth and accountability.
- Take administration leadership in all areas of social media.
- Assume primary responsibility of the International Student Program.
- General control and management of the School.
- Involvement in the active recruitment and retention of students.
- Implement a child centered learning environment that nurtures personal growth, including academic and social success.
- Exemplify creative thinking and problem solving for staff.
- Mediate conflicts among students, staff and parents, through reference to the School and WBJE Code of Conduct and Harassment Policies.
- Maintain discipline in the School and deal with all discipline issues as outlined by WBJE policy.
- Ensure student safety while in the School and outside when on school-related activities.
- Work collaboratively with other Campus agencies to maximize use of the campus facilities, including facility usage booking and updating the community calendar.
- Participate in the life of the Jewish and general communities, serving as an ambassador and advocate for Gray Academy at all times.
- Attend all school functions.
- Support individual and group professional development.
- Be visible in the hallways and classrooms.
- Attend Board meetings as required.
- Other duties, as assigned by the Head of School/CEO.



B.B.B.C. (a)

Performance Reviews:

The Head of School/CEO will review job performance with the Associate Head of School annually or otherwise agreed upon. Evaluation will be assessed against objectives set at the beginning of the school year by the Head of School in consultation with the Associate Head of School. The Head of School/CEO will review the Associate Head of School's performance with the WBJE president after each evaluation.

A report of the review will be presented by the President or the Head of School/CEO to the Board at the end of the school year.



PRINCIPAL JOB DESCRIPTION

Working under the direction of, and responsible to the Head of School/CEO, the Principal will have a unique opportunity to impact the lives of Jewish children and young adults. This leadership role is responsible for the day-to-day operations of Gray Academy of Jewish Education.

Responsibilities and Specific Accountabilities:

- General control and management of the School.
- Involvement in the active recruitment and retention of students.
- Implement a child centered learning environment that nurtures personal growth, including academic and social success.
- Exemplify creative thinking and problem solving for staff.
- Mediate conflicts among students, staff and parents, through reference to the School and WBJE Code of Conduct and Harassment Policies.
- Maintain discipline in the School and deal with all discipline issues as outlined by WBJE policy.
- Ensure student safety while in the School and outside when on school-related activities.
- Timetable and assign teacher workloads, in consultation with the Head of School/CEO.
- Work collaboratively with other Campus agencies to maximize use of the campus facilities, including facility usage booking and updating the community calendar.
- Organize Meet the Teacher and Meet Other Parents evenings and school open houses, to showcase Gray Academy and develop a sense of community.
- Develop and send regular communication to parents and staff, including school newsletters.
- Solicit community volunteers, as required.
- Participate in the life of the Jewish and general communities, serving as an ambassador and advocate for Gray Academy at all times.
- Administer the School budget, including application for grants and Level I, II and III funding.
- Maintain current and accurate student records, including cumulative files, behavior profiles, Child Guidance files, report cards, medical files, etc.
- Attend all school functions.
- Support individual and group professional development.
- Arrange parent-teacher conferences.
- Arrange and run regular staff meetings, including grade level meetings.
- Be visible in the hallways and classrooms.
- Attend all PAC meetings
- Other duties, as assigned by the Head of School/CEO.



B.B.B.D.

Performance Reviews:

The Head of School/CEO will review job performance with the Principal at least twice a year annually or otherwise agreed upon, at the end of each term (January and June) during the first year, and then annually at the end of the school year. Evaluation will be assessed against objectives set at the beginning of the school year by the Head of School in consultation with the Principal. The Head of School/CEO will review the Principal's performance with the WBJE president after each evaluation.

A report of the review will be presented by the President or the Head of School/CEO to the Board at the end of the school year.



DIRECTOR OF JUDAIC STUDIES DESCRIPTION

Working under the direction of, and responsible to the Principal, the Director of Judaic Studies will have a unique opportunity to impact the lives of Jewish children and young adults. This leadership role is the authority on Jewish matters as they relate to school life at Gray Academy. All Judaic Studies staff will report to the Director of Judaic Studies regarding matters pertaining to Judaic curriculum and implementation.

Responsibilities and Specific Accountabilities:

- Provide leadership and expertise in developing and overseeing the implementation of the Judaic and Hebrew Studies curricula.
- Assist the Principal in day-to-day school operations with respect to curriculum development and implementation, as well as providing support in dealing with students and parents.
- Under the direction of the Principal, the Director of Judaic Studies will evaluate and develop Judaic and Hebrew Studies staff in accordance with the Gray Academy of Jewish Education *Assessment and Evaluation of Teacher Performance and Professional Growth Policy*. The Director of Judaic Studies will review staff performance with the Principal after each evaluation and the summative written review is to be signed by the Head of School/CEO, Principal and Director of Judaic Studies before being presented to teachers.
- Enhance the Jewish environment (avirah) of the School.
- Define and articulate the Hebrew and Judaic knowledge base and skills of students completing each grade, with particular attention paid to the attributes and skills desired for graduates of Gray Academy.
- Define and articulate the benchmark against which our students' Judaic Studies progress is evaluated.
- Appreciate the different learning styles and abilities that children have, and be able to assist staff with coursework adaptations to support differentiated instruction.
- Appreciate the critical interrelationship of Judaic and General Studies, and develop integrated curricula and programs that reflect this interrelationship, for each grade.
- Provide Judaic Studies and Hebrew teachers with ongoing professional development opportunities, training and coaching.
- Model passion, joy and pride for Jewish learning and living.
- Participate in the life of the Jewish and general communities, serving as an ambassador for Gray Academy.
- Attend PAC or Board meetings if requested.
- Other duties, as determined by the Principal and/or Head of School/CEO.



Performance Reviews:

The Head of School/CEO and Principal will review job performance with the Director of Judaic Studies at least twice a year, at the end of each term (January and June) during the first year, and then annually at the end of the school year. Evaluation will be assessed against the objectives set at the beginning of the school year by the Head of School/CEO and Principal, in consultation with the Director of Judaic Studies. The Head of School will review the Director of Judaic Studies performance with the WBJE president after each evaluation.

A report of the review will be presented by the President or Head of School/CEO to the Board at the end of the school year.



VICE PRINCIPAL JOB DESCRIPTION

Working under the direction of, and responsible to the Principal, the Vice Principal will have a unique opportunity to impact the lives of Jewish children and young adults. The Vice Principal shall have the duties and responsibilities of assisting the Principal in all areas of school management specifically including instructional leadership, curriculum implementation, cultural programming and professional development.

Responsibilities and Specific Accountabilities:

- General control and management of the school.
- Implement a child centred learning environment that nurtures personal growth, including academic and social success.
- Mediate conflicts among students, staff and parents, through references to the School Code of Conduct and Harassment Policies.
- Assist Principal in organizing timetable and assigning teacher workloads.
- Work collaboratively with other campus agencies to maximize use of the campus facilities, including facility usage bookings, and updating community calendar.
- Develop and supervise the implementation of Jewish values and holiday programming for each grade (shabbaton, retreats, trips, field trips, performances, competitions, etc.).
- Assist Director of Judaic Studies in developing, implementing and evaluating Judaic Studies and Hebrew Language curricula, Tefillah and Shabbat programs, extracurricular Judaic Studies and Hebrew Language programs and all Judaic teaching materials.
- Appreciate the different learning styles and abilities that children have, and be able to assist staff with coursework adaptations to support differentiated instruction.
- Participate in the life of the Jewish and general communities serving as an ambassador and advocate for Gray Academy at all times.
- Attend all school functions
- Assist in developing, implementing and supporting individual and group professional development.
- Be visible in the hallways and classrooms.
- Attend all PAC meetings
- Attend Board meetings if requested
- Other duties as determined by the Principal and/or Head of School/CEO



B.B.B.F.

Performance Reviews:

The Head of School/CEO and Principal will review job performance with the Vice Principal at least twice a year, at the end of each term (January and June) during the first year, and then annually at the end of the school year. Evaluation will be assessed against objectives set at the beginning of the school year by the Head of School/CEO and Principal, in consultation with the Vice Principal. The Head of School/CEO will review the Vice Principal's performance with the WBJE president after each evaluation.



ADMINISTRATION ASSISTANT JOB DESCRIPTION

Working under the direction of, and responsible to the Principal, the Administration Assistant will have a unique opportunity to impact the lives of Jewish children and young adults. This leadership role is integral to the successful implementation of an enhanced program of study in both the Judaic and General Studies program. This supporting position will include but is not limited to the following duties and responsibilities.

Responsibilities and Specific Accountabilities:

- Assist the Principal in day-to-day school operations with respect to curriculum development and implementation as well as providing support in dealing with students and parents.
- Assist the Director of Judaic Studies in implementing and evaluating Judaic Studies and Hebrew Language curricula, T'fillah and Shabbat programs, extra-curricular Judaic Studies and Hebrew Language programs and all Judaic teaching materials.
- Assist the Vice Principal in the development and implementation of Jewish values and holiday programming for each grade (Shabbaton, retreats, trips, field trips, performances, competitions, etc.)
- Assist the Principal, Vice-Principal and Director of Judaic Studies by:
 - being available to teachers for consultation
 - helping provide information and teaching materials.
- Plan and coordinate Judaic and General Studies programs/projects related to Jewish values and ethics.
- Attend PAC or Board meetings if requested.
- Other duties as determined by the Principal and/or Head of School/CEO.

Performance Reviews:

The Head of School/CEO and Principal will review job performance with the Administration Assistant at least twice a year, at the end of each term (January and June) during the first year, and then annually at the end of the school year. Evaluation will be assessed against objectives set at the beginning of the school year by the Head of School and Principal, in consultation with the Administration Assistant. The Head of School/CEO will review the Administration Assistant's performance with the WBJE president after each evaluation.

CHIEF FINANCIAL OFFICER JOB DESCRIPTION

POSITION: Permanent half time position (part of a full time position)

EDUCATIONAL REQUIREMENTS:

Professional accounting designation

SPECIFIC SKILLS:

- Strong management experience (minimum 5 years)
- Understanding the mission and values of the Agency
- Strong understanding of the reporting process and relationship with the CEO
- Proven record of leadership and supervision
- Proven experience in budgeting and cost control
- Ability to work consultatively with lay Board members and other professional staff

SPECIFIC RESPONSIBILITIES:

- Preparation and control of annual budgets
- Preparation of monthly financial reports
- Administer payroll and benefit plans
- Approve and control all purchases and payments
- Administer the registration of students
- Administer the assessment of parental contribution
- Prepare audit file and interact with auditors
- Maintain a proper system of internal controls
- Attend Board and committee meetings as required
- Other duties as determined by the Head of School/CEO and the WBJE

APPRAISAL OF PERFORMANCE:

Performance of these position responsibilities shall be evaluated by the Head of School/CEO and Treasurer of the Board of Directors based on the approved appraisal guidelines



B.B.B.H. (a)

ACCOUNTANT/REGISTRAR JOB DESCRIPTION

POSITION: Permanent full time

EDUCATIONAL REQUIREMENTS:

Completion of 3rd level of an accounting program such as CMA, CGA or Accounting Certificate from a recognized university

SPECIFIC SKILLS:

- Previous experience in payroll and benefit administration preferably Ceridan payroll services
- Previous full cycle accounting experience
- Keying speed of 40 wpm
- Ability to plan and prioritize workload
- Ability to operate various office machines and equipment including postal machine, photocopier, dedicated printers

SPECIFIC RESPONSIBILITIES:

- Accurate and timely payroll and benefits administration including maintaining accumulated sick leave and vacation records, T4 processing and distribution and payment processing of payroll related deductions
- Preparation of bank deposits
- Preparation of monthly bank reconciliation
- Preparation and filing of semiannual GST claims, Provincial
- Payroll Tax Annual Report and application for Reduced Employer Employment Insurance premiums
- Provincial reporting for teacher and substitute days worked
- Fund accounting (receipts and disbursements) and tax receipt control for various Parent Advisory Committee fundraising activities
- Preparation and entry of journal entries into the Accounting System and various financial account reconciliations
- Administration of Gray Academy bus route
- Distribution of yearly parental contribution tax receipts
- Monthly parental contribution account receivable reconciliation
- Updating bank signing authorities as required
- Custodian of petty cash fund
- Responsible for ordering photocopy paper, maintaining an adequate stock, disbursing paper to various agencies as required and ensuring timely invoicing of same



B.B.B.H. (a)

- Responsible for collection of outstanding parental accounts receivable
- Responsible for School System entry of all school enrollments, statement generation and mailing to parents, entering of parental contribution payments into school system
- Administering Manitoba Textbook Grant including matching of purchase orders to packing slips and invoices, following up with school on all discrepancies and subsequent payment to the Textbook Bureau for expenditures beyond the grant limit
- Assisting auditors with year-end queries
- Other duties as determined by the CFO and Head of School/CEO

APPRAISAL OF PERFORMANCE:

Performance of these position responsibilities shall be evaluated by the CFO based on the approved appraisal guidelines and reported to the Head of School/CEO.



B.B.B.H. (b)

ACCOUNTING SUPPORT CLERK JOB DESCRIPTION

POSITION: Permanent half time position (part of a full time position)

EDUCATIONAL REQUIREMENTS:

- Completion of Senior 4 or equivalent
- Working knowledge of Word and Excel software

SPECIFIC SKILLS:

- Keying speed of 40 wpm
- Previous experience in an accounts payable position
- Ability to plan and prioritize workload
- Ability to operate various office machines and equipment including postal machine, photocopier, dedicated printers

SPECIFIC RESPONSIBILITIES:

- Entering parental contribution payments into School System
- Booking assessment interviews with parents
- Accounts payable functions including purchase order, packing slip and invoice control, invoice verification and coding, statement reconciliation, issuing cheques, queries, filing systems
- Assisting Accountant with various mailings to parents
- Other duties as determined by the CFO and Head of School

APPRAISAL OF PERFORMANCE:

Performance of these position responsibilities shall be evaluated by the CFO based on the approved appraisal guidelines and reported to the Head of School/CEO.



INFORMATION TECHNOLOGY MANAGER JOB DESCRIPTION

POSITION: Full Time, 12 month

EDUCATION: Computer Engineer degree/diploma, MCSE, A+ certified.

SPECIFIC SKILLS:

- Managerial skills
- Planning and organizational ability
- Communication skills
- Windows NT network management
- Knowledge of computer hardware compatibility
- Data-network protocols
- Networked applications
- Virus-protection schemes
- System diagnostic utilities
- Network infrastructures

SPECIFIC RESPONSIBILITIES:

- Maintenance and Support Company's Server's and PCs
- Network security, maintaining firewalls.
- Maintaining our anti-virus and anti-spam protection services
- Daily review of event logs on production servers; investigation of any issues
- Network Backup operations
- Dealing with end-user issues
- Maintain and support e-mail system
- Maintain and support infrastructure, data cabling and power needs

RESIDUAL:

Perform other related duties as assigned or requested by the Head of School/CEO, CFO, Principal and/or designate.

APPRAISAL OF PERFORMANCE:

Performance of these position responsibilities shall be evaluated by the Head of School/CEO based on the approved appraisal guidelines with input from the Principal and CFO as appropriate.

B.B.B.J. SUPPORT STAFF PERSONNEL DUTIES & QUALIFICATIONS**B.B.B.J. (a) Executive Assistant Job Description**

POSITION: Full Time, 12 month

LANGUAGE REQUIREMENTS:

- English
- Hebrew (would be an asset, not mandatory)

EDUCATION:

- Graduate of Business/Community College and/or Related Experience
- Minimum of 5 years office experience
- Previous work in a school environment an asset

SPECIFIC SKILLS:

- Minimum word processing 75 wpm with accuracy
- Ability to meet, respond and communicate effectively and tactfully with all levels of school personnel, students, parents, Board members and general public
- Work as a self motivated member and recognized leader of an independent office team
- Demonstrated high level of proficiency in problem solving and decision making
- Demonstrated working knowledge of the Microsoft Office Suite of software applications, with demonstrated proficiency in MS Word, Publisher, Access, etc. Additional expertise in other Office applications is an asset
- Demonstrated working knowledge of the Microsoft Windows operating system, Internet Explorer, email
- Demonstrated high level of proficiency on the school Administrative Software system
- Compose, prepare and draft correspondence.
- Ability to independently manage the office
- Ability to operate and maintain all office equipment
- Strong interpersonal and public relations skill

SPECIFIC RESPONSIBILITIES:

- Responsible to the Head of School/CEO and the Board of Directors
- Assist and be familiar with the Head of School/CEO's daily schedule
- Maintain discretion with respect to sensitive or confidential information
- Receive and effectively handle telephone communication
- Word processing assigned by Head of School/CEO
- Oversee an efficient office and file maintenance
- Prepare and maintain records and statistical reports
- Schedule meetings
- Attend all Board meetings and maintain minutes of all meetings
- Secretary to Board of Directors
- Some procedures relative to student activity
- i.e. MET numbers, queries and EIS
- Receive and distribute interdepartmental mail
- Reporting monthly staff changes

RESIDUAL:

- To perform other related duties as assigned by the Head of School/CEO

PHYSICAL DEMANDS:

- Intense visual and mental concentration, eyestrain from computer and sitting for long periods of time

WORKING CONDITIONS:

- Exposure to noise and frequent interruptions with conflicting demands and deadlines
- Occasional after hour attendance at educational seminars

APPRAISAL OF PERFORMANCE:

Performance shall be evaluated by the Head of School/CEO on the appraisal guidelines



Head Secretary Job Description

POSITION: Full Time, 12 month

LANGUAGE REQUIREMENTS:

- English
- Hebrew (would be an asset, not mandatory)

EDUCATION:

- Graduate of Business/Community College and/or Related Experience
- Minimum of 5 years office experience
- Previous work in a school environment an asset

SPECIFIC SKILLS:

- Minimum word processing 75 wpm with accuracy
- Ability to meet, respond and communicate effectively and tactfully with all levels of school personnel, students, parents, Board members and general public
- Work as a self motivated member and recognized leader of an independent school office team
- Demonstrated high level of proficiency in problem solving and decision making
- Demonstrated working knowledge of the Microsoft Office Suite of software applications, with demonstrated proficiency in MS Word, Publisher, Access, etc. Additional expertise in other Office applications is an asset
- Demonstrated working knowledge of the Microsoft Windows operating system, Internet Explorer, email
- Demonstrated high level of proficiency on the school Administrative Software system
- Compose, prepare and draft correspondence.
- Provide mentorship and training to other office staff
- Ability to delegate and supervise other office staff as required and independently manage the office
- Ability to operate and maintain all office equipment and public address system
- Certified First Aid Training
- Strong interpersonal and public relation skills

SPECIFIC RESPONSIBILITIES:

- Part of the Head Secretary's responsibilities may at the discretion of the principal in consultation with the Head Secretary be delegated to the school secretary



OFFICE PROCEDURES:

- Responsible to the school administrator
- Assist and be familiar with the Principal's daily schedule
- Maintain discretion with respect to sensitive or confidential information
- Procedures relative to teachers/educational assistants
- Receive and efficiently handle telephone communications, call back parents re absent students, etc.
- Procedures relative to student activity
- i.e. cumulative files, transcripts, transfers, registrations/applications, assigning/entering student courses, attendance, report cards, maintaining data base, crystal reports, queries and EIS
- Word processing assigned by school administrator
- Oversee an efficient office and file maintenance
- Daily announcements
- Administer medication/first aid to students as per school policy
- Processing accident reports and submit to Head of School/CEO office
- Track scheduled field trips
- Distribute, collect, and collate year end inventory forms
- Prepare and maintain records and statistical reports
- Oversee preparation of parent information, brochures, programs and newsletters
- Coordinate volunteers, prepare forms and submit reports
- Coordinate and prepare for special events
- Liaise with Parent Advisory Committee
- Orient and assist substitute employees
- Supervise students in the office area in the absence of the Administrator

RESIDUAL:

- To perform other related duties as assigned by the Administrator
- Any or part of the responsibilities can be delegated to other office staff

PHYSICAL DEMANDS:

- Intense visual and mental concentration, eyestrain from computer and sitting for long periods of time
- Unpack office supplies, as required

WORKING CONDITIONS:

- Exposure to noise and frequent interruptions with conflicting demands and deadlines
- Occasional after hour attendance at educational seminars

APPRAISAL OF PERFORMANCE:

Performance shall be evaluated by the Principal based on the appraisal guidelines



School Secretary/Bookkeeper Job Description

POSITION: Full time, 12 month

LANGUAGE REQUIREMENTS:

- English
- Hebrew (would be an asset, not mandatory)

EDUCATION:

- Graduate of Business/Community College including basic accounting courses and/or Related Experience
- Minimum of 2-3 years office experience
- Previous work in a school environment an asset

SPECIFIC SKILLS:

- Minimum word processing 50 wpm with accuracy
- Deal effectively and tactfully with all levels of personnel, students, parents, Board of Directors and general public
- Working knowledge of the Microsoft Windows operating system, Excel, Word accounting software applications such as Simply Accounting, Quick books, etc., Internet Explorer and email
- Strong interpersonal and public relations skills
- Ability to operate standard office equipment
- Ability to maintain discretion with respect to sensitive or confidential information
- Able to work under minimal supervision as a self-motivated member of the school office team

SPECIFIC RESPONSIBILITIES:

- Responsible to the school administration and the Head Secretary
- Maintain an orderly and tidy work room
- Responsible for the school substitute employee system and the ensuing record keeping
- Orient and assist substitute employees
- Responsible for all school accounting
- Issue and co-sign all cheques ensuring all supporting documentation is coded to proper accounts
- Collect, count, deposit (to bank) and receipt all monies collected on a timely basis
- Prepare and submit timely monthly bank reconciliation together with generated reports to Finance office
- Prepare and submit timely cheque requisitions with proper supporting documentation
- Prepare and submit GST Rebate applications as required by Revenue Canada
- Control all in-school budgets (including individual projects)
- Process all purchase orders for books and supplies for school and office



B.B.B.J. (c)

RESIDUAL:

To perform other related duties as assigned by the Administrator

PHYSICAL DEMANDS:

- Intensive visual and mental concentration, eyestrain from computer and sitting for long periods of time
- Unpack office supplies and other orders as required

WORKING CONDITIONS:

- Exposure to noise and frequent interruptions with conflicting demands and deadlines
- Occasional after hour attendance at educational seminars

APPRAISAL OF PERFORMANCE:

Performance shall be evaluated by the Principal based on the appraisal guidelines



School Secretary/Receptionist Job Description

POSITION: 10 month

LANGUAGE REQUIREMENTS:

- English
- Hebrew (would be an asset, not mandatory)

EDUCATION:

- Graduate of Business/Community College and/or Related Experience
- Minimum of 2-3 years office experience
- Previous work in a school environment an asset

SPECIFIC SKILLS:

- Minimum word processing 60 wpm with accuracy
- Deal effectively and tactfully with all levels of personnel, students, parents, Board of Directors and general public
- Working knowledge of the Microsoft Office Suite of software applications, with demonstrated proficiency in MS Word and Publisher. Additional expertise in other Office applications is an asset
- Working knowledge of the Microsoft Windows operating system, Internet Explorer and email
- Strong interpersonal and public relations skills
- Ability to operate standard office equipment
- Ability to maintain discretion with respect to sensitive or confidential information
- Able to work under minimal supervision as a self motivated member of the school office team
- Certified First Aid
- Demonstrated proficiency in the School Administrative Software system
- Prepare and draft correspondence
- Responsible to the school administrator and the Head Secretary
- Receive and effectively handle telephone communications, call back parents re: absent students, etc.
- Receive and distribute mail for school personnel
- Process student cumulative files, records and transcripts
- Word processing assigned by the school administration
- Utilize the School Administrative Software system as directed by the Head Secretary
- Photocopy and distribute materials
- To make certain that all staff work areas have sufficient supplies
- Operate all school office equipment
- Maintain an accurate and up to date student locker system
- Organize and maintain office filing system
- Act as liaison with parents re: ill or injured children and provide first aid and contact parents if required
- Maintain an orderly and tidy work room
- Administer medication/first aid to students as per school policy
- Orient and assist substitute employees
- Supervise students in the office area in the absence of the Administrator



B.B.B.J. (d)

RESIDUAL:

To perform other related duties as assigned by the Administrator and/or Head of School/CEO

PHYSICALDEMANDS:

- Intense visual and mental concentration, eyestrain from computer and sitting for long periods of time
- Unpack office supplies, as required

WORKING CONDITIONS:

- Exposure to noise and frequent interruptions with conflicting demands and deadlines
- Occasional after hour attendance at educational seminar

APPRAISAL OF PERFORMANCE:

Performance shall be evaluated by the Principal based on the appraisal guidelines



Special Needs Educational Assistant Level 1 and 2 Job Description

POSITION: 10 month

LANGUAGE REQUIREMENTS:

- English
- Hebrew would be an asset

HOURS OF EMPLOYMENT:

As designated by the Administration

WORKING RELATIONSHIP:

Special Needs Educational Assistants are directly responsible to the Principal through a teacher or group of teachers as designated by the Principal

POSITION SUMMARY:

Under the general supervision of the principal and/or direction of the Special Education Resource Teacher/Classroom teacher, the Special Needs Educational Assistant shall perform tasks both in and out of the classroom and provide assistance with the instructional program, providing life skills/medical/physical/social/emotional and behavioural needs. Physical demands such as lifting students, toileting, moving bulky equipment, kneeling and bending, extensive concentration/interaction with students, exposure to psychological, physical and verbal abuse and unpredictable behaviours may be experienced in this position.

The Special Needs Educational Assistant facilitates the learning and inclusion of students with learning needs within all school and community settings.

SPECIFIC SKILLS

PREFERRED:

- Completion of a secondary education or equivalent working experience.
- Ability to support curriculum and related initiative, as directed.
- Ability to work as a team member with good communication, collaboration and interpersonal skills.
- Ability to work effectively with students experiencing severe to profound social/emotional/behavioural difficulties.
- Ability to identify situations that have the potential for conflict, and take appropriate actions.
- Ability to assist with student supervision including bus, recess (indoors/outdoors), lunch entrance and exit of students, field trips and other learning experiences.
- Ability to understand and follow written and verbal directions.
- Ability to complete general clerical functions which may include: keyboarding, operating of duplicating equipment and assisting with educational technology
- Ability to properly care for materials and equipment (i.e. audio-visual equipment, classroom materials)
- Ability to react in a mature, responsible manner and to maintain confidentiality
- Training and/or experience related to specific requirements of students, e.g. Non Violent Crisis Intervention, First Aid, C.P.R., American Sign Language, Braille, if required
- Physically fit to complete the job requirement, e.g. lifting, and running after children as required, assisting students off and on the bus, accompanying students on field trips, toileting



B.B.B.J. (e)

- Ability and willingness to learn to assist students with medical needs such as occupational and physiotherapy treatments, (may include entering swimming pool with student)
- Specific support skills and training related to students with special needs may be required

RESPONSIBILITIES:

Specific duties will vary according to the assignment. The general responsibilities of a Special Needs Educational Assistant may include the following:

- Working in the classroom with individuals and/or small groups of students on tasks planned and assigned by the teacher
- Providing program support for individuals and/or small groups of students working in school resource centre
- Assisting with the location, organization and creation of material, collection of resources, and record keeping in relation to students
- Assisting individual and/or small groups of all students who require support with planning, organization, goal-setting, etc.
- Supporting individuals and/or small groups in achieving independence in learning through the development of study skills, personal management skills, etc
- Assisting with individual and/or small groups on field trips, etc.
- Assisting the teacher in maintaining appropriate student behaviour during classroom/small group activities, recess, lunch hour, field trips and throughout the school day
- Assisting with bus supervision
- Maintaining confidentiality regarding students, families and colleagues
- Providing assistance to students with exceptional learning needs with dressing, feeding, toileting, mobility, transitioning from one area to another, bussing, handling materials, recess, etc.
- Providing support by monitoring behaviour of students in the classroom, on the playground and at lunch hour, and using reasonable physical restraint with students to maintain safety, where required
- Providing support and assistance necessary to accommodate students within and outside the school community (may require transportation of students)
- Providing assistance in the implementation of programs such as physiotherapy, occupational therapy, and speech and language pathology, including going into the swimming pool
- Providing technological support to students with complex needs for developing communication skills and using educational programs
- Preparing the classroom for daily activities including, where applicable, washing desks and dishes, and tidying the classroom, on an occasional basis
- Assisting with lunch preparation and supervision



B.B.B.J. (e)

RESIDUAL:

Perform other related duties as assigned or requested by the Principal and/or designate

APPRAISAL OF PERFORMANCE:

Performance of these position responsibilities shall be evaluated by the principal based on the approved appraisal guidelines with input from the teaching staff as appropriate.



Educational Assistant Level 1 and 2 Job Description

POSITION: 10 month

LANGUAGE REQUIREMENTS:

- English
- Hebrew an asset

HOURS OF EMPLOYMENT:

As designated by the Administration

WORKING RELATIONSHIP:

Educational Assistants are directly responsible to the Principal through a teacher or group of teachers as designated by the Principal

POSITION SUMMARY:

Under the general supervision of the principal and/or direction of the teacher, the Educational Assistant performs tasks both in and out of the classroom and provides assistance with the instructional program for students.

The Educational Assistant facilitates the learning and inclusion of students within all school and community settings.

SPECIFIC SKILLS PREFERRED:

- Completion of a secondary education or equivalent working experience
- Ability to support the curriculum and related initiative, as directed
- Work experience in an E.S. L. environment or other applicable experience
- Ability to work as a team member with good communication, collaboration and interpersonal skills
- Ability to work with various cultural groups
- Demonstrated sensitivity to individual differences, values, and cultural norms
- Ability to work effectively with students experiencing mild social/emotional/behavioural difficulties
- Ability to identify situations that have the potential for conflict, and take appropriate actions
- Ability to assist with student supervision including bus, recess (indoors/outdoors), lunch entrance and exit of students, field trips and other learning experiences
- Ability to understand and follow written and verbal directions
- An ability to complete general clerical functions which may include: keyboarding, operating of duplicating equipment and assisting with educational technology
- Ability to properly care for materials and operate equipment (i.e. audio-visual equipment, classroom materials)
- Ability to react in a mature, responsible manner and to maintain confidentiality



RESPONSIBILITIES:

Specific duties will vary according to the assignment. The general responsibilities of an Educational Assistant may include the following:

- Provide support for students who require assistance with English as a Second Language. This may include welcoming students new to Canada and assisting with understanding customs and traditions
- Providing experiential language and pre-teaching experiences that students can participate more fully in classroom discussion and activities
- Working in the classroom with individuals and/or small groups of students on tasks planned and assigned by the teacher
- Providing program support for individuals and/or small groups of students working in school resource centres
- Assisting with the location, organization and creation of material, collection of resources, and record keeping in relation to students
- Assisting individual and/or small groups of all students who require support with planning, organization, goal-setting, etc.
- Supporting individuals and/or small groups in achieving independence in learning through the development of study skills, personal management skills, etc
- Assisting with individual and/or small groups on field trips, etc.
- Assisting the teacher in maintaining appropriate student behaviour during classroom/small group activities, recess, lunch hour, field trips and throughout the school day
- Assisting with bus supervision
- Maintaining confidentiality regarding students, families and colleagues

RESIDUAL:

Perform other related duties as assigned or requested by the Principal and/or designate

APPRAISAL OF PERFORMANCE:

Performance of these position responsibilities shall be evaluated by the Principal based on the approved appraisal guidelines



Librarian

POSITION: 10 month

LANGUAGE REQUIREMENTS:

- English
- Hebrew (would be an asset, not mandatory)

The primary role of the Librarian is to ensure the successful operation of the library and to ensure that students, teachers and the public are well served. The Librarian is responsible for processing, recording, tracking and maintaining all library materials including audio visual equipment and computers.

SPECIFIC RESPONSIBILITIES

ASSISTING ALL USERS:

- Explain and demonstrate to patrons the proper use of equipment, library automation system and online resources to students, staff and the public.
- Supervise the Library Technician.
- Search standard print and online sources to verify bibliographic information and availability.
- Manage interlibrary loan requests ensuring completeness, accuracy and return of loaned items.
- Handles complaints and problems that arise in the library and resolve them within areas of authority.
- Select and purchase all new material to support the school curriculum and fiction for kindergarten to grade 12 and items that may fall outside the school curriculum.
- Maintain a spread sheet that controls the different funds for these purchases.
- Submit timesheets monthly to Gray Academy accountant for library evening staff.

ASSISTING STUDENTS:

- Assisting students in the use of the library/media center.
- Assisting teachers in monitoring students individually as they complete assignments which require independent practice of a skill being developed or a concept being learned.
- Facilitate noon hour programming for all grades that encourages reading and literacy.
- Assist classroom teachers in checking students' comprehension of concepts and/or skills learned.
- Read to students in kindergarten to grade 6 when requested by teachers
- Supervise students under the direction of teachers and assist students in multimedia projects.

ASSISTING TEACHERS:

- Provide support to teachers.
- Collect and display materials requested by teachers for student assignments.
- Provides media service in play productions.
- Take digital photographs of class room events and process them at teacher's request.
- Assist teachers and students individually with computer applications.



ASSISTING THE PUBLIC:

- Provide library services to the public including material circulation functions, checkout, check-in, and renewal.
- Provide public access to library computers using the visitor user log on.
- Answer inquiries regarding basic circulation policies such as loan periods, fines, recalls, claims, holds, shelving and borrowing.
- Recommend library materials to patrons and refer them to various services, collections and areas of the library.
- Instruct the public in library methods, policies and equipment usage.
- Communicate information to patrons about registration procedures and sell public memberships.
- Sell tribute cards to all patrons and maintain records of cards. Submit tribute card funds monthly to the accountant.

COORDINATE AUDIO VISUAL EQUIPMENT AND SERVICES:

- Serve as a consultant to teachers and students in effective use of audio-visual equipment, computers, and instructional CDs.
- Install, operate and maintain all audio-visual equipment.
- Maintain contact with vendors of audio visual equipment.
- Perform annual inventory of audio visual equipment.

MAINTAIN CIRCULATION SYSTEM AND OTHER LIBRARY DATABASES:

- Maintain databases within Mandarin system.
- Enter audio visual equipment into database.
- Create and maintain patron database files.
- Using Mandarin software prepare, create and execute various online reports, for overdue notices, bibliographic database reports and other various collection and patron maintenance and statistical reports.
- Prepare patron maintenance and statistical reports.
- Maintain circulation control for print and non print materials for public, student and teacher use including generating overdue reports.
- Monitor and ensures accuracy and consistency of information in databases.

CATALOGING:

- Catalog library materials by creating original records or locating records using BookWhere software.
- Import bibliographic records, modifying records to reflect local practices, and assigning barcode labels.
- Assign subject headings, call numbers and categories to all formats of library materials.

REFERENCE AND INQUIRY SERVICES:

- Search for and collect requested materials. Process, monitor and notify patrons of materials on hold.
- Maintain reserved materials shelves.
- Effectively respond to telephone and in-person inquiries.



B.B.B.J. (g)

TECHNICAL SERVICES:

- Collect money for lost materials, maintain patron financial records and issue receipts for lost and damaged materials.
- Operate and maintain a variety of library and office equipment
- Prepare and process orders of library stationary and bindery materials
- Maintain periodicals collection.
- Monitor the physical processing [label typing and covering] of newly acquired materials done by evening staff.
- Inspect incoming orders of library materials, verify accuracy of shipments, and provide pertinent information for cataloging.
- Plan and create displays, signs, banners, newsletters and other public relations materials.
- Coordinate, schedule, and participate in the work and placement of volunteers.
- Attend technology meetings.
- Inspect returned library materials and equipment and report damage.
- Perform simple repairs on library materials.
- Serve on and participate in special project committees, task forces and work groups.
- Organize, distribute, display and arrange library materials.
- Perform preliminary evaluation of existing library materials for removal.
- Instruct and train evening staff.
- Monitor the work of evening personnel providing guidance to them.
- Consult with technology support personnel in order to diagnose and correct system errors.
- Operate, maintain and troubleshoot computer equipment as required.
- Prepare photocopies and mailings.
- Consult and work with Community Librarian to facilitate overall library functioning.
- Perform related tasks as assigned.

PHYSICAL DEMANDS:

- Intensive visual and mental concentration, eyestrain from computer and sitting for long periods of time.
- Unpacking and replacing books as required.

WORKING CONDITIONS:

- Exposure to noise and frequent interruptions with conflicting demands and deadlines.
- Occasional after hour attendance at educational seminars.

APPRAISAL OF PERFORMANCE:

Performance shall be evaluated by the Principal and/or Head of School based on the appraisal guidelines.



Library Technician

POSITION: 10 month

LANGUAGE REQUIREMENTS:

- English
- Hebrew (would be an asset, not mandatory)

The primary role of the technician is to ensure the successful operation of the library and that students, teachers and the public are well served. The technician is responsible for processing, recording, tracking and maintaining all library books, periodicals, magazines, DVD's and CD's and all audio visual equipment including computers.

SPECIFIC RESPONSIBILITIES

- Explain and demonstrate to patrons the proper use of equipment, library automation system and online resources to students, staff and the public.
- Search standard print and online sources to verify bibliographic information and availability.
- Manage interlibrary loan requests ensuring completeness, accuracy and return of loaned items.
- Handle complaints and problems that arise in the Library and resolve same within areas of authority.
- Assist the librarian.

ASSISTING STUDENTS:

- Assist students in the use of the library/media center and in multimedia projects.
- Assist students with assignments as requested by teachers.
- Assist the librarian with noon hour programs for all grades that encourage reading and literacy.
- Assist classroom teachers in checking students' comprehension of concepts and/or skills learned.
- Read to students from kindergarten to grade 6 when requested by teachers.
- Supervise students under the direction of teachers.
- Assist students in locating the information from available electronic databases.

ASSISTING TEACHERS:

- Provide support to teachers.
- Collect and display materials requested by teachers for student assignments.
- Provides media service in play productions.
- Take digital photographs of class room events and process them at teachers' request.
- Assist teachers and students individually with computer applications

ASSISTING THE PUBLIC:

- Provide library services to the public including materials circulation functions, checkout, check-in and renewal.
- Provide public access to library computers using the visitor user log on.
- Answer inquiries regarding basic circulation policies such as loan periods, fines, recalls, claims, holds, shelving and borrowing.
- Recommend library materials to patrons and refer them to various services, collections and areas of the library.



B.B.B.J. (h)

- Instruct the public in library methods, policies and equipment usage including e-readers and our iPad.
- Communicate information to patrons about registration procedures, issue and public memberships.
- Sell tribute cards to all patrons and maintain records of cards.

COORDINATE AUDIO VISUAL EQUIPMENT AND SERVICES:

- Serve as a consultant to teachers and students in effective use of audio-visual equipment, computers, and instructional CDs.
- Installs, operates and maintains audio-visual equipment.
- Perform annual inventory of audio visual equipment.
- Collect copier money and submit it to the accountant.

MAINTAIN CIRCULATION SYSTEM AND OTHER LIBRARY DATABASES:

- Maintain databases within Mandarin system.
- Enter audio visual equipment into database.
- Create and maintain patron database files.
- Prepare, create and execute various online reports, using Mandarin software for overdue notices, bibliographic database reports and other various collections.
- Prepare patron maintenance and statistical reports.
- Maintain circulation control for print and non print materials for public, student and teacher use.
- Monitor and ensure accuracy and consistency of information in databases.

CATALOGUING:

- Catalog library materials by creating original records or locating records using BookWhere software.
- Modify imported bibliographic records to reflect local practices and assign barcode labels.
- Assign subject headings, call numbers and categories to all formats of library materials.
- Using Mandarin software, prepare, create and execute various online patron reports, bibliographic database reports and other various collections

REFERENCE AND INQUIRY SERVICES:

- Search for and collect requested materials. Process, monitor and notify patrons of material on hold.
- Maintain reserved materials shelves.
- Effectively respond to telephone and in-person inquiries.



TECHNICAL SERVICES:

- Collect money for lost materials, maintain patron financial records and issue receipts for lost and damaged materials.
- Operate and maintain a variety of library and office equipment.
- Prepare and process orders of library stationary.
- Maintain periodicals collection.
- Monitor the physical processing [label typing and covering] of newly acquired materials done by evening staff.
- Inspect incoming orders of library materials, verify accuracy of shipments, and provide pertinent information for cataloging.
- Plan and create displays, signs, banners, newsletters and other public relations materials.
- Inspect returned library materials and equipment and report damage.
- Perform simple repairs on library materials.
- Organize, distribute, display and arrange library materials.
- Organize and sort book donations.
- Perform preliminary evaluation of existing library materials for removal.
- Consult with technology support personnel in order to diagnose and correct system errors.
- Operate, maintain and troubleshoot computer equipment as required.
- Prepare photocopies and mailings.
- Perform related tasks as assigned.

PHYSICAL DEMANDS:

- Intensive visual and mental concentration, eyestrain from computer and sitting for long periods of time.
- Unpacking and replacing books, as required.

WORKING CONDITIONS:

- Exposure to noise and frequent interruptions with conflicting demands and deadlines
- Occasional after hour attendance at educational seminars

APPRAISAL OF PERFORMANCE:

Performance shall be evaluated by the Principal and/or Head of School based on the appraisal guidelines.



DIRECTOR OF ADVANCEMENT

Working under the direction of, and responsible to the Head of School/CEO, the Director of Advancement will have an unique opportunity to impact the lives of Jewish children, the Jewish community, community educational programming and specifically the Winnipeg Board of Jewish Education through Gray Academy of Jewish Education. This position will be responsible for leading the advancement programs of the school, including fundraising, marketing, sponsored programs, communications, targeted special events, and constituent development.

Responsibilities and Specific Accountabilities:

- Cultivation and solicitation of major gifts and endowments.
- Donor recognition.
- Research and application for philanthropic revenues.
- Creating and implementing a communication plan that promotes the school's profile and reputation with internal and external communications.
- Building and strengthening alumni contact to promote the school's profile with alumni and their families.
- Work collaboratively with other Campus agencies to maximize use of the campus facilities, including facility usage booking and updating the community calendar.
- Participate in the life of the Jewish and general communities, serving as an ambassador and advocate for Gray Academy at all times.
- Attend PAC and Board meetings as requested.
- Attend all alumni meetings.
- Attend school functions.
- Other duties, as assigned by the Head of School/CEO

Performance Reviews:

The Head of School/CEO will review job performance with the Director of Advancement at least twice a year, at the end of each term (January and June) during the first year, and then annually at the end of the school year. Evaluation will be assessed against objectives set at the beginning of the school year by the Head of School/CEO in consultation with the Director of Advancement. The Head of School/CEO will review the Director of Advancement's performance with the WBJE president after each evaluation.

A report of the review will be presented by the President or the Head of School/CEO to the Board at the end of the school year.



COORDINATOR OF MARKETING AND COMMUNICATIONS

Working under the direction of – and responsible to – the Head of School/CEO, the Coordinator of Marketing and Communications will have a unique opportunity to impact the lives of Jewish children, the Jewish community, community educational programming and specifically the Winnipeg Board of Jewish Education through Gray Academy of Jewish Education and the WBJE's Lifelong Learning Program (LLP). This position will be responsible for managing the school's brand and identity and communicating with constituents through: promotional activities, various communications, seeking event/program-specific fundraising and/or sponsorship, targeted special events and constituent development.

Responsibilities and Specific Accountabilities:

- Create and implement a strategic marketing and communications plan that promotes the school's profile and reputation through internal and external communications.
- Revise website regularly including updating and creating web content.
- Manage, monitor and moderate all WBJE-related social media content including appointment of online admin privileges and vetting admin content.
- Create, conceptualize and/or collaborate on a variety of promotional materials and advertising.
- Work collaboratively with other Campus agencies to maximize use of the Campus' facilities, including booking space and capitalizing on promotional opportunities existing within the Campus (i.e.: Community Calendar, plasma screens, The Source).
- Liaise with local media to ensure awareness is raised for all applicable community-minded WBJE programs and accomplishments of interest.
- Research and application for philanthropic revenues, small gifts and endowments for specific program-related funds.
- Attend school functions.
- Attend PAC and Board meetings, as requested.
- Build and strengthen alumni contact to promote the school's profile with alumni and their families.
- Attend alumni meetings, as requested.
- Participate in the life of the Jewish and general communities, serving as an ambassador and advocate for Gray Academy at all times.
- Other duties, as assigned by the Head of School/CEO

Performance Reviews:

The Head of School/CEO will review job performance with the Coordinator of Marketing and Communications at least twice a year, at the end of each term (January and June) during the first year, and then annually at the end of the school year. Evaluation will be assessed against objectives set at the beginning of the school year by the Head of School/CEO in consultation with the Coordinator of Marketing and Communications. The Head of School/CEO will review the Coordinator of Marketing and Communications' performance with the WBJE president after each evaluation.

A report of the review will be presented to the Board at the end of the school year.



B.B.B.J. (m)

DIRECTOR OF ADMISSIONS JOB DESCRIPTION

The Director of Admissions reports directly to the Associate Head of School and subsequently the Head of School and CEO. The Director of Admissions works collaboratively with the Administration team at Gray Academy and works in conjunction with the Coordinator of Marketing and Communications. The Director of Admissions' primary focus will be the active engagement of current and prospective students, thereby impacting the school and community.

Responsibilities and Specific Accountabilities:

- To be a visible and a positive presence at Gray Academy; to support and promote the overall mission and vision of the school, and be an ambassador within and outside the school.
- To be responsible for the overall recruitment, enrollment and re-enrollment (retention) operations for the school.
- To oversee the Marketing & Communication Program through the supervision of the Coordinator of Marketing & Communication.
- To oversee the Development Program through the supervision of the Development Coordinator.
- To create a retention and recruitment strategy that includes the collection of annual data to help inform programs and planning.
- To create an exit strategy for students that leave the school prior to graduation.
- To build a culture of retention amongst staff at Gray Academy as well as building community amongst families.
- To oversee the International Program at Gray Academy including recruitment, enrollment, program implementation, acquiring homestay families and supervising international students and homestay families throughout the stay.
- To oversee the registration process including facilitating the timely collection of pertinent student-related academic and general information for prospective students.
- To interpret the school, its programs, structure and philosophy to prospective parents and students. Vehicles for this interpretation may include, but are not limited to:
 - Exploratory meetings
 - Family/Student tours and personal meetings
 - Periodic “coffees” and other informal meetings of prospective and current families
- To plan, coordinate and implement Open Houses, Next Step Programs, New Parent Orientation and other recruiting events.
- To advise the Head of School and Associate Head of School and other members of the Administration Team on matters related to recruitment, enrollment and retention; to communicate, in a timely manner, questions and issues raised by current and prospective parents/students related to admissions, retention and attrition. The preparation, as directed by the Associate Head of School/Head of School, of reports, assessments and projections related to enrollment, for internal administrative use and/or for the Board of Directors. To assist the CFO in the preparation of proposed/projected budgets with enrollment projections



B.B.B.J. (m)

- To maintain positive relationships with institutions which have a potentially helpful role to play in recruitment/enrollment. To promote the school through discussion with representatives of these institutions and the distribution of Gray Academy publications and recruiting material.
- To offer timely follow-through for all prospective returning and new families in terms of the admissions process; to ensure that all questions and issues be referred to the appropriate staff member/s and that responses to these prospective families be received quickly.
- To develop and evaluate publications and communications related to admissions, recruitment and retention.
- To build and lead Parent Ambassador programs to help support the retention and recruitment strategy.
- To keep current on best practices related to admissions, as interpreted by both Jewish Day School networks and organizations (e.g. RAVSAK, PEJE) as well as CAIS and other Admissions networks.
- To attend WBJE board meetings as requested.
- To attend Gray Academy staff meetings.
- To attend Leadership Training meetings as requested.
- To perform other duties as assigned by the Head of School and Associate Head of School.

Section C
PERSONNEL POLICIES
AND PRACTICES



EDUCATIONAL ASSISTANTS & SPECIAL NEEDS EDUCATIONAL ASSISTANTS POLICIES & PRACTICES

ESTABLISHING POLICY

The authority to establish personnel policy and practices rests with the Board of Directors of Gray Academy of Jewish Education. The Board of Directors shall delegate its authority to the Executive Committee through a mandate approved by the Board of Directors. The Executive Committee shall further delegate this authority to the Head of School/CEO. The Head of School/CEO shall formulate policy recommendations for the consideration of the Board of Directors.

ADMINISTRATION OF POLICY

Administration of personnel policies and practices is the responsibility of the Head of School/CEO who shall consult the Board of Directors as necessary. The Head of School/CEO shall be fully responsible for the work performance and supervision of all employees.

DEFINITION OF TERMS: Educational Assistant shall refer to both Special Needs Educational Assistant and Educational Assistant.

TERMS OF EMPLOYMENT

Authority to Employ

The authority to employ and discharge all Educational Assistant personnel rests with the Head of School/CEO subject to the limitations of the positions authorized, and the personnel budget established by the Board of Directors. All Educational Assistants shall be responsible to the assigned teacher, principal and/or Head of School/CEO.

Employment Letter

Each new employee shall receive an Employment Letter which shall include the title of the position, the salary, the effective date of employment, the probationary work period, and any other matters agreed to in the employment negotiations. A copy of the personnel Policies and Practices for Educational Assistants and Special Needs Educational Assistant shall be attached to the letter.

Probationary Work Period

Normally, the first three months of employment shall be considered as a probationary work period. During this period the Educational Assistant shall have the opportunity to determine satisfaction with the employment, the employment setting and work conditions. At the end of the probationary period the school principal shall review the performance of the Educational Assistant, and determine his/her qualifications for continued employment.

Confidentiality

Gray Academy of Jewish Education staff are required by the nature of their work to deal with confidential information. It is understood as a condition of employment that an Educational Assistant carries out assigned duties with due regard for the trust and responsibility integral to the position. All personal information regarding individuals and students must be kept in strict confidence.



JOB DESCRIPTION AND REVIEW

The Head of School/CEO and/or the Principal shall be responsible for the preparation and/or approval of a written description of the duties and responsibilities for each position. The job description shall contain a specific job title, a full outline of the minimum tasks to be performed, a statement of the amount of responsibility and judgement exercised, and the qualifications required. It shall also be used for recruiting new personnel. It shall be used as a reference in the evaluation of the Educational Assistant's performance. Each new Educational Assistant shall be given a copy of the pertinent job description.

Performance Appraisal

Performance reviews will be held annually. The Educational Assistant will be given a written copy of the evaluation and a chance to respond to same in writing.

TENURE & TERMINATION

Tenure

Employees shall continue in employment on the basis of satisfactory work performance.

Termination

Personnel termination for unsatisfactory performance shall occur after:

- (a) A written evaluation has been conducted by the principal and/or the Head of School/CEO;
- (b) The evaluation has been discussed with, and acknowledged by the Educational Assistant;
- (c) The subsequent performance of the Educational Assistant has been observed for a reasonable period of time, (the definition of reasonable shall be at the sole discretion of the Principal and/or the Head of School/CEO), and it is judged to have continued as unsatisfactory.

If it is necessary to dismiss the Educational Assistant after the probationary period, notice in advance of the termination shall be given as follows:

- (a) The Educational Assistant shall be given notice of two (2) weeks.
- (b) At the Head of School/CEO's discretion, termination pay may be given in lieu of notice.

Educational Assistants who are dismissed for reasons other than poor performance (examples without limitation: dishonesty and willful misconduct) may have employment terminated without notice.

Educational Assistants may also be dismissed or laid off for other reasons, such as budgetary restraint or the elimination of a position. Notice in these situations shall be at the discretion of the Head of School/CEO in consultation with the Chief Finance Officer and the principals.

DAYS AND HOURS OF EMPLOYMENT

Days of Employment

All Educational Assistants are to commence work on the first declared school day of the school year, and will work until the last day of that school year. All Educational Assistants are required to work on a designated number of the ten administrative and professional development days. These days will be determined by the school administration and the Educational Assistant will be notified in advance as to which days they will be required to work. Half time Educational Assistants will attend the assigned administrative or professional development days at the time indicated by the Principal and/or Head of School/CEO.

Hours of Employment:

Educational Assistants will work for 3 hours and 30 minutes inclusive of a 15 minute break in either the morning or the afternoon. They will receive a scheduled fifteen minute break during their work period. Educational Assistants who work the full day will receive an assigned thirty minute lunch period.

Some examples of work shifts:

8:00 a.m. - 11:30 a.m.
8:35 a.m. - 12:05 p.m.
8:45 a.m. - 12:15 p.m.
12:10 p.m. - 3:40 p.m.



PAY PLAN

Classification Level and Pay Scale

Educational Assistants will be placed on a classification level by the Head of School/CEO. Classification level will depend on the funded level of the student(s) worked with, qualifications, experience, and the limits of the pay scale.

Salary Payment

Educational Assistants shall be paid on a school year (10 month) salary basis, all inclusive of vacation pay, to be paid out monthly (September to June).

Payment at End of Employment

Should an employee cease to be employed by the Board for any reason, the employee shall be paid, at the time of leaving, any salary not yet paid to the employee at the rate of 1/200th of the annual salary per diem of the employment.

DRESS AND PERSONAL CONDUCT

The school principal and the Head of School/CEO reserve the right to request any Educational Assistant to modify dress tendencies deemed not to be of good taste or too extreme.

LEAVE OF ABSENCE

Sick Leave

- All doctor/dentist appointments must be reported to the school principal at least three days in advance. The appropriate Leave of Absence form must be completed.
- During the probationary work period, days absent due to illness will be deducted from an Educational Assistant's salary. Upon completion of the probationary period, no deduction will be made for such absence (subject to below), and subject to the school principal's right to request proof of illness from a doctor.
- Days deducted during probationary period will be reimbursed once accrued during the same school year.
- Educational Assistants are allowed, as needed, to one day of sick leave for each month of employment. These days are not cumulative from school year to school year. Sick leave is a privilege extended to the employee in case of illness or accident and should not be abused. Use of sick leave to take time off is not permitted, and may be just cause for dismissal.
- Educational Assistants are expected to telephone the office secretary in charge of substitutes in the case of absence, giving the reason for absence, and the probable length of time for such absence. Illness causing absence from work for more than three consecutive days must be confirmed in writing by a medical doctor.

Emergency Leave

Salaries for special leave (for reasons such as illness or death in the immediate family of an employee) may be paid at the Head of School/CEO's discretion and if granted will be deducted from sick leave.

Bereavement Leave

(1) Immediate Family (spouse, parent, child, brother, sister):

A leave of absence will be granted, **with pay**, up to a maximum of six (6) days, if required or, for the duration of a Shiva (mourning) period, whichever is appropriate.

(2) In-Laws or Grandparents:

A leave of absence will be granted, **with pay**, up to a maximum of two (2) days.



Leave without Pay

Leave of absence **without pay** for personal reasons may be granted by the Head of School/CEO.

Maternity Leave, Paternity Leave and Adoptive Leave

The rights of employees under these items are covered by the Employment Standards Act of Manitoba. A copy is available from the Gray Academy Finance Department.

Personal Leave

An Educational Assistant may request up to two (2) of their work days (pro rata) per year for personal leave **with pay**. The leave is to be approved by the Head of School/CEO and the principal and is to be considered a part of sick leave.

PERSONAL BENEFITS

Canada Pension Plan

All employees are required to participate in the Canada Pension Plan. Both Gray Academy of Jewish Education and the employee contribute towards its cost.

Private Pension Plan

Gray Academy of Jewish Education maintains its own pension plan to supplement the Canada Pension Plan. Details of this pension plan are incorporated in the brochure entitled "Retirement Plan for Employees of the Winnipeg Jewish Community Council Inc. and its Affiliated Organizations".

Group & Health Insurance

These benefits are defined in a booklet which is distributed by the Gray Academy Finance Department. This will include life insurance, Accidental Death & Dismemberment, and long-term disability, and health care.

PERSONNEL RECORDS

The Head of School/CEO shall maintain a confidential personnel file containing an individual folder for each Educational Assistant. This file shall contain, amongst other things, personal background as necessary, education background, experience background, letters of recommendation, police record check, child abuse registry check, statement of employment conditions, periodic evaluation of performance done by the administrator/assessor and signed by same, and a copy of the Employment Letter. Educational Assistants shall have access to their own file by request to the Head of School/CEO.

EXECUTIVE ASSISTANT POLICIES & PRACTICES

ESTABLISHING POLICY

The authority to establish personnel policy and practices rests with the Board of Directors of the Winnipeg Board of Jewish Education. The Board of Directors shall delegate its authority to the Executive Committee through a mandate approved by the Board of Directors. The Executive Committee shall further delegate this authority to the Head of School/CEO. The Head of School/CEO shall formulate policy recommendations for the consideration of the Board of Directors.

ADMINISTRATION OF POLICY

Administration of personnel policies and practices is the responsibility of the Head of School/CEO who shall consult the Board of Directors as necessary. The Head of School/CEO shall be fully responsible for the work performance and supervision of all employees.

TERMS OF EMPLOYMENT

Authority to Employ

The authority to employ and discharge all personnel rests with the Head of School/CEO subject to the limitations of the positions authorized, and the personnel budget established by the Board of Directors. All Executive Assistants shall be responsible to the Head of School/CEO, or to other staff members as may be designated.

Employment Letter

Each new employee shall receive an Employment Letter which shall include the title of the position, the salary, the effective date of employment, the probationary work period and any other matters agreed to in the employment negotiations. Specific job description will be determined through discussion with the Head of School/CEO. A copy of the Personnel Policies and Practices for Executive Assistants shall be attached to the letter. A copy of the Employment Letter signed by the employee to signify acceptance of the position and the terms of employment shall be placed in the employee's personnel file.

Probationary Work Period

Normally, the first three months of employment shall be considered as a probationary work period. During this period the Executive Assistant shall have the opportunity to determine satisfaction with the employment, the employment setting and work conditions. At the end of the probationary period the Head of School/CEO shall review the performance of the Executive Assistant and determine qualifications for permanent employment. The employee shall then be advised in writing concerning suitability for permanent employment. At this time the employee may voluntarily sever employment with Winnipeg Board of Jewish Education without prejudice.

Confidentiality

Winnipeg Board of Jewish Education staff is required by nature of their work to deal with confidential information. It is understood as a condition of employment that an Executive Assistant carries out assigned duties with due regard for the trust and responsibility integral to the position. All personal information regarding individuals and students must be kept in strict confidence.

PERMANENT PART-TIME EXECUTIVE ASSISTANTS

The Personnel Policies and Practices for Executive Assistants shall apply to all permanent part-time Executive Assistants with the exception of sections 10 (b) and 11 (a) (iii) of the Employment Standards Act of Manitoba. These sections shall be applied to permanent part-time Executive Assistants on a pro rata basis except where provincial legislation applies.

JOB DESCRIPTION AND REVIEW

The Head of School/CEO shall be responsible for the preparation and/or approval of a written description of the duties and responsibilities for each position. The job description shall contain a specific job title, a full outline of the minimum tasks to be performed, a statement of the amount of responsibility and judgement exercised, and the qualifications required. It shall also be used for setting salary ranges and recruiting new personnel. It shall be used as a reference in the evaluation of an Executive Assistant's performance. Each new Executive Assistant shall be given a copy of the pertinent job description.

Performance Appraisal

Performance reviews will be held every three years during the months of June to August. Each Executive Assistant will be given a written copy of the evaluation and a chance to respond to same in writing.

TENURE, TERMINATION AND SEVERANCE**Tenure**

Employees shall continue in employment on the basis of satisfactory work performance.

Termination

Personnel termination for unsatisfactory performance shall occur after:

- (a) A written evaluation has been conducted by the Head of School/CEO;
- (b) The evaluation has been discussed with, and acknowledged by the Executive Assistant and
- (c) The subsequent performance of the Executive Assistant has been observed for a reasonable period of time, (the definition of reasonable shall be at the sole discretion of the Head of School/CEO), and it is judged to have continued as unsatisfactory.

If it is necessary to dismiss an Executive Assistant after the probationary period, notice in advance of the termination shall be given as follows:

- (c) Executive Assistants shall be given notice of two (2) weeks.
- (d) At the Head of School/CEO's discretion, termination pay may be given in lieu of notice.

Executive Assistants who are dismissed for reasons other than poor performance (examples without limitation: dishonesty and willful misconduct) may have employment terminated without notice.

Executive Assistants may also be dismissed or laid off for other reasons, such as budgetary restraint or the elimination of a position. Notice in these situations shall be at the discretion of the Head of School in consultation with the Chief Financial Officer.

Severance

Winnipeg Board of Jewish Education will pay Executive Assistants upon termination two weeks salary per full year of service. Severance will not be paid if an Executive Assistant is terminated for just cause or upon resignation or retirement.

DRESS AND PERSONAL CONDUCT

The Head of School reserves the right to request any Executive Assistant to modify dress tendencies deemed to be not of good taste or too extreme.

PAY PLAN**Pay Period**

Salary shall be paid semi-monthly to all Executive Assistants.

Salary Increases

Executive Assistants shall be employed on an annual salary basis unless an alternate time period has been agreed upon. The work performance of an Executive Assistant shall be reviewed at the end of the probationary work period for a new Executive Assistant and then every three years during the months of June to August.

Annual Salary Review Procedures

Salaries shall be reviewed annually and, if appropriate, adjustments shall be made to be effective on September 1. Salary increases shall be based on merit and no increase shall be automatic. The Board of Directors shall approve the amount of salary increases in a block total upon the recommendations of both the Head of School/CEO and the Chief Financial Officer.

Overtime

- (1) In the course of the year, the Head of School/CEO may require an Executive Assistant to work after regular hours. These hours, calculated at rate of 1 ½ hours for every 1 hour of overtime worked, may be banked (not less than 1/2 hour per event) to be used for leave with pay to be agreed upon by the Head of School/CEO.
- (2) Compensatory time is accumulated between September 1 and August 31 of any year. Compensatory time off must be taken during the September 1/August 31 time period. Compensatory time may not be carried over to another year.

HOLIDAYS**Statutory Holidays**

The following are legal statutory holidays:

New Year's Day	Good Friday	Louis Riel Day
Victoria Day	Canada Day	Remembrance Day
August Civic Holiday	Labour Day	Thanksgiving
Christmas Day	Boxing Day	

When a statutory holiday falls on either a Saturday or a Sunday, the week day to be observed as a holiday “in lieu” will be determined by the Head of School/CEO. If Remembrance Day falls on a Saturday or Sunday, a week day will not be observed as a holiday “in lieu”.

Jewish Holidays

The following are the Jewish holidays:

Rosh Hashanah:	first two days of the Jewish New Year
Yom Kippur:	one day
Sukkot:	first two days
Simchat Torah:	last two days
Passover:	first two days & last two days
Shavuot:	two days

When a Jewish holiday falls on Saturday, Sunday or a statutory holiday, a week day will not be observed as a holiday “in lieu”.

VACATION**General Rules**

- (a) The Executive Assistant shall take her vacation at a time during the months of July and August with the exception of two weeks prior to the start of the school year and at the discretion of the Head of School/CEO, the first week following the end of the school year.
- (b) Any additional or remaining holiday time will be taken at a time mutually agreed upon with the Head of School/CEO.
- (c) If one of the eleven (11) paid statutory holidays occurs during the vacation, an additional vacation day shall be allowed.

Vacations

The Winnipeg Board of Jewish Education Executive Assistant shall earn vacations at the following rates:

- (a) After completion of one (1) year employment - ten (10) working days per year;
- (b) After completion of two (2) years employment - fifteen (15) working days per year;
- (c) After completion of five (5) years employment - twenty (20) working days per year.
- (d) After completion of eight (8) years employment – twenty-five (25) working days per year.

All vacations must be taken within the year in which they are due. In the case of conflict in determining annual vacations, the issue of seniority will apply.

OTHER LEAVE**Sick Leave**

- (a) All doctor/dentist appointments must be reported to the Head of School/CEO at least three days in advance. The appropriate Leave of Absence form must be completed.
- (b) During the probationary work period, days absent due to illness will be deducted from an Executive Assistant's salary. Upon completion of the probationary period, no deduction will be made for such absence subject to II (a) (iii) of the Employment Standards Act of Manitoba, subject to the Head of School/CEO's right to request proof of illness from a doctor.
- (c) Days deducted during probationary period will be reimbursed once accrued during the same school year.
- (d) Executive Assistants are allowed, as needed, to one day of sick leave for each month of employment. These days are not cumulative from school year to school year.
- (e) Sick leave is a privilege extended to the employee in case of illness or accident and should not be abused. Use of sick leave to take time off is not permitted and may be just cause for dismissal.
- (f) Executive Assistants are expected to telephone the office before 8:30 am in the case of absence from the office, giving the reason for absence from the office, and the probable length of time for such absence. Illness causing absence from work for more than three (3) consecutive days must be confirmed in writing by a medical doctor.

Emergency Leave

Payment of salary for special leaves (for reasons such as illness or death in the immediate family of an employee) may be made at the discretion of the Head of School/CEO and if granted will be deducted from sick leave.

Bereavement Leave

- (a) Immediate Family: (spouse, parent, child, brother, sister)
A leave of absence will be granted, **with pay**, up to a maximum of six (6) days, if required, or the duration of a Shiva (mourning) period, whichever is appropriate.
- b) In-Laws or Grandparents:
A leave of absence will be granted, **with pay**, up to a maximum of two (2) days.

Leave Without Pay

Leave of absence without pay for important personal reasons may be granted by the Head of School/CEO.

Maternity Leave, Paternity Leave & Adoptive Leave

The rights of employees under these items are covered by the Employment Standards Act of Manitoba. A copy is available from the Winnipeg Board of Jewish Education Finance Department.

Personal Leave

An Executive Assistant may request up to two (2) days per year for personal leave with pay. The leave is to be approved by the Head of School/CEO, and is to be considered as part of sick leave.

PERSONAL BENEFITS**Pension Plan**

All employees are required to participate in the Canada Pension. Both the Winnipeg Board of Jewish Education and the employee contribute towards its cost.

Private Pension Plan

The Winnipeg Board of Jewish Education maintains its own pension plan to supplement the Canada Pension Plan. New Executive Assistants are required to participate as soon as they become eligible to do so but may join earlier if they wish. Both the Winnipeg Board of Jewish Education and the Executive Assistant contribute towards its cost. Details of this pension plan are incorporated in the brochure entitled, "Retirement Plan for Employees of Winnipeg Jewish Community Council Inc. and its Affiliated Organizations".

Group Insurance

These benefits are defined in a booklet which is handed out by the Winnipeg Board of Jewish Education Finance Department. (This will include life insurance, Accidental Death & Dismemberment and long-term disability.)

Health Care

These benefits are defined in a booklet which is handed out by the Winnipeg Board of Jewish Education Finance Department.

PERSONNEL RECORDS

The Head of School/CEO shall maintain a confidential personnel file containing an individual folder for each Executive Assistant. This file shall contain, amongst other things, personal background of each secretary as necessary, educational background, experience background, letters of recommendation, statement of employment conditions, periodic evaluation of performance done by the Head of School/CEO and signed by same, and a copy of the Employment Letter. Executive Assistants shall have access to their own file by request to the Head of School/CEO.

OFFICE SECURITY

All entrances to office premises must be kept locked outside normal office hours. The issuance of keys will be at the discretion of the Head of School/CEO. Desks, filing cabinets, etc. are to be locked upon leaving the office.

All keys must be returned upon termination of employment and no keys are to be copied during the term of employment. Lost keys should be reported to the Head of School/CEO. Desks, filing cabinets, etc. are to be cleared nightly upon leaving the office.



HEAD SECRETARIES POLICIES & PRACTICES

ESTABLISHING POLICY

The authority to establish personnel policy and practices rests with the Board of Directors of the Winnipeg Board of Jewish Education. The Board of Directors shall delegate its authority to the Executive Committee through a mandate approved by the Board of Directors. The Executive Committee shall further delegate this authority to the Head of School/CEO. The Head of School/CEO shall formulate policy recommendations for the consideration of the Board of Directors.

ADMINISTRATION OF POLICY

Administration of personnel policies and practices is the responsibility of the Head of School/CEO who shall consult the Board of Directors as necessary. The Head of School/CEO shall be fully responsible for the work performance and supervision of all employees.

TERMS OF EMPLOYMENT

Authority to Employ

The authority to employ and discharge all personnel rests with the Head of School/CEO subject to the limitations of the positions authorized, and the personnel budget established by the Board of Directors. All secretaries shall be responsible to the Head of School/CEO, school Principal/Vice Principal, or to other staff members as may be designated.

Employment Letter

Each new employee shall receive an Employment Letter which shall include the title of the position, the salary, the effective date of employment, the probationary work period and any other matters agreed to in the employment negotiations. Specific job description will be determined through discussion with the Principal and/or Head of School/CEO. A copy of the Personnel Policies and Practices for Head Secretary & 12 Month Secretary shall be attached to the letter. A copy of the Employment Letter signed by the employee to signify acceptance of the position and the terms of employment shall be placed in the employee's personnel file.

Probationary Work Period

Normally, the first three months of employment shall be considered as a probationary work period. During this period the Head secretary & 12 month secretary shall have the opportunity to determine satisfaction with the employment, the employment setting and work conditions. At the end of the probationary period the Principal and/or Head of School/CEO shall review the performance of the Head secretary & 12 month secretary and determine qualifications for permanent employment. The employee shall then be advised in writing concerning suitability for permanent employment. At this time the employee may voluntarily sever employment with Gray Academy of Jewish Education without prejudice.

Confidentiality

Gray Academy of Jewish Education staff is required by nature of their work to deal with confidential information. It is understood as a condition of employment that the Head secretary & 12 month secretary carries out assigned duties with due regard for the trust and responsibility integral to the position. All personal information regarding individuals and students must be kept in strict confidence.

PERMANENT PART-TIME SECRETARIES

Personnel Policies and Practices for Head Secretaries shall apply to all permanent part-time Head secretaries with the exception of sections 10 (b) and 11 (a) (iii) of the Employment Standards Act of Manitoba. These sections shall be applied to permanent part-time Head secretaries on a pro rata basis except where provincial legislation applies.



JOB DESCRIPTION AND REVIEW

The Head of School/CEO and/or the Principal shall be responsible for the preparation and/or approval of a written description of the duties and responsibilities for each position. The job description shall contain a specific job title, a full outline of the minimum tasks to be performed, a statement of the amount of responsibility and judgement exercised, and the qualifications required. It shall also be used for setting salary ranges and recruiting new personnel. It shall be used as a reference in the evaluation of the Head & 12 month secretary's performance. Each new Head & 12 month secretary shall be given a copy of the pertinent job description.

Performance Appraisal

Performance reviews will be held every three years during the months of June to August. Each Head & 12 month secretary will be given a written copy of the evaluation and a chance to respond to same in writing.

TENURE, TERMINATION AND SEVERANCE

Tenure

Employees shall continue in employment on the basis of satisfactory work performance.

Termination

Personnel termination for unsatisfactory performance shall occur after:

- (a) A written evaluation has been conducted by the principal and/or the Head of School;
- (b) The evaluation has been discussed with, and acknowledged by the Head & 12 month secretary; and
- (c) The subsequent performance of the Head & 12 month secretary has been observed for a reasonable period of time, (the definition of reasonable shall be at the sole discretion of the Principal and/or the Head of School/CEO), and it is judged to have continued as unsatisfactory.

If it is necessary to dismiss the Head & 12 month secretary after the probationary period, notice in advance of the termination shall be given as follows:

- (a) The Head & 12 month secretary shall be given notice of two (2) weeks.
- (b) At the Head of School/CEO's discretion, termination pay may be given in lieu of notice.

Head & 12 month secretaries who are dismissed for reasons other than poor performance (examples without limitation: dishonesty and willful misconduct) may have employment terminated without notice.

Head & 12 month secretaries may also be dismissed or laid off for other reasons, such as budgetary restraint or the elimination of a position. Notice in these situations shall be at the discretion of the Head of School/CEO in consultation with the Director of Finance and/or the principals).

Severance

Gray Academy of Jewish Education will pay the Head & 12 month secretary upon termination two weeks salary per full year of service. Severance will not be paid if the Head & 12 month secretary is terminated for just cause or upon resignation or retirement.

DRESS AND PERSONAL CONDUCT

Principal and/or the Head of School/CEO reserves the right to request any secretary to modify dress tendencies deemed to be not of good taste or too extreme.

PAY PLAN

Pay Period

Salary shall be paid semi-monthly to the Head & 12 month secretary.



Salary Increases

The Head & 12 month secretary shall be employed on an annual salary basis unless an alternate time period has been agreed upon. The work performance of the Head & 12 month secretary shall be reviewed at the end of the probationary work period for a new Head & 12 month secretary and then every three years during the months of June to August.

Annual Salary Review Procedures

Salaries shall be reviewed annually and, if appropriate, adjustments shall be made to be effective on September 1. Salary increases shall be based on merit and no increase shall be automatic. The Board of Directors shall approve

the amount of salary increases in a block total upon the recommendations of both the Head of School/CEO and the Chief Financial Officer.

Overtime

- (1) In the course of the year, the Principal and/or the Head of School/CEO may require the Head & 12 month secretary to work after regular hours. These hours, calculated at rate of 1 ½ hours for every 1 hour of overtime worked, may be banked (not less than 1/2 hour per event) to be used for leave with pay to be agreed upon by the Head of School/CEO and/or the Principal.
- (2) Compensatory time is accumulated between September 1 and August 31 of any year. Compensatory time off must be taken during the September 1/August 31 time period. Compensatory time may not be carried over to another year.

HOLIDAYS

Statutory Holidays

The following are legal statutory holidays:

New Year's Day	Good Friday	Louis Riel Day	Christmas Day
Victoria Day	Canada Day	Thanksgiving	Remembrance Day
Labour Day	Boxing Day	August Civic Holiday	

When a statutory holiday falls on either a Saturday or a Sunday, the week day to be observed as a holiday “in lieu” will be determined by the Head of School/CEO. If Remembrance Day falls on either a Saturday or Sunday, a week day will not be observed as a holiday “in lieu”.

Jewish Holidays

The following are the Jewish holidays:

Rosh Hashanah:	first two days	Simchat Torah:	last two days
Yom Kippur:	one day	Passover:	first two days and last two days
Sukkot:	first two days	Shavuot:	two days

When a Jewish holiday falls on Saturday, Sunday or a statutory holiday, a week day will not be observed as a holiday “in lieu”.

VACATIONS

General Rules

- (a) The Head & 12 month secretary shall take her vacation time in the following manner:
 - (i) A minimum of 5 days must be taken during the Winter Break and/or the Passover Break.
 - (ii) The remaining vacation time must be taken during the months of July and August with the exception of the two weeks prior to the start of the school year and the two weeks immediately following the end of the school year.
 - (iii) Any additional or remaining vacation time following the adherence to (a) (i) and (a) (ii) above will be taken at a time mutually agreed upon by the Head of School/CEO and/or the Principal.
- (b) If one or more of the paid statutory holidays or Jewish religious holidays occurs during the vacation, an additional vacation day shall be allowed.



C.C.C.E. (a)

Vacations

The Gray Academy of Jewish Education Head & 12 month secretary shall earn vacations at the following rates:

- (a) After completion of one (1) year employment - ten (10) working days per year;
- (b) After completion of two (2) years employment - fifteen (15) working days per year;
- (c) After completion of five (5) years employment - twenty (20) working days per year;
- (d) After completion of eight (8) years employment – twenty-five (25) working days per year.

All vacations must be taken within the year in which they are due. In the case of conflict in determining annual vacations, the issue of seniority will apply.

OTHER LEAVE

Sick Leave

- (a) All doctor/dentist appointments must be reported to the Principal and/or the Head of School/CEO at least three days in advance. The appropriate Leave of Absence form must be completed.
- (b) During the probationary work period, days absent due to illness will be deducted from the Head & 12 month secretary's salary. Upon completion of the probationary period, no deduction will be made for such absence subject to II (a) (iii) of the Employment Standards Act of Manitoba, subject to the Principal's and/or the Head of School/CEO's right to request proof of illness from a doctor.
- (c) Days deducted during probationary period will be reimbursed once accrued during the same school year.
- (d) The Head & 12 month secretary is allowed, as needed, to one day of sick leave for each month of employment. These days are not cumulative from school year to school year.
- (e) Sick leave is a privilege extended to the employee in case of illness or accident and should not be abused. Use of sick leave to take time off is not permitted and may be just cause for dismissal.
- (f) The Head & 12 month secretary is expected to telephone the office before 8:30 am in the case of absence from the office, giving the reason for absence from the office, and the probable length of time for such absence. Illness causing absence from work for more than three (3) consecutive days must be confirmed in writing by a medical doctor.

Emergency Leave

Payment of salary for special leaves (for reasons such as illness or death in the immediate family of an employee) may be made at the discretion of the Head of School/CEO and if granted will be deducted from sick leave.

Bereavement Leave

- (a) Immediate Family: (spouse, parent, child, brother, sister)
A leave of absence will be granted, **with pay**, up to a maximum of six (6) days, if required, or the duration of a Shiva (mourning) period, whichever is appropriate.
- (b) In-Laws or Grandparents:
A leave of absence will be granted, **with pay**, up to a maximum of two (2) days.

Leave Without Pay

Leave of absence without pay for important personal reasons may be granted by the Head of School/CEO.

Maternity Leave, Paternity Leave & Adoptive Leave

The rights of employees under these items are covered by the Employment Standards Act of Manitoba. A copy is available from the Gray Academy Finance Department.

Personal Leave

The Head & 12 month secretary may request up to two (2) days per year for personal leave with pay. The leave is to be approved by the Principal/Head of School/CEO, and is to be considered as part of sick leave.



PERSONAL BENEFITS

Canada Pension Plan

All employees are required to participate in the Canada Pension. Both Gray Academy of Jewish Education and the employee contribute towards its cost.

Private Pension Plan

Gray Academy of Jewish Education maintains its own pension plan to supplement the Canada Pension Plan. New Head & 12 month secretaries are required to participate as soon as they become eligible to do so but may join earlier if they wish. Both Gray Academy of Jewish Education and the Head & 12 month secretary contribute towards its cost. Details of this pension plan are incorporated in the brochure entitled, "Retirement Plan for Employees of Winnipeg Jewish Community Council Inc. and its Affiliated Organizations".

Group Insurance

These benefits are defined in a booklet which is handed out by the Gray Academy Finance Department. (This will include life insurance, Accidental Death & Dismemberment and long-term disability.)

Health Care

These benefits are defined in a booklet which is handed out by the Gray Academy Finance Department.

PERSONNEL RECORDS

The principal and/or the Head of School/CEO shall maintain a confidential personnel file containing an individual folder for the Head & 12 month secretary. This file shall contain, amongst other things, personal background of each Head & 12 month secretary as necessary, educational background, experience background, letters of recommendation, statement of employment conditions, periodic evaluation of performance done by the Principal and/or the Head of School/CEO and signed by same, and a copy of the Employment Letter. The Head & 12 month secretary shall have access to their own file by request to the Principal and/or the Head of School/CEO.

OFFICE SECURITY

All entrances to office premises must be kept locked outside normal office hours. The issuance of keys will be at the discretion of the Principal and/or the Head of School/CEO. Desks, filing cabinets, etc. are to be locked upon leaving the office.

All keys must be returned upon termination of employment and no keys are to be copied during the term of employment. Lost keys should be reported to the Head of School/CEO. Desks, filing cabinets, etc. are to be cleared nightly upon leaving the office.



SECRETARIES POLICIES & PRACTICES

ESTABLISHING POLICY

The authority to establish personnel policy and practices rests with the Board of Directors of the Winnipeg Board of Jewish Education. The Board of Directors shall delegate its authority to the Executive Committee through a mandate approved by the Board of Directors. The Executive Committee shall further delegate this authority to the Head of School/CEO. The Head of School/CEO shall formulate policy recommendations for the consideration of the Board of Directors.

ADMINISTRATION OF POLICY

Administration of personnel policies and practices is the responsibility of the Head of School/CEO who shall consult the Board of Directors as necessary. The Head of School/CEO shall be fully responsible for the work performance and supervision of all employees.

TERMS OF EMPLOYMENT

Authority to Employ

The authority to employ and discharge all personnel rests with the Head of School/CEO subject to the limitations of the positions authorized, and the personnel budget established by the Board of Directors. All secretaries shall be responsible to the Head of School/CEO, school Principal/Vice Principal, or to other staff members as may be designated.

Employment Letter

Each new employee shall receive an Employment Letter which shall include the title of the position, the salary, the effective date of employment, the probationary work period and any other matters agreed to in the employment negotiations. Specific job description will be determined through discussion with the Principal and/or Head of School/CEO. A copy of the Personnel Policies and Practices for 10 Month Secretary shall be attached to the letter. A copy of the Employment Letter signed by the employee to signify acceptance of the position and the terms of employment shall be placed in the employee's personnel file.

Probationary Work Period

Normally, the first three months of employment shall be considered as a probationary work period. During this period the secretary shall have the opportunity to determine satisfaction with the employment, the employment setting and work conditions. At the end of the probationary period the Principal and/or Head of School/CEO shall review the performance of the secretary and determine qualifications for permanent employment. The employee shall then be advised in writing concerning suitability for permanent employment. At this time the employee may voluntarily sever employment with Gray Academy of Jewish Education without prejudice.

Confidentiality

Gray Academy of Jewish Education staff is required by nature of their work to deal with confidential information. It is understood as a condition of employment that a secretary carries out assigned duties with due regard for the trust and responsibility integral to the position. All personal information regarding individuals and students must be kept in strict confidence.

PERMANENT PART-TIME SECRETARIES

Personnel Policies and Practices for 10 Month Secretary shall apply to all permanent part-time secretaries with the exception of sections 10 (b) and 11 (a) (iii) of the Employment Standards Act of Manitoba. These sections shall be applied to permanent part-time secretaries on a pro rata basis except where provincial legislation applies.



JOB DESCRIPTION AND REVIEW

The Head of School/CEO and/or the Principal shall be responsible for the preparation and/or approval of a written description of the duties and responsibilities for each position. The job description shall contain a specific job title, a full outline of the minimum tasks to be performed, a statement of the amount of responsibility and judgement exercised, and the qualifications required. It shall also be used for setting salary ranges and recruiting new personnel. It shall be used as a reference in the evaluation of a secretary's performance. Each new secretary shall be given a copy of the pertinent job description.

Performance Appraisal

Performance reviews will be held every three years during the months of June to August. Each secretary will be given a written copy of the evaluation and a chance to respond to same in writing.

TENURE, TERMINATION AND SEVERANCE

Tenure

Employees shall continue in employment on the basis of satisfactory work performance.

Termination

Personnel termination for unsatisfactory performance shall occur after:

- (a) A written evaluation has been conducted by the principal and/or the Head of School;
- (b) The evaluation has been discussed with, and acknowledged by the secretary; and
- (c) The subsequent performance of the secretary has been observed for a reasonable period of time, (the definition of reasonable shall be at the sole discretion of the Principal and/or the Head of School/CEO), and it is judged to have continued as unsatisfactory.

If it is necessary to dismiss a secretary after the probationary period, notice in advance of the termination shall be given as follows:

- (a) Secretaries shall be given notice of two (2) weeks.
- (b) At the Head of School/CEO's discretion, termination pay may be given in lieu of notice.

Secretaries who are dismissed for reasons other than poor performance (examples without limitation: dishonesty and willful misconduct) may have employment terminated without notice.

Secretaries may also be dismissed or laid off for other reasons, such as budgetary restraint or the elimination of a position. Notice in these situations shall be at the discretion of the Head of School/CEO in consultation with the Director of Finance and/or the principals).

Severance

Gray Academy of Jewish Education will pay secretaries upon termination two weeks salary per full year of service. Severance will not be paid if a secretary is terminated for just cause or upon resignation or retirement.

DRESS AND PERSONAL CONDUCT

Principal and/or the Head of School/CEO reserves the right to request any secretary to modify dress tendencies deemed to be not of good taste or too extreme.

PAY PLAN

Pay Period

Salary shall be paid semi-monthly to all secretaries.

Salary Increases

Secretaries shall be employed on an annual salary basis unless an alternate time period has been agreed upon. The work performance of secretaries shall be reviewed at the end of the probationary work period for a new secretary and then every three years during the months of June to August.



Annual Salary Review Procedures

Salaries shall be reviewed annually and, if appropriate, adjustments shall be made to be effective on September 1. Salary increases shall be based on merit and no increase shall be automatic. The Board of Directors shall approve the amount of salary increases in a block total upon the recommendations of both the Head of School/CEO and the Chief Financial Officer.

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the amount of salary increases in a block total upon the recommendations of both the Head of School/CEO and the Chief Financial Officer.

Overtime

- (1) In the course of the year, the Principal and/or the Head of School/CEO may require a secretary to work after regular hours. These hours, calculated at rate of 1 ½ hours for every 1 hour of overtime worked, may be banked (not less than 1/2 hour per event) to be used for leave with pay to be agreed upon by the Head of School/CEO and/or the Principal.
- (2) Compensatory time is accumulated between September 1 and August 31 of any year. Compensatory time off must be taken during the September 1/August 31 time period. Compensatory time may not be carried over to another year.
- (3) Only 10 month secretarial positions may request financial payment for accumulated overtime in lieu of leave.

HOLIDAYS

Statutory Holidays

The following are legal statutory holidays:

New Year's Day	Louis Riel Day	Good Friday	Christmas Day
Victoria Day	Canada Day	Thanksgiving	Remembrance Day
Labour Day	Boxing Day	August Civic Holiday	

When a statutory holiday falls on a Saturday or a Sunday, the week day observed to be observed as a holiday “in lieu” will be determined by the Head of School/CEO. If Remembrance Day falls on a Saturday or Sunday, a week day will not be observed as a holiday “in lieu”.

Jewish Holidays

The following are the Jewish holidays:

Rosh Hashanah:	first two days	Simchat Torah:	last two days
Yom Kippur:	one day	Passover:	first two days & last two days
Sukkot:	first two days	Shavuot:	two days

When a Jewish holiday falls on a Saturday, Sunday or a statutory holiday, a week day will not be observed as a holiday “in lieu”.

VACATIONS

General Rules

- (a) The 10 month secretary shall take her vacation time in the following manner:
 - (i) As many as possible must be taken during the Winter Break and/or the Passover Break.
 - (ii) The balance of vacation time will be paid as vacation pay at the end of the school year or;
 - (iii) For the balance of the vacation time the 10 month secretary may apply to the Head of School/CEO for mutually agreed upon vacation days in lieu of vacation pay.
- (b) If one or more of the paid statutory holidays occurs during the Winter Break or Passover Break, an additional vacation day shall be allowed.



Vacations

The Gray Academy of Jewish Education 10 month secretary shall earn vacations at the following rates (pro rata):

- (a) After completion of one (1) year employment - eight (8) working days per year;
- (b) After completion of two (2) years employment - twelve (12) working days per year;
- (c) After completion of five (5) years employment - sixteen (16) working days per year;
- (d) After completion of eight (8) years employment – twenty (20) working days per year.

All vacations must be taken within the year in which they are due. In the case of conflict in determining annual vacations, the issue of seniority will apply.

OTHER LEAVE

Sick Leave

- (a) All doctor/dentist appointments must be reported to the Principal and/or the Head of School/CEO at least three days in advance. The appropriate Leave of Absence form must be completed.
- (b) During the probationary work period, days absent due to illness will be deducted from a secretary's salary. Upon completion of the probationary period, no deduction will be made for such absence subject to II (a) (iii) of the Employment Standards Act of Manitoba, subject to the Principal's and/or the Head of School/CEO's right to request proof of illness from a doctor.
- (c) Days deducted during probationary period will be reimbursed once accrued during the same school year.
- (d) 10 month secretaries are allowed, as needed, to one day of sick leave for each month of employment. These days are not cumulative from school year to school year.
- (e) Sick leave is a privilege extended to the employee in case of illness or accident and should not be abused. Use of sick leave to take time off is not permitted and may be just cause for dismissal.
- (f) Secretaries are expected to telephone the office before 8:30 am in the case of absence from the office, giving the reason for absence from the office, and the probable length of time for such absence. Illness causing absence from work for more than three (3) consecutive days must be confirmed in writing by a medical doctor.

Emergency Leave

Payment of salary for special leaves (for reasons such as illness or death in the immediate family of an employee) may be made at the discretion of the Head of School/CEO and if granted will be deducted from sick leave.

Bereavement Leave

- (a) Immediate Family: (spouse, parent, child, brother, sister)
A leave of absence will be granted, **with pay**, up to a maximum of six (6) days, if required, or the duration of a Shiva (mourning) period, whichever is appropriate.
- (b) In-Laws or Grandparents:
A leave of absence will be granted, **with pay**, up to a maximum of two (2) days.

Leave Without Pay

Leave of absence without pay for important personal reasons may be granted by the Head of School/CEO.

Maternity Leave, Paternity Leave & Adoptive Leave

The rights of employees under these items are covered by the Employment Standards Act of Manitoba. A copy is available from the Gray Academy Finance Department.

Personal Leave

A secretary may request up to two (2) days per year (pro rata) for personal leave with pay. The leave is to be approved by the Principal/Head of School/CEO, and is to be considered as part of sick leave.



PERSONAL BENEFITS

Canada Pension Plan

All employees are required to participate in the Canada Pension. Both Gray Academy of Jewish Education and the employee contribute towards its cost.

Private Pension Plan

Gray Academy of Jewish Education maintains its own pension plan to supplement the Canada Pension Plan. New secretaries are required to participate as soon as they become eligible to do so but may join earlier if they wish. Both Gray Academy of Jewish Education and the secretary contribute towards its cost. Details of this pension plan are incorporated in the brochure entitled, "Retirement Plan for Employees of Winnipeg Jewish Community Council Inc. and its Affiliated Organizations".

Group Insurance

These benefits are defined in a booklet which is handed out by the Gray Academy Finance Department. (This will include life insurance, Accidental Death & Dismemberment and long-term disability.)

Health Care

These benefits are defined in a booklet which is handed out by the Gray Academy Finance Department.

PERSONNEL RECORDS

The principal and/or the Head of School/CEO shall maintain a confidential personnel file containing an individual folder for each secretary. This file shall contain, amongst other things, personal background of each secretary as necessary, educational background, experience background, letters of recommendation, statement of employment conditions, periodic evaluation of performance done by the Principal and/or the Head of School/CEO and signed by same, and a copy of the Employment Letter. Secretaries shall have access to their own file by request to the Principal and/or the Head of School/CEO.

OFFICE SECURITY

All entrances to office premises must be kept locked outside normal office hours. The issuance of keys will be at the discretion of the Principal and/or the Head of School/CEO. Desks, filing cabinets, etc. are to be locked upon leaving the office.

All keys must be returned upon termination of employment and no keys are to be copied during the term of employment. Lost keys should be reported to the Head of School/CEO. Desks, filing cabinets, etc. are to be cleared nightly upon leaving the office.



LIBRARIANS, LIBRARY TECHNICIANS & LIBRARY CLERKS POLICIES & PRACTICES

ESTABLISHING POLICY

The authority to establish personnel policy and practices rests with the Board of Directors of Gray Academy of Jewish Education. The Board of Directors shall delegate its authority to the Executive Committee through a mandate approved by the Board of Directors. The Executive Committee shall further delegate this authority to the Head of School/CEO. The Head of School/CEO shall formulate policy recommendations for the consideration of the Board of Directors.

ADMINISTRATION OF POLICY

Administration of personnel policies and practices is the responsibility of the Head of School/CEO who shall consult the Board of Directors as necessary. The Head of School/CEO shall be fully responsible for the work performance and supervision of all employees.

TERMS OF EMPLOYMENT

Authority to Employ

The authority to employ and discharge all Library personnel rests with the Head of School/CEO subject to the limitations of the positions authorized, and the personnel budget established by the Board of Directors. All Librarians/Library Technicians/Library Clerks shall be responsible to the Principal and/or Head of School/CEO.

Employment Letter

Each new employee shall receive an Employment Letter which shall include the title of the position, the salary, the effective date of employment, the probationary work period, and any other matters agreed to in the employment negotiations. A copy of the personnel Policies and Practices for Librarians/Library Technicians/Library Clerks shall be attached to the letter.

Probationary Work Period

Normally, the first three months of employment shall be considered as a probationary work period. During this period the Librarian/Library Technician/Library Clerk shall have the opportunity to determine satisfaction with the employment, the employment setting and work conditions. At the end of the probationary period the school principal and/or Head of School/CEO shall review the performance of the Librarian/Library Technician/Library Clerk, and determine his/her qualifications for continued employment.

Confidentiality

Gray Academy of Jewish Education staff are required by the nature of their work to deal with confidential information. It is understood as a condition of employment that a Librarian/Library Technician/Library Clerk carries out assigned duties with due regard for the trust and responsibility integral to the position. All personal information regarding individuals and students must be kept in strict confidence.

DAYS AND HOURS OF EMPLOYMENT

Days of Employment

Librarians/Library Technicians/Library Clerks are to commence work on the first declared school day of the school year, and will work until the last day of that school year. Librarians/Library Technicians/Library Clerks will attend all administrative days. Half time Librarians/Library Technicians/Library Clerks will attend the administrative day at the time indicated by the Principal and/or Head of School/CEO. Librarians/Library Technicians/ Library Clerks may be required to attend other teacher in-service days if deemed appropriate. Librarians/Library Technicians/Library Clerks may be assigned other duties deemed appropriate by the administration in lieu of attendance at administrative and/or in-service workshops.



Hours of Employment:

Library Clerks will work in either the morning or the afternoon. They will receive a scheduled fifteen minute break during their work period. Librarians/Library Technicians who work the full day will receive an assigned thirty or sixty minute lunch period. Specific work hours will be determined by the Principal and/or Head of School/CEO.

PAY PLAN

Pay Scale

Salaries shall be reviewed annually and, if appropriate, adjustments shall be made to be effective on September 1. Salary increases shall be based on merit and no increases shall be automatic. The Board of Directors shall approve the amount of salary increases in a block total upon the recommendations of both the Head of School/CEO and the Chief Finance Officer.

Salary Payment

Librarians/Library Technicians/Library Clerks shall be paid on a school year (10 month) salary basis, all inclusive of vacation pay, to be paid out monthly (September to June).

Payment at End of Employment

Should an employee cease to be employed by the Board for any reason, the employee shall be paid, at the time of leaving, any salary not yet paid to the employee at the rate of 1/200th of the annual salary per diem of the employment.

DRESS AND PERSONAL CONDUCT

The school principal and the Head of School/CEO reserve the right to request any Librarian/Library Technician/Library Clerk to modify dress tendencies deemed not to be of good taste or too extreme.

LEAVE OF ABSENCE

Sick Leave

- All doctor/dentist appointments must be reported to the school principal at least three days in advance. The appropriate Leave of Absence form must be completed.
- During the probationary work period, days absent due to illness will be deducted from a Librarian/Library Technician/Library Clerk's salary. Upon completion of the probationary period, no deduction will be made for such absence (subject to below), and subject to the school principal's right to request proof of illness from a doctor.
- Days deducted during probationary period will be reimbursed once accrued during the same school year.
- Librarians/Library Technicians/Library Clerks are allowed, as needed, to one day of sick leave for each month of employment. These days are not cumulative from school year to school year. Sick leave is a privilege extended to the employee in case of illness or accident and should not be abused. Use of sick leave to take time off is not permitted, and may be just cause for dismissal.
- Librarians/Library Technicians/Library Clerks are expected to telephone the office secretary in charge of substitutes in the case of absence, giving the reason for absence, and the probable length of time for such absence. Illness causing absence from work for more than three consecutive days must be confirmed in writing by a medical doctor.

Emergency Leave

Salaries for special leave (for reasons such as illness or death in the immediate family of an employee) may be paid at the Head of School/CEO's discretion and if granted will be deducted from sick leave.



Bereavement Leave

- (a) Immediate Family: (spouse, parent, child, brother, sister)
A leave of absence will be granted, **with pay**, up to a maximum of six (6) days, if required, or the duration of a Shiva (mourning) period, whichever is appropriate.
- (b) In-Laws or Grandparents:
A leave of absence will be granted, **with pay**, up to a maximum of two (2) days.

Leave without Pay

Leave of absence **without pay** for personal reasons may be granted by the Head of School/CEO.

Maternity Leave, Paternity Leave and Adoptive Leave

The rights of employees under these items are covered by the Employment Standards Act of Manitoba. A copy is available from the Gray Academy Finance Department.

Personal Leave

A Librarian/Library Technician/Library Clerk may request up to two (2) of their work days (pro rata) per year for personal leave **with pay**. The leave is to be approved by the Head of School/CEO and the principal and is to be considered a part of sick leave.

PERSONAL BENEFITS

Canada Pension Plan

All employees are required to participate in the Canada Pension Plan. Both Gray Academy of Jewish Education and the employee contribute towards its cost.

Private Pension Plan

Gray Academy of Jewish Education maintains its own pension plan to supplement the Canada Pension Plan. Details of this pension plan are incorporated in the brochure entitled "Retirement Plan for Employees of the Winnipeg Jewish Community Council Inc. and its Affiliated Organizations".

Group & Health Insurance

These benefits are defined in a booklet which is distributed by the Gray Academy Finance Department. This will include life insurance, Accidental Death & Dismemberment, and long-term disability, and health care.

PERSONNEL RECORDS

The Head of School/CEO shall maintain a confidential personnel file containing an individual folder for each Librarian/Library Technician/Library Clerk. This file shall contain, amongst other things, personal background as necessary, education background, experience background, letters of recommendation, police record check, child abuse registry check, statement of employment conditions, periodic evaluation of performance done by the administrator/assessor and signed by same, and a copy of the Employment Letter. Librarians/Library Technician/Library Clerks shall have access to their own file by request to the Head of School/CEO.



ACCOUNTANT/REGISTRAR POLICIES & PRACTICES

ESTABLISHING POLICY

The authority to establish personnel policy and practices rests with the Board of Directors of the Winnipeg Board of Jewish Education. The Board of Directors shall delegate its authority to the Executive Committee through a mandate approved by the Board of Directors. The Executive Committee shall further delegate this authority to the Head of School/CEO. The Head of School/CEO shall formulate policy recommendations for the consideration of the Board of Directors.

ADMINISTRATION OF POLICY

Administration of personnel policies and practices is the responsibility of the Head of School/CEO who shall consult the Board of Directors as necessary. The Head of School/CEO shall be fully responsible for the work performance and supervision of all employees.

TERMS OF EMPLOYMENT

Authority to Employ

The authority to employ and discharge the Accountant Registrar rests with the Head of School/CEO subject to the limitations of the position authorized, and the personnel budget established by the Board of Directors. The Account Registrar shall be responsible to the Head of School/CEO, the Chief Finance Officer and Winnipeg Board of Jewish Education.

Employment Letter

Each new employee shall receive an Employment Letter which shall include the title of the position, the salary, the effective date of employment, the probationary work period and any other matters agreed to in the employment negotiations. Specific job description will be determined through discussion with the Head of School/CEO and the Chief Finance Officer. A copy of the Personnel Policies and Practices for Accountant Registrar shall be attached to the letter. A copy of the Employment Letter signed by the employee to signify acceptance of the position and the terms of employment shall be placed in the employee's personnel file.

Probationary Work Period

Normally, the first three months of employment shall be considered as a probationary work period. During this period the Accountant Registrar shall have the opportunity to determine satisfaction with the employment, the employment setting and work conditions. At the end of the probationary period the Head of School/CEO and the Chief Finance Officer shall review the performance of the Accountant Registrar and determine qualifications for permanent employment. The employee shall then be advised in writing concerning suitability for permanent employment. At this time the employee may voluntarily sever employment with Winnipeg Board of Jewish Education without prejudice.

Confidentiality

Winnipeg Board of Jewish Education staff is required by nature of their work to deal with confidential information. It is understood as a condition of employment that the Accountant Registrar carries out assigned duties with due regard for the trust and responsibility integral to the position. All personal information regarding individuals and students must be kept in strict confidence.



PERMANENT PART-TIME ACCOUNTANT REGISTRARS

The Personnel Policies and Practices for Accountant Registrar shall apply to all permanent part-time Accountant Registrars with the exception of sections 10 (b) and 11 (a) (iii) of the Employment Standards Act of Manitoba. These sections shall be applied to permanent part-time Accountant Registrars on a pro rata basis except where provincial legislation applies.

JOB DESCRIPTION AND REVIEW

The Head of School/CEO and the Chief Finance Officer shall be responsible for the preparation and/or approval of a written description of the duties and responsibilities for each position. The job description shall contain a specific job title, a full outline of the minimum tasks to be performed, and a statement of the amount of responsibility and judgement exercised, and the qualifications required. It shall also be used for setting salary ranges and recruiting new personnel. It shall be used as a reference in the evaluation of the Accountant Registrar's performance. Each new Accountant Registrar shall be given a copy of the pertinent job description.

Performance Appraisal

Performance reviews will be held every three years between the months of June to August. The Accountant Registrar will be given a written copy of the evaluation and a chance to respond to same in writing.

TENURE, TERMINATION AND SEVERANCE

Tenure

Employees shall continue in employment on the basis of satisfactory work performance.

Termination

Personnel termination for unsatisfactory performance shall occur after:

- (a) A written evaluation has been conducted by the Chief Finance Officer and/or the Head of School/CEO;
- (b) The evaluation has been discussed with, and acknowledged by the Accountant Registrar;
- (c) The subsequent performance of the Accountant Registrar has been observed for a reasonable period of time, (the definition of reasonable shall be at the sole discretion of the Head of School/CEO and/or the Chief Finance Officer), and it is judged to have continued as unsatisfactory.

If it is necessary to dismiss the Accountant Registrar after the probationary period, notice in advance of the termination shall be given as follows:

- (a) The Accountant shall be given notice of two (2) weeks.
- (b) At the Head of School/CEO's discretion, termination pay may be given in lieu of notice.

Accountant Registrars who are dismissed for reasons other than poor performance (examples without limitation: dishonesty and willful misconduct) may have employment terminated without notice.

Accountant Registrars may also be dismissed or laid off for other reasons, such as budgetary restraint or the elimination of a position. Notice in these situations shall be at the discretion of the Head of School/CEO in consultation with the Chief Finance Officer.

Severance

Winnipeg Board of Jewish Education will pay the Accountant Registrar upon termination two weeks salary per full year of service. Severance will not be paid if the Accountant Registrar is terminated for just cause or upon resignation or retirement.

DRESS AND PERSONAL CONDUCT

The Head of School/CEO reserves the right to request the Accountant Registrar to modify dress tendencies deemed to be not of good taste or too extreme.



PAY PLAN

Pay Period

Salary shall be paid semi-monthly to the Accountant Registrar.

Salary Increases

The Accountant Registrar shall be employed on an annual salary basis unless an alternate time period has been agreed upon. The work performance of the Accountant Registrar shall be reviewed at the end of the probationary work period for a new Accountant Registrar and then every three years during the months of June to August.

Annual Salary Review Procedures

Salaries shall be reviewed annually and, if appropriate, adjustments shall be made to be effective on September 1. Salary increases shall be based on merit and no increase shall be automatic. The Board of Directors shall approve the amount of salary increases in a block total upon the recommendations of both the Head of School/CEO and the Chief Finance Officer.

HOLIDAYS

Statutory Holidays:

New Year's Day	Louis Riel Day	Good Friday	Christmas Day
Victoria Day	Canada Day	Thanksgiving	Remembrance Day
Labour Day	Boxing Day	August Civic Holiday	

When a statutory holiday falls on a Saturday or Sunday, the week day to be observed as a holiday "in lieu" will be determined by the Head of School/CEO. If Remembrance Day falls on a Saturday or Sunday, a week day will not be observed as a holiday "in lieu".

Jewish Holidays

The following are the Jewish holidays:

Rosh Hashanah - first two days	Simchat Torah - last two days
Yom Kippur - one day	Passover – first two days & last two days
Sukkot - first two days	Shavuot - two days

When a Jewish holiday falls on Saturday, Sunday or a statutory holiday, a week day will not be observed as a holiday "in lieu".

VACATIONS

General Rules

- The Accountant Registrar shall take her vacation time at agreed upon times throughout the year with the exception of mid February to the end of June in any given year. This rule is applicable to sustained holiday time, meaning over two days at a time. Lesser or individual days may be granted if requested.
- Vacation times will be taken at a time mutually agreed upon with the Chief Finance Officer and/or the Head of School/CEO.
- If one of the eleven (11) paid statutory holidays occurs during the vacation, an additional vacation day shall be allowed.
- The Finance Office will be closed for Winter Break. The Accountant Registrar will have this time as paid leave in addition to earned yearly vacation days.

Vacations

The Winnipeg Board of Jewish Education Accountant Registrar shall earn vacations at the following rates:

- After completion of one (1) year employment - ten (10) working days per year;
- After completion of two (2) years employment - fifteen (15) working days per year;
- After completion of five (5) years employment - twenty (20) working days per year;



(d) After completion of eight (8) years employment - twenty-five (25) working days per year. All vacations must be taken within the year in which they are due. In the case of conflict in determining annual vacations, the issue of seniority will apply.

OTHER LEAVE

Sick Leave

- (a) All doctor/dentist appointments must be reported to the Chief Finance Officer and /or the Head of School/CEO at least three days in advance. The appropriate Leave of Absence form must be completed.
- (b) During the probationary work period, days absent due to illness will be deducted from the Accountant Registrar's salary. Upon completion of the probationary period, no deduction will be made for such absence subject to II (a) (iii) of the Employment Standards Act of Manitoba, subject to the Head of School/CEO's right to request proof of illness from a doctor.
- (c) The Accountant Registrar is allowed, as needed, to one day of sick leave for each month of employment.
- (d) Sick leave is a privilege extended to the employee in case of illness or accident and should not be abused. Use of sick leave to take time off is not permitted and may be just cause for dismissal.
- (e) The Accountant Registrar is expected to telephone the Chief Finance Officer and the school office before 8:30 a.m. in the case of absence from the office, giving the reason for absence from the office, and the probable length of time for such absence. Illness causing absence from work for more than three (3) consecutive days must be confirmed in writing by a medical doctor.

Emergency Leave

Payment of salary for special leaves (for reasons such as illness or death in the immediate family of an employee) may be made at the discretion of the Head of School/CEO and/or the Chief Finance Officer and if granted will be deducted from sick leave.

Bereavement Leave

- (a) Immediate Family: (spouse, parent, child, brother, sister)
A leave of absence will be granted, **with pay**, up to a maximum of six (6) days, if required, or the duration of a Shiva (mourning) period, whichever is appropriate.
- (b) In-Laws or Grandparents:
A leave of absence will be granted, **with pay**, up to a maximum of two (2) days.

Leave Without Pay

Leave of absence without pay for important personal reasons may be granted by the Head of School/CEO.

Maternity Leave, Paternity Leave & Adoptive Leave

The rights of employees under these items are covered by the Employment Standards Act of Manitoba. A copy is available from the Winnipeg Board of Jewish Education Finance Department.

PERSONNEL BENEFITS

Canada Pension Plan

All employees are required to participate in the Canada Pension. Both the Winnipeg Board of Jewish Education and the employee contribute towards its cost.

Private Pension Plan

The Winnipeg Board of Jewish Education maintains its own pension plan to supplement the Canada Pension Plan. New Accountant Registrars are required to participate as soon as they become eligible to do so but may join earlier if they wish. Both the Winnipeg Board of Jewish Education and the Accountant Registrar contribute towards its cost. Details of this pension plan are incorporated in the brochure entitled, "Retirement Plan for Employees of Winnipeg Jewish Community Council Inc. and its Affiliated Organizations".



Group Insurance

These benefits are defined in a booklet which is handed out by the Winnipeg Board of Jewish Education Finance Department. (This will include life insurance, Accidental Death & Dismemberment and long-term disability).

Health Care

These benefits are defined in a booklet which is handed out by the Winnipeg Board of Jewish Education Finance Department.

PERSONNEL RECORDS

The Head of School/CEO shall maintain a confidential personnel file containing an individual folder for the Accountant Registrar. This file shall contain, amongst other things, personal background of the Accountant Registrar as necessary, educational background, experience background, letters of recommendation, statement of employment conditions, periodic evaluation of performance done by the Chief Finance Officer and/or the Head of School/CEO and signed by same, and a copy of the Employment Letter. The Accountant Registrar shall have access to their own file by request to the Head of School/CEO.

OFFICE SECURITY

All entrances to office premises must be kept locked outside normal office hours. The issuance of keys will be at the discretion of the Head of School/CEO. Desks, filing cabinets, etc. are to be locked upon leaving the office.

All keys must be returned upon termination of employment and no keys are to be copied during the term of employment. Lost keys should be reported to the Head of School/CEO. Desks, filing cabinets, etc. are to be cleared nightly upon leaving the office.

SECTION D
ASSESSMENT AND
EVALUATION



HEAD OF SCHOOL/CEO PERFORMANCE APPRAISAL

1. In conjunction with the President of the Board of Directors the Head of School/CEO will articulate specific goals for the school year.
2. In conjunction with the President of the Board of Directors the Head of School/CEO will articulate primary responsibilities.
3. In conjunction with the President of the Board of Directors the Head of School/CEO will articulate specific accountabilities for the school year.
4. The Head of School/CEO will articulate a professional growth plan for the school year.
5. The Head of School/CEO will produce a written report speaking to the achievement of the specific goals, primary responsibilities, specific accountabilities and professional growth plan.
6. The President of the Board of Directors will respond in writing to the Head of School/CEO's report making recommendations for the ensuing year.



HEAD OF SCHOOL/CEO SELF APPRAISAL

NAME: _____

DATE: _____

The following questions are designed to encourage open communication between yourself and the Chair of the Board in reviewing, evaluating and planning performance and career development.

By providing honest and informative responses activities can then be agreed upon to enhance your career development.

1. Looking back at last year, what do you feel went very well for you at Gray Academy and what did not work well?
2. What are your major achievements for last year? List and explain each
3. What could you have done better? Explain
4.
 - a. What are your main strengths and skills?
 - b. What are your weaknesses or areas for improvement?
5. What were your main challenges in last year and how do you feel you met them?
6. How could the Chair of the Board/BJE help you be more effective than you already are?
7. Detail two or three goals you have for both
 - a. the next 12 months?
 - b. the next 3 years?
8. What assistance/development/other would help you to achieve these goals?
9. Are there other items you wish to discuss about your performance and development at this time?



HEAD OF SCHOOL/CEO BOARD MEMBER EVALUATION

On a Scale of 1-10, please evaluate the Head of School/CEO on the following criteria and provide comments in the space provided if you feel it to be necessary. If you feel uncomfortable or unable to answer a specific question please leave it blank.

Criteria	Comments	1-10
His performance in overseeing the entire academic and extra-curricular program and ensuring high standards throughout the school		
His performance in establishing and maintaining excellent communication and co-operation among the various constituent groups which make up the School community – students, faculty and staff, alumnae, parents		
His performance leading the senior administrative team which currently includes the Principal, Director of Judaic Studies, and the two Vice-Principals		
His performance in carrying out executive responsibility for the selection, evaluation, and retention of faculty and staff		
His performance in carrying out executive responsibility for the administration of the School's admission policy and discipline of students		
His performance in working with the Board in the achievement of the School's mission and in the development and implementation of its strategic plan.		



<p>His performance in reporting to the Board on the operations and the present and future needs of the School</p>		
<p>His performance in being accountable to the Board for the effective administration of the annual budget and management of the physical plant.</p>		
<p>His performance in representing the School effectively to its various external publics, such as the Federation, Manitoba Federation of Independent Schools, other independent schools, the local community and national organizations.</p>		
<p>His performance in playing a key role in fundraising, advancement and development activities</p>		

In point form; please provide evaluation on any other criteria that you see fit including possible areas of improvement. Feel free to set out any positive and/or negative assessments.

Please set out in priority 2 or 3 goals for the Head of School/CEO to pursue in the upcoming year:

Name (Optional)



**HEAD OF SCHOOL/CEO GRAY ADMINISTRATIVE TEAM MEMBER
EVALUATION**

On a Scale of 1-10, please evaluate the Head of School/CEO on the following criteria and provide comments in the space provided if you feel it to be necessary. If you feel uncomfortable or unable to answer a specific question please leave it blank.

Criteria	Comments	1-10
His performance in overseeing the entire academic and extra-curricular program and ensuring high standards throughout the school		
His performance in establishing and maintaining excellent communication and co-operation among the various constituent groups which make up the School community – students, faculty and staff, alumnae, parents		
His performance leading the senior administrative team which currently includes the Principal, Director of Judaic Studies, and the two Vice-Principals		
His performance in carrying out executive responsibility for the selection, evaluation, and retention of faculty and staff		
His performance in carrying out executive responsibility for the administration of the School's admission policy and discipline of students		
His performance in representing the School effectively to its various external publics, such as the Federation, Manitoba Federation of Independent Schools, other independent schools, the local community and national organizations.		
His performance in playing a key role in fundraising, advancement and development activities		



D.D.D.D. (c)

In point form please provide evaluation on any other criteria that you see fit including possible areas of improvement. Feel free to set out any positive and/or negative assessments.

Please set out in priority 2 or 3 goals for the Head of School/CEO to pursue in the upcoming year:

Name (Optional)



ADMINISTRATOR PERFORMANCE APPRAISAL

NAME: _____

DATE: _____

SCALE: E – Excellent A – Above Average S – Satisfactory
 I – Improvement Needed N – Not Applicable C – Cannot Evaluate

THE ADMINISTRATOR AS EDUCATIONAL LEADER:

A. School Philosophy, Goals and Education Plan

		E	A	S	I	N	C
1.	Clarifies Gray Academy’s philosophy of education and Manitoba Education goals and incorporates these into the goals of the school						
2.	Develops with staff and communicates effectively annual objectives or priorities based on the goals of the school						
3.	Provides leadership in promoting the cooperative efforts of the PAC, Board members, teachers, parents and students						

B. Human Resource Management

i) Staff Deployment and Timetabling

		E	A	S	I	N	C
4.	Identifies and considers the special competencies of staff when making assignments and delegating responsibilities						
5.	Participates in the selection, placement and evaluation of professional, educational assistant and support staff						

ii) Staff/Community/Administrator Relations

		E	A	S	I	N	C
6.	Provides support for students, teachers and parents and articulates the rights, responsibilities and limitations of each in the learning process						
7.	Recognizes staff and student performance						
8.	Provides opportunities for meaningful staff input through meetings and committees and shares decision-making responsibilities						



D.D.D.E.

		E	A	S	I	N	C
9.	Coordinates the organization of volunteer programs, involving parents, students, and other members of the community in the life of the school						
10.	Ensures that there is effective communication and cooperation with the office of the Head of School						
11.	Provides support for the Parent Advisory Committee						
12.	Plans and uses external communication tools: newsletters, brochures, bulletins, handbooks, etc.						

i) Professional Development and Training

		E	A	S	I	N	C
13.	Works collaboratively in the identification of desirable professional growth activities for own participation						
14.	Displays leadership and assists in the individual and collective professional development of the staff						

ii) Staff supervision and Evaluation

		E	A	S	I	N	C
15.	Promotes and encourages the growth of staff members by on-going supervision and evaluation						
16.	Submits performance assessment reports on a timely basis						

C. Curriculum/Instructional Leadership

		E	A	S	I	N	C
17.	Implements the policies and regulations of Manitoba Education and the Board relating to curricular, co-curricular and extra-curricular programs of the school						
18.	Coordinates the implementation of the program goals and objectives as set by Manitoba Education and the Board and ensures that the curriculum content is related to these goals and objectives						
19.	Develops program implementation plans with staff and monitors effectiveness insuring that they reflect the unique Jewish nature of the school						
20.	Involves and assists teachers in acquiring a wide repertoire of instructional methods and encourages the use of a wide variety of instructional materials						
21.	Promotes a sense of Jewish community that fosters the development and maintenance of a supportive learning and working environment						



D.D.D.E.

		E	A	S	I	N	C
22.	Ensures that effective classroom and behaviour management practices are implemented, thus promoting self-discipline consistent with Jewish values						
23.	Establishes procedures for suspension, expulsion, promotion and non-promotion in keeping with Board policies						
24.	Monitors the procedures used in assessing, recording and reporting student progress						
25.	Supervises and evaluates for improvement of instruction and programs on a regular basis						

COMMENTS: _____

AREAS OF EFFECTIVENESS: _____

SUGGESTIONS FOR INCREASED EFFECTIVENESS: _____

THE ADMINISTRATOR AS MANAGER:

A. Personnel Management

		E	A	S	I	N	C
1.	Delegates responsibilities appropriately and monitors progress on delegated tasks						
2.	Applies appropriate group dynamics, conflict management, problem solving, and other organizational development skills						
3.	Implements Board policy and directives and communicates these policies to staff						
4.	Utilizes effective time management practices and maintains a schedule which anticipates upcoming tasks and reports						
5.	Provides direction for the work of custodial staff, clerical staff, and other support staff						



B. Financial, Equipment and Facilities Management

		E	A	S	I	N	C
6.	Demonstrates financial responsibilities						
7.	Ensures that records are systematically maintained according to Board and Provincial policies and regulations						
		E	A	S	I	N	C
8.	Facilitates the provision of necessary materials and equipment for school programs						
9.	Ensures efficient use of supplies and materials by all staff members						
10.	Maintains a routine to ensure school equipment is in working order						
11.	Maintains a current inventory with a current listing of all equipment, tools, books, furniture and materials						
12.	Schedules instructional and other space for maximum utilization and minimum disruption						
13.	Ensures that the building and grounds are kept clean, safe and in good repair						

COMMENTS: _____

AREAS OF EFFECTIVENESS: _____

SUGGESTIONS FOR INCREASED EFFECTIVENESS: _____

Employee's Comments: (To be completed by employee)



D.D.D.E.

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Signature of Head of School/Principal/Supervisor

Signature of Employee

Signature(s) of Other Appraiser(s)

Date



DIRECTOR OF JUDAIC STUDIES PERFORMANCE APPRAISAL

NAME: _____ **DATE:** _____

SCALE: E – Excellent A – Above Average S – Satisfactory
 I – Improvement Needed N – Not Applicable C – Cannot Evaluate

THE DIRECTOR OF JUDAIC STUDIES AS EDUCATIONAL LEADER:

A. School Philosophy, Goals and Education Plan

		E	A	S	I	N	C
1.	Clarifies Gray Academy’s philosophy of education and the Board of Education goals and incorporates these into the goals of the school						
2.	Develops with staff and communicates effectively curriculum objectives or priorities based on the goals of the school						
3.	Provides leadership in promoting and implementing curriculum development with Board members, teachers, parents and students						

B. Human Resource Management

iii) Staff Deployment and Timetabling

		E	A	S	I	N	C
4.	Identifies and considers the special competencies of staff when making assignments and delegating responsibilities						
5.	Participates in the selection, placement and evaluation of professional, educational assistant and support staff						

iv) Staff/Community/Administrator Relations

		E	A	S	I	N	C
6.	Provides support for students, teachers and parents and articulates the rights, responsibilities and limitations of each in the learning process						
7.	Recognizes staff and student performance						
8.	Provides opportunities for meaningful staff input through meetings and committees and shares decision-making responsibilities						
9.	Coordinates the organization of volunteer programs, involving parents, students, and other members of the community in the life of the school						
10.	Ensures that there is effective communication and cooperation with the office of the Head of School						
11.	Plans and uses external communication tools: newsletters, brochures, bulletins, handbooks, etc.						



D.D.D.F.

i) Professional Development and Training

		E	A	S	I	N	C
12.	Works collaboratively in the identification of desirable professional growth activities for own participation						
13.	Displays leadership and assists in the individual and collective professional development of the staff						

ii) Staff supervision and Evaluation

		E	A	S	I	N	C
14.	Promotes and encourages the growth of staff members by on-going supervision and evaluation						
15.	Submits performance assessment reports on a timely basis						

C. Curriculum/Instructional Leadership

		E	A	S	I	N	C
16.	Implements the policies and regulations of the Board relating to curricular, co-curricular and extra-curricular programs of the school						
17.	Coordinates the implementation of the program goals and objectives as set by the Board and ensures that the curriculum content is related to these goals and objectives						
18.	Develops program implementation plans with staff and monitors effectiveness insuring that they reflect the unique Jewish nature of the school						
19.	Involves and assists teachers in acquiring a wide repertoire of instructional methods and encourages the use of a wide variety of instructional materials						
20.	Promotes a sense of Jewish community that fosters the development and maintenance of a supportive learning and working environment						
21.	Ensures that effective classroom and behaviour management practices are implemented, thus promoting self-discipline consistent with Jewish values						
22.	Monitors the procedures used in assessing, recording and reporting student progress						
		E	A	S	I	N	C
23.	Supervises and evaluates for improvement of instruction and programs on a regular basis						



COMMENTS:

AREAS OF EFFECTIVENESS:

SUGGESTIONS FOR INCREASED EFFECTIVENESS:

THE DIRECTOR OF JUDAIC STUDIES AS MANAGER:

A. Personnel Management

		E	A	S	I	N	C
1.	Delegates responsibilities appropriately and monitors progress on delegated tasks						
2.	Applies appropriate group dynamics, conflict management, problem solving, and other organizational development skills						
3.	Implements Board policy and directives and communicates these policies to staff						
4.	Utilizes effective time management practices and maintains a schedule which anticipates upcoming tasks and reports						

B. Records and Materials Management

		E	A	S	I	N	C
5.	Ensures that records are systematically maintained according to Board and Hebrew program policies and regulations						
6.	Facilitates the provision of necessary materials and equipment for school programs						
7.	Ensures efficient use of supplies and materials by all staff members						
8.	Maintains a current inventory with a current listing of all tools, books, and materials						



D.D.D.F.

COMMENTS:

AREAS OF EFFECTIVENESS:

SUGGESTIONS FOR INCREASED EFFECTIVENESS:

Employee's Comments: (To be completed by employee)

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Signature of Principal/Supervisor

Signature of Employee

Signature(s) of Other Appraiser(s)

Date: _____



ASSESSMENT AND EVALUATION OF TEACHER PERFORMANCE AND PROFESSIONAL GROWTH POLICY

PREAMBLE

The focus of the Gray Academy of Jewish Education's Assessment and Evaluation of Teacher Performance and Professional Growth has been on developing a powerful process for professional growth. By providing an alternative to standard classroom observation, a vehicle has been created which, hopefully, will increase teacher motivation, improve student learning, create enthusiasm and a desire to become better educators. The administrator's role is to offer assistance, support, and encouragement through conferences with the educator, formulating, reviewing and evaluating goals, progress and completion of activity.

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

Alvin Toffler

ROLES AND RESPONSIBILITIES

ROLES AND REPONSIBILITIES OF TEACHERS

Given:

- Teachers are most aware of their individual and professional growth needs
- Teachers are committed to their professional growth

To this end, teachers should:

- Reflect on their needs, goals and objectives
- Become knowledgeable of different alternatives to professional growth
- Familiarize themselves with WBJE and school plans/objectives so that professional growth plans tie into larger plans
- Develop a plan for professional growth
- Meet with their school administrator in September to establish and review the written plan
- Consult with coach/mentor where appropriate
- Implement plan
- Engage in on-going reflection
- Review and assess plan in April
- Reflect on accomplishments and future needs
- Celebrate and share the growth

ROLES AND RESPONSIBILITIES OF SCHOOL ADMINISTRATOR

Given:

- Administrators must play a major role in initiating, developing, implementing and sustaining a professional model
- Administrators must have a working knowledge of the alternatives to the evaluative model



- There must be an acceptance of the fact that the goal of this multi-track model is to improve instruction and to promote the personal and professional growth of teachers

To this end, administrators should:

- Actively engage in developing a climate which will promote professional growth
- Authentically model this professional growth plan
- Attempt to provide resources, financial and otherwise, which will enable teachers to enter this system with the assurance of support
- Enable the teacher to meet his/her goal
- Be prepared to provide clear and specific feedback to the teacher
- Follow the procedure for forwarding the written report to the Head of School

ROLES AND RESPONSIBILITIES OF HEAD OF SCHOOL/CEO AND BOARD

HEAD OF SCHOOL/CEO

Given:

- Recognize and value the positive educational importance of the professional growth model
- Must have a working knowledge of the various professional growth alternatives
- Must be prepared to receive, assess and respond to comments, recommendations and suggestions forwarded to school administration as part of this process

To this end, Head of School/CEO should:

- Model professional growth
- Support and provide the means to deliver Professional Development inservice opportunities to administrative staff and teachers
- Encourage and foster professional growth opportunities for administration and teaching staff

BOARD

Given:

- Support the concept of on-going, authentic professional development
- Will continue to encourage and promote professional growth opportunities among educators

To this end, the Board should:

- Participate actively in inservice opportunities which are consistent with the requirements of the professional growth model
- Share with the Board the experiences of these opportunities
- Support the Head of School/CEO in his/her desire to provide a collegial and supportive atmosphere in which the professional growth model is central to teacher evaluation



INDICATORS

1.1 Classroom Management

- Establishes and maintains a disciplined learning environment both in and outside of the classroom 1 2 3 4 NC
- Promotes student self –discipline..... 1 2 3 4 NC
- Provides a positive role model to students..... 1 2 3 4 NC
- Applies disciplinary measures fairly and consistently 1 2 3 4 NC
- Promotes respect for rights, opinions, property and contributions of others 1 2 3 4 NC
- Gives deserved recognition for student achievement/behavior 1 2 3 4 NC
- Develops effective class routines for dealing with: attendance, class arrival, and dismissal, lates, excusing students from classroom, collection and distribution of supplies, equipment and assignments 1 2 3 4 NC
- Ensures the use of courteous language within the school and during all school activities 1 2 3 4 NC
- Uses appropriate procedures in attempting to solve classroom disciplinary problems, and seeks the assistance of the administration and/or support personnel and/or parents in those instances where needed..... 1 2 3 4 NC

1.2 Teaching Methodology

- Uses effective and varied methods of presentation..... 1 2 3 4 NC
- Experiments with varied teaching techniques to determine and use that which is most effective in his/her situation 1 2 3 4 NC
- Familiarize himself/herself with the and uses school and community resources where available and applicable 1 2 3 4 NC
- Creates a physical and emotional environment in the classroom which fosters a love for learning 1 2 3 4 NC
- Provides realistic opportunities for pupil involvement 1 2 3 4 NC
- Encourages the development of creativity as well as the acquisition and application of facts 1 2 3 4 NC
- Devises written and oral assignments and tests that require analytical and critical thinking as well as the reproduction of facts..... 1 2 3 4 NC
- Develops desirable work habits and study skills 1 2 3 4 NC
- Uses effective and correct oral and written expression in lesson materials and delivery..... 1 2 3 4 NC
- Continuously evaluates methods of presentation 1 2 3 4 NC



1.3 Organization and Planning

- Follows guidelines and plans on daily and/or long term basis indicating progress to the present 1 2 3 4 NC
- Gathers and assembles necessary teaching materials before-hand for lesson preparation 1 2 3 4 NC
- Arranges class activities and lesson preparation to meet the individual needs and differences of all students 1 2 3 4 NC
- Budgets class time effectively 1 2 3 4 NC
- Sets specific objectives wherever possible in lesson preparation and carries through presentation to effectively achieve these objectives 1 2 3 4 NC
- Evaluates pupil achievements in relation to the objectives of the course 1 2 3 4 NC
- Keeps accurate records of student progress; assignments, tests etc. 1 2 3 4 NC
- Previews visual and aural aides and reading matter before incorporating them into the lesson 1 2 3 4 NC

1.4 Interpersonal Relations

- Establishes and maintains positive rapport with students 1 2 3 4 NC
- Understands and adjusts as necessary to differences among children 1 2 3 4 NC
- Considers the overall well-being of the individual child 1 2 3 4 NC
- Establishes and maintains a positive working relationship with peers 1 2 3 4 NC
- Understands and values a cooperative approach to problem-solving, planning etc..... 1 2 3 4 NC
- Establishes and maintains a positive rapport with parents 1 2 3 4 NC
- Demonstrates the ability to be accepting, caring, flexible, honest, friendly, respectful, polite and trustful in inter-personal relations with both adults and children..... 1 2 3 4 NC

1.5 Program Content

- Demonstrates a sound knowledge of subject matter 1 2 3 4 NC
- Demonstrates and teaches to objectives of Manitoba and/or Gray Academy curricula..... 1 2 3 4 NC
- Assess the needs of students 1 2 3 4 NC
- Develops student progress on the short and long term 1 2 3 4 NC
- Evaluates student progress to meet students' identified needs 1 2 3 4 NC
- Reports accurately & clearly on student progress and program objectives to the administration and parents 1 2 3 4 NC
- Evaluates continuously the appropriateness of program content 1 2 3 4 NC
- Utilizes appropriate learning/teaching materials 1 2 3 4 NC



1.6 Attention to Professional Duties and Responsibilities

• Participates in professional development activities	1	2	3	4	NC
• Contributes in a cooperative manner to ensure school goals are achieved.....	1	2	3	4	NC
• Reports to and is prepared to commence work on time.....	1	2	3	4	NC
• Attends work without undue absenteeism	1	2	3	4	NC
• Submits required information, reports, etc. in accordance with established guidelines	1	2	3	4	NC

IV General Assessment: Check off one box of A, B, or C. Complete the appropriate areas for comments i and ii:

- A. This teacher appears to have made a good beginning in this school
- B. Although this teacher has had some difficulties, there seems to be potential for good teaching

i) Identify Performance Strengths/Weaknesses (if any):

ii) Development Plan: Areas on which to focus development for next assessment period



D.D.D.G. (a)

C. This teacher is having serious performance problems in the areas listed as follows:

i) Identify Performance Problem Areas:

ii) Development Plan:

The following has been developed to address identified performance problems:

V. Administrator/Assessors Signature

Date

Principal's Signature

Date

VI. Teachers Comments:

I have had the opportunity to read, discuss and respond to this assessment and to provide my comments. My signature does not necessarily mean that I agree with the comments.

Teachers Signature

Date

Comments: (Optional)

For Office Use only

Date

Head of School/CEO



TENURED TEACHERS

The evaluation process for **Tenured Teachers** will consist of:

- a) One traditional observation.
- b) Drop-in observations.
- c) Participation in one or more professional growth activities from those listed on the following pages.

The Assessment and Evaluation of Teacher Performance and Professional Growth will repeat on a four year cycle for each tenured teacher.

“To improve is to change, to be perfect is to change continuously.”

Winston Churchill



Professional Growth Activities for Tenured Staff

I ACTIVITY

Date: by the end of September

Provide teacher with professional growth activities which he/she may contemplate as follows:

1. Peer Mentor: A tenured teacher agrees to provide support, assistance, guidance and recommendations to either a non-tenured teacher or another staff member. A mentor plan is developed by the peer mentor (shared expertise may include technical training, new teaching techniques, classroom management strategies, etc.) approved by the administrator, and shared with the individual to be mentored. Between October 15 and March 1, the peer mentor will arrange, in consultation with the administrator, two visits to observe a lesson and two visits to be observed. The teachers will share information about the lesson and teaching strategies after the lessons. Written reports will be completed and presented to the administrator as a log of observations including comments and reflections on each lesson.
2. Teaching Style: Teach a skill, strategy, or subject matter to a class of students, or a group of peers, or a group of parents/community members. Videotape the lesson or lessons being taught. Write a critique of the lessons, addressing both strengths and weaknesses based on criteria previously established with the administrator. The critique will be presented to the administrator along with the video. An educational discussion between the teacher and the administrator will follow. A final self evaluation of growth will be written by the teacher. The critique will not become part of the teacher's permanent file.
3. Action Research Project: A tenured teacher may choose to research new approaches in teaching techniques and/or to increase his/her knowledge in a subject area or related area of interest. Examples may include technology integration into curriculum, the effect of class size on learning, integrating special needs students to Gray Academy, assessment practices – standardized tests and/or alternatives. To complete the project, the teacher must designate time for research and development during the year. The final product will be a report which will be submitted to the administrator with documentation of findings and time spent researching/writing.
4. Portfolio: The educator will compile a portfolio which focuses on “teaching”, not the teacher. The portfolio should include as many of these as possible, but a minimum of three. Comment on each of the items with respect to learning and improvement.
 - Examples of student work reflecting improvement (with teacher comments on the nature of improvement and how achieved)
 - Teacher-made materials
 - Videotapes of classroom lessons/student activities
 - A journal for each marking period (term)
 - A list (and comments about) workshops, conferences, courses and other professional development efforts
 - A written statement of short-term and long-term goals in the subjects taught
 - Illustrations of teachers' best practices (successful strategies, lesson plans, management techniques, etc...)



D.D.D.G. (b)

5. Study Groups: Study groups provide a forum for colleagues to pursue the study of factors which influence classroom practice, student outcomes and the school as an organization. Study groups can be formed in a variety of ways. They may reflect the needs of a group of teachers to study a topic or question. The groups may represent a grade level, a subject area, or a specialized area within schools. The teacher(s) will meet with the administrator to determine what broad topic and what specific topics will be studied. All areas should be related to teaching and learning. The primary goal will be to uncover the essence of what is being studied and how that new learning applies to their teaching practice. Teachers will act upon their learning in their classrooms and then reflect and share experiences in the study group. Scheduled discussions with the administrator and sharing with the study group will lead to a summative report written for the administrator.
6. Teacher-Initiated Alternative: Teachers and administrators may find through dialogue that possibilities other than those listed above exist for professional growth (curriculum development, pilot projects, etc.). Exploration and implementation of these alternatives is encouraged. The intent of any alternative is to promote dialogue and self-reflection that will benefit student learning and classroom practice. The teacher will meet with the administrator to develop this model.

“They always say that time changes things,

but you actually have to change them yourself.”

Andy Warhol

II ACTIVITY

Date: by the end of October

Teacher presents to the administrator in writing his/her own professional growth plan. Through discussion the plan is formalized and agreed upon. Teacher and administrator establish dates of formal classroom observation. Drop in observations by the administrator continue.

III ACTIVITY

Date: by the end of November

Conferences to discuss progress of Professional Growth Plan of the teacher. Drop in observations continue.

IV ACTIVITY

Date: by the end of April

Documentation of ongoing work in Professional Growth activities shown and discussed with administrator. Drop in observations continue.



QUESTION/DISCUSSION GUIDE

There are some questions a teacher can reflect on prior to meeting with the school administrator.

TEACHER QUESTIONS TO DETERMINE GROWTH PLAN

- Where am I now, relative to certain subject strategies, skills, knowledge, etc?
- Where do I want to be?
- What do I hope to achieve in a year?
- How will I continue to grow or build on my new knowledge after the year?
- What will be indicators of my success?
- What resources will I need?
- Which growth plan option would best suit my current needs?
- How should I record my growth?
- What will my timeline look like?

Discussion between the teacher and the school administrator should identify the rationale for the teacher's selection of a particular alternative. Clarification of what will constitute evidence of professional growth should occur. It should be based on enhancement of professional practice and the ultimate improvement of student learning. The initial dialogue should clearly establish timelines for on-going meetings and year-end reviews. School administrators may wish to use variations of the questions included below.

KEY QUESTIONS TO CONSIDER IN TEACHER/ADMINISTRATOR DISCUSSION

RE: ALTERNATIVE SELECTION

- What professional growth alternative(s) are you interested in pursuing this year?
- Why have you chosen that particular approach over the traditional performance review?
- Have you a specific professional development plan (goal) that this approach would facilitate?
- Who would you be working with in trying to meet your goal?
- What supports do you require from me or from others in order to meet your goal?
- How will this plan relate to the school goals? Elaborate.
- How do you anticipate that this approach will affect your classroom practice? What aspects of your classroom practice, if any, do you wish to examine?
- What data do you intend to collect? How will you go about collecting and examining it?
- How will you know if/when you have attained your goal?
- How will attaining your professional growth goal influence the learning of your students?
- When shall we get together to discuss where you are and how you are doing in the process?



POSSIBLE TOPICS TO PURSUE

4MAT (natural cycle for delivering instruction)	Knowledge is Power
Alternatives to Testing	Learning Modalities
Assessment-Communicating Student Learning	Learning Styles
Attention Deficit Disorder	Linking Brain Research to Classroom Practice
Attention Deficit Hyperactivity Disorder	Memory Research
Authentic Assessment	Metacognitive Influences on Reading to Learn
Authentic Learning vs. Standardization	Middle School Philosophy
Authentic Research	Motivation
Autism	Multimedia Projects
Classroom Discipline	Multiple Intelligences
Classroom Management	Organizational Skills
Cognitive Ability Patterning	Outcome Based Assessment
Cognitive Education	Paradigms in Education
Compliance or Community Discipline in the Classroom	Peer Coaching
Connecting with the Community	Portfolio Assessment in the Classroom
Consensus Decision-Making	Problem-based Learning
Constructive Classrooms	Project-based Learning
Cooperative Learning	School and Community Partnerships
Cooperative Teaching	School Climate
Coping with Change	Sematic Mapping
Critical Reflection and Improved Teaching	Socratic Questioning
Critical Thinking Models	SQ3R (survey, question, read, recite, review)
Cultural Literacy	Strategic Teaching in the Curriculum
Curriculum Mapping	Student Achievement
Designing and Scoring Rubrics	Study Skills and Strategies
Designing Instructional Frameworks	Sustainable Development
Differentiated Instruction	Teaching Styles
Dimensions of Learning	Team Building
Direct Intervention Models	Technology and the Special Needs Population
Effective Communication	Technology in the Classroom
Effective Group Activity	Technology Plans
Fairness and Honesty in Assessment	Test Anxiety
Gender Equity/Balance	The Brain and Learning
Inclusion in the Classroom	The Grading Dilemma
Inclusion vs. Integration	The Human Information Processing System
Integrating Curriculum	The Learning Disabled Child
Integrating Technology into Curriculum	The Writing Process
Interdisciplinary Curriculum and Instruction	Thematic Curriculum
Journaling Across the Curriculum	Time Management

“There is no force so powerful as an idea whose time has come.”

Victor Hugo



D.D.D.G. (b)

V. ACTIVITY

Date: by May 15th

Performance assessment/traditional observation

- Assessment criteria and Rubrics attached.

SUMMATIVE EVALUATION/WRITTEN REPORT

- Upon completion of all parts of the evaluation/assessment procedure, the administrator will give a copy of his/her summative comments to the teacher.
- Within five (5) working days of providing a copy of the written summative assessment, the administrator and teacher will meet to discuss the written assessment.
- The administrator and the teacher are expected to sign the summative report.



TEACHER PERFORMANCE ASSESSMENT CRITERIA

Attached are rubrics to assist with clarifying the expectations/standards for the following criteria:

1. Classroom Learning Environment
 - Establishment of a culture for learning
 - Creation of an environment of respect and rapport
 - Management of the classroom
 - Management of student behaviour
 - Management of physical space
2. Planning/Preparation
 - Selection of instructional goals
 - Planning skills
 - Planning for substitutes
 - Planning for teacher assistants, volunteers
3. Communication – Students
 - Direction & procedures
 - Oral & written language
 - Interaction with students
4. Communication – Parents/Guardians
 - Developing & providing program information
 - Developing & providing student progress information
 - Developing & providing student behaviour information
5. Communication - Colleagues
 - Interaction with other staff within school
 - Interaction with school administration
 - Interaction with school support staff
6. Instructional Techniques
 - Knowledge of child development/characteristics of age group
 - Knowledge of student skills
 - Knowledge of content
 - Learning activities
 - Instructional materials, resources
 - Instructional groups
 - Activities and assignments
 - Oral and written language skills
 - Direction and procedures
 - Knowledge of students interests and cultural heritage
 - Awareness and use of technology and other resources for teaching
 - Awareness of resources for students
 - Selection of learning resources



7. Assessment and Evaluation

- Use of criteria and standards
- Congruence with instructional goals
- Assessment techniques
- Use for planning
- Quality of feedback to students
- Record keeping on student progress

8. System, School, Team Goals/Priorities

- Knowledge of WBJE goals (instructional)
- Knowledge of school goals (instructional)
- Knowledge of WBJE goals (non-instructional)
- Knowledge of school goals (non-instructional)

9. Professional Responsibilities

- Service to profession
- Service to students
- Advocacy
- Decision-making
- Awareness of WBJE policies and procedures
- Professional development
- Performance of non-instructional duties

10. Contributes to School Activities

- Service to school
- Participation in school projects
- Leadership (optional)



TEACHER PERFORMANCE ASSESSMENT PROPOSED CRITERIA

1. CLASSROOM LEARNING ENVIRONMENT

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Establishment of a Culture For Learning Expectations for Learning and Achievement	The teacher establishes and maintains through planning of instructional goals, learning activities, interactions, and the classroom environment high expectations for the learning of all students.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent or modest expectations for student achievement.
Quality of Student Work	The teacher insists on student work of high quality and initiates ongoing improvement to ensure that high quality work is produced.	The teacher insists on work of high quality.	There is little evidence that the teacher expects high quality work from the students.
Creation of an Environment of Respect And Rapport	The teacher maintains a stimulating, and supportive atmosphere demonstrating genuine caring and respect for individual students. All students are dealt with consistently and fairly.	Teacher-student interactions are friendly and the teacher generally demonstrates warmth, caring and respect for the students. The teacher demonstrates consistency, and fairness in dealing with students.	Teacher doesn't show consistency and fairness in dealing with students. The teacher's interaction is negative and/or sarcastic with some students. Teacher-student interactions are cold. A stimulating supportive, non-threatening atmosphere does not exist.



Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Establishment of Routines	Routines are established and followed consistently. Students have input into the establishment of the routines.	Routines are established and followed.	Routines are not established or if they are established are not followed consistently.
Management of Classroom Management of Instructional Groups	Task focused behaviour is maximized. Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.	Tasks for group work are clearly explained and well-organized. Students understand what they are expected to do. Groups are well managed and on task.	Group work tasks are not clearly explained or well-organized, resulting in consistent off-task behaviour when the teacher is involved with another group.
Management of Transitions and Materials	Transitions during instructional time and routines for handling materials/supplies are seamless, with students assuming responsibility where possible for efficient operations in the classroom.	Transitions during instructional times and routines for handling materials/supplies occur smoothly, with little loss of instructional time.	Much instructional time is lost during transitions and the handling of materials/supplies.
Management of Student Behaviour Expectations	Standards of conduct are clear to all students and have been developed with student participation. The teacher shares knowledge of effective behaviour management strategies with others.	Standards of conduct are clear to all students. The teacher is aware of a variety of effective behaviour management techniques.	The teacher has not established rules and standards of conduct or the rules and expectations are not consistently enforced. The teacher has a limited knowledge of effective behaviour management strategies.



Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Monitoring of Students' Behaviour	The teacher is alert to all student behaviour at all times. Students monitor their own and their peers' behaviour, correcting one another respectfully.	Teacher is alert to all student behaviour at all times.	Student behaviour in general is not monitored, and the teacher is unaware of what students are doing.
Response to Student Misbehaviour	Teacher disciplines students in a dignified, fair, and positive manner, striving towards student self control and maintains appropriate records of misbehaviour.	Teacher response to misbehaviour is highly effective and sensitive to students' individual needs. Records of behaviour are maintained.	Teacher does not use discipline strategies effectively, nor respond to student misbehaviour or the response is inconsistent, overly repressive, or does not respect the student's dignity.
Management of Physical Space Safety and Arrangement of Furniture	Classroom is well organized and safe. The furniture is arranged to advance appropriate outcomes of the learning environment.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is unsafe, or the furniture arrangement is not suited to the learning activity, or both.
Managing Teacher and Student Assistants (or volunteers as appropriate)	Teacher manages the responsibilities and activities of assistants in the classroom effectively for the benefit of the learning of the students. The teacher and the assistants function as a team.	Teacher manages the responsibilities and activities of assistants in classroom appropriately.	Teacher does not appropriately identify the responsibilities and activities of assistants in classroom.



Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Awareness of Physical Resources and Accessibility to Learning	Both students and teacher effectively use school resources such as library, computer lab and gym to enhance learning both inside and outside the classroom optimally and teacher ensures that all learning is equally accessible to all students.	Teacher uses school resources such as library, computer lab and gym to enhance learning both inside and outside the classroom skillfully and learning is equally accessible to all students.	Teacher rarely uses school resources such as library, computer lab and gym to enhance learning or learning is not accessible to some students.



TEACHER PERFORMANCE ASSESSMENT PROPOSED CRITERIA

1. PLANNING/PREPARATION

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Selection of Instructional Goals	The teacher incorporates long and short term planning, prepares daily learning activities as appropriate and can clearly articulate how the goals establish high expectations and relate to curriculum frameworks and standards.	The teacher incorporates long and short term planning, prepares daily learning activities as appropriate. Goals set are valuable in their level of expectations, conceptual understanding and importance of learning.	The teacher seldom or does not incorporate long and short term planning, or prepare daily learning activities as appropriate. Goals are not valuable and represent low expectations or do not reflect important learning.
Planning Skills	<p>a. The teacher consistently develops instructional units that are congruent with Provincial and/or school based curricula and expected outcomes and has daily lesson plans that are consistent with the unit plan.</p> <p>b. The daily lesson plan always included learning outcomes expected for that lesson, learning activities and the methods to be used to assess whether the students have learned what was expected.</p> <p>c. There is consistent evidence that instructional strategies are planned to accommodate varying levels of ability and learning styles of students.</p>	<p>a. The teacher generally develops instructional units that are congruent with Provincial and/or school based curricula and expected outcomes and has daily lesson plans that are consistent with the unit plan.</p> <p>b. The daily lesson plan generally includes learning outcomes expected for that lesson, learning activities and the methods to be used to assess whether the students have learned what was expected.</p> <p>c. There is some evidence that instructional strategies are planned to accommodate varying levels of ability and learning styles of the students.</p>	<p>a. The teacher does not demonstrate knowledge of how to develop instructional units that are congruent with Provincial and/or school based curricula and expected outcomes. The daily lesson plan, if available, does not follow previous day's lesson.</p> <p>b. The daily lesson plan does not include learning outcomes expected for that lesson, learning activities and the methods to be used to assess whether the students have learned what was expected.</p> <p>c. There is no evidence that instructional strategies are planned to accommodate varying levels of ability and learning styles of the students.</p>



Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Planning for Substitutes	The teacher provides appropriate material and information for the substitute to allow for a smooth transition for the students.	The teacher provides sufficient work for substitute in substitute folder and includes relevant information on the class.	The teacher does not provide any work or information for a substitute.
Planning for Teacher Assistants, Volunteers	Volunteers and teacher assistants have been assigned clearly defined duties and are productively engaged during entire class.	Volunteers and teacher assistants are assigned duties and are productively engaged during most of the class time.	Teacher assistants and volunteers have no clearly defined duties or do nothing productive.



TEACHER PERFORMANCE ASSESSMENT PROPOSED CRITERIA

1. COMMUNICATION – STUDENTS

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Directions and Procedures	The teacher's directions and procedures are clear to students and anticipates possible student misunderstanding.	The teacher's directions and procedures are clear to students and contain an appropriate level of detail.	The teacher's directions and procedures are confusing and/or excessively detailed resulting in confusion.
Oral and written Language	The teacher's written and spoken language with students is correct and expressive with well-chosen vocabulary.	The teacher's written and spoken language is clear and appropriate to students' age and interests.	The teacher's spoken language is inaudible or written language is illegible and may contain grammatical and syntax errors.
Interaction with Students	The teacher consistently communicates effectively with students and shows personal concern and empathy for them; demonstrates excellent listening skills.	The teacher-student interactions are friendly and demonstrate general warmth, caring and respect; teacher demonstrates good listening skills.	The teacher's interactions with any student are negative, demeaning, sarcastic, inappropriate for student age group. The teacher does not demonstrate active listening skills.



TEACHER PERFORMANCE ASSESSMENT PROPOSED CRITERIA

1. COMMUNICATION – PARENTS/GUARDIANS

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Developing & Providing Program Information	The teacher provides ongoing information to parents/guardians about the instructional program. The students participate in preparing information for their parents.	The teacher provides ongoing information to parents/guardians about the instructional program.	The teacher participates in the school's activities for parent/guardian communication but does not attempt to provide any additional information about the program.
Developing & Providing Student Progress Information	The teacher provides information to parents/guardians on an ongoing basis on both positive and negative aspects of student progress. The teacher responds to parents'/guardians' questions and concerns in a sensitive manner. The teacher respects confidentiality.	The teacher provides information to parents/guardians promptly on both the positive and negative aspects of student progress. The teacher respects confidentiality.	The teacher provides progress information only at regularly scheduled reporting periods. Information on student progress generally only focuses on the negative. Responses to parent/guardian concerns are minimal and/or insensitive.
Developing & Providing Student Behaviour Information	The teacher provides information to parents/guardians on an ongoing basis on both positive and negative aspects of student behaviour. The teacher works in cooperation with the parent/guardian in developing strategies to improve student's behaviour. The teacher involves other staff or agencies as appropriate.	The teacher provides information to parents/guardians promptly on both positive and negative aspects of student behaviour. The teacher develops strategies to improve student's behaviour.	The teacher does not provide information to parents/guardians on student behaviour. The teacher generally relies on others to develop strategies to improve student's behaviour.



TEACHER PERFORMANCE ASSESSMENT PROPOSED CRITERIA

5. COMMUNICATION – COLLEAGUES

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Interaction with Other Staff Within School	The teacher takes initiative in assuming leadership among staff. The teacher is sensitive to the opinions, attitudes, and feelings of other staff members.	Support and cooperation characterizes professional relationships with colleagues.	The teacher's professional relationship with colleagues are negative self-serving or non-existent.
Interaction with School Administration	The teacher provides support to the school administration and actively assists in the operating of the school.	Support and cooperation characterizes professional relationships with the school administration.	The teacher's professional relationship with the school administration is negative or challenges the administration's authority, or is non-existent.
Interaction with School Support Staff	The teacher takes initiative in accessing school support staff to meet specific goals of program and/or school.	The teacher shows willingness to support and cooperate with school support staff.	The teacher shows lack of awareness of supports available or lack of willingness to work with school support staff when recommended.



TEACHER PERFORMANCE ASSESSMENT PROPOSED CRITERIA

6. INSTRUCTIONAL TECHNIQUES

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Knowledge of Child Developmental/Characteristics of Age Group	Teacher is knowledgeable of child development, typical characteristics of the age group taught and how children learn. This knowledge is evident in the classroom practice. Teacher is always anticipating student needs and searches out practices to meet them.	Teacher is knowledgeable of child development, the typical characteristics of the age group taught and how children learn. This knowledge is evident in the classroom practice.	Teacher displays little knowledge of child development, the characteristics of the age group taught or how children learn. There is little or no evidence in classroom practice.
	Teacher is knowledgeable about the specific strengths/needs and learning styles of students in the classroom/program and plans appropriate programs and uses a wide variety of instructional strategies.	Teacher is knowledgeable about the specific strengths/needs and learning styles of students in the classroom/program and plans appropriate programs.	Teacher has little specific knowledge of specific strengths/needs and learning styles of students in the classroom.
Knowledge of Content	Teacher displays extensive content knowledge with evidence of continuing pursuit of such knowledge, adheres to Manitoba Education or school based prescribed curriculum objectives, matches instructional materials/resources to objectives, actively involves learners in learning tasks.	Teacher displays basic content knowledge and makes connections with other parts of the subject discipline or with other disciplines, adheres to Manitoba Education or school based prescribed curriculum objectives, matches instructional materials/resource to objectives, actively involves learners in learning tasks.	Teacher makes content errors or does not correct content errors students make, seldom or does not adhere to Manitoba Education or school based prescribed curriculum objectives, or match instructional materials/resources to objectives or actively involve learners in learning tasks.



Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Learning Activities	Teacher <i>consistently</i> focuses and facilitates the learning activity, matches instructional materials/resources to student outcomes, sets clear objectives and outcomes and actively involves learners in learning tasks. Learning activities match students and instructional goals.	Teacher usually focuses and facilitates the learning activity, matches instructional materials/resources to student outcomes, sets clear objectives and outcomes and actively involves learners in learning tasks. Most of the learning activities match students and instructional goals.	Teacher does not focus or facilitate the learning activity, match instructional materials or resources to student outcomes, set clear objectives and outcomes, or actively involve learners in learning tasks. Learning activities are not suitable to student or instructional goals.
Instructional Materials Resources	Teacher is fully knowledgeable about program of studies, and consistently selects fully appropriate materials. All of the materials and resources support the instructional goals and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.	Teacher is knowledgeable about program of studies, and selects appropriate objectives. Most of materials and resources support the instructional goals and engage students in meaningful learning.	Teacher has little knowledge about program of studies, and selects inappropriate objectives. Materials and resources seldom or never support the instructional goals or engage students in meaningful learning.
Instructional Groups	Instructional groups are varied as appropriate to the different instructional goals as well as evidence of appropriate student choice in selecting instructional groups.	Instructional groups are varied as appropriate to the different instructional goals.	Instructional groups do not support the instructional goals and offer little or no variety.
Activities and Assignments	Teacher encourages all students to engage in the activities and assignments and creates an environment where students initiate and adapt activities and projects to enhance content.	Teacher involves most students in activities and assignments that are appropriate to them and almost all students are cognitively engaged in them.	Teacher provides activities and assignments that are inappropriate and unclear or uses poor examples and analogies.



Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Oral and Written Language Skills	Teacher's written and spoken language is correct and expressive, with well-chosen vocabulary that enriches the learning activity.	Teacher's written and spoken language is clear and correct. Vocabulary is appropriate to student's age, interests and subject matter.	Teacher's spoken language is inaudible, or written language is illegible and may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused.
Directions and Procedures	Teacher clearly and fully informs, explains, gives directions, provides clear demonstrations, illustrations, models and procedures and anticipates possible student misunderstanding.	Teacher usually informs, explains, gives directions, provides clear demonstrations, illustrations, models and procedures that are clear to students.	Teacher's information, explanations, illustrations and procedures are confusing to students.
Knowledge of Students' Interests and Cultural Heritage	The teacher displays knowledge of the interests and cultural heritage of each student and integrates this appropriately into instruction.	The teacher recognizes the value of understanding students' interests and cultural heritage and there is integration of this knowledge into instructional planning and delivery.	The teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
Awareness and Use of Technology and Other Resources for Teaching	In addition to being aware of uses for school, Manitoba Education technology and resources, the teacher actively seeks other materials that are relevant and current to enhance instruction.	The teacher is fully aware and uses technology and resources available through the school and Manitoba Education.	The teacher displays limited awareness of technology and resources available through the school and/or Manitoba Education.



Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Awareness of Resources for Students	In addition to being aware of school resources to assist students who require them, the teacher is aware of additional resources available through the community. There is evidence of student participation in the selection of learning resources.	The teacher is fully aware of all resources available, through the school to assist the students who require them and knows how to gain access for students. There is some evidence of student participation in the selection of learning resources.	The teacher displays limited awareness of resources available to assist students who require them. There is not evidence of student participation in selection of learning resources.
Selection of Learning Resources	There is a wide variety of learning resources in the classroom to address a wide range of individual needs, learning styles and abilities. There is evidence that the teacher has selected learning resources which represent racial, religious, ethno-cultural and gender diversity and are free from negative bias and stereotyping.	There is a variety of learning resources in the classroom to address a wide range of individual needs, learning styles and abilities. There is some evidence that the teacher has selected learning resources which represent racial, religious, ethno-cultural and gender diversity and are free from negative bias and stereotyping.	There is little variety of learning resources in the classroom. There is no evidence that the teacher has attempted to select learning resources which represent racial, religious, ethno-cultural and gender diversity and are free from negative bias and stereotyping.



TEACHER PERFORMANCE ASSESSMENT PROPOSED CRITERIA

4. ASSESSMENT & EVALUATION

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Use of Criteria and Standards	Assessment criteria and standards are clear and have been clearly communicated to students. Teacher creates an environment where students may contribute to the development of the criteria and standards.	Assessment criteria and standards are clear and have been clearly communicated to the students.	The proposed approach contains no clear criteria or standards and students appear uninformed to the standards and criteria.
Congruence with Instructional Goals	Teacher assesses and evaluates student progress on a regular basis and assessment approaches are completely congruent with the instructional goals and learning outcomes both in content and in process.	Teacher assesses and evaluates student progress on a regular basis and the proposed assessment approaches are generally congruent with the instructional goals and learning outcomes.	Teacher does not assess and evaluate student progress on a regular basis and content and methods of assessment lack congruence with instructional goals and learning outcomes.
Assessment Techniques	Teacher employs a variety of meaningful assessment techniques, diagnostic, formative and summative and children are involved in their own assessment.	Teacher employs a variety of meaningful assessment techniques, diagnostic, formative and summative.	Teacher uses inappropriate and/or few assessment techniques.
Uses for Planning	Assessment information is an integral part of the program planning. Teacher ensures that students are aware of how they are meeting the established standards and participate in planning the students program.	Assessment information is an integral part of the program planning.	The assessment results affect program planning for students minimally or not at all.



TEACHER PERFORMANCE ASSESSMENT PROPOSED CRITERIA

4. SYSTEM, SCHOOL, TEAM GOALS/PRIORITIES

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Knowledge of WBJE Goals (Instructional)	Teacher is aware of WBJE goals/priorities and there is evidence that the teacher uses them in the program where possible. The teacher develops units/themes to ensure that WBJE priorities are incorporated in the program.	Teacher is aware of WBJE goals/priorities and there is evidence that the teacher uses them in the program where possible.	Teacher is not aware of WBJE goals/priorities <u>or</u> is aware and does not incorporate them in the instructional program.
Knowledge of School Goals (Instructional)	Teacher is aware of school goals/priorities and there is evidence that the teacher uses them in the program where possible. The teacher develops units/themes to ensure that school priorities are incorporated in the program.	Teacher is aware of school goals/priorities and there is evidence that the teacher uses them in the program where possible.	Teacher is not aware of school goals/priorities <u>or</u> is aware and does not incorporate them in the instructional program.
Knowledge of WBJE Goals (Non-Instructional)	Teacher is aware of WBJE goals/priorities and there is evidence that the teacher incorporates them into the school program.	Teacher is aware of WBJE goals/priorities and there is evidence that the teacher acts on them.	Teacher is not aware of WBJE goals/priorities.
Knowledge of School Goals (Non-Instructional)	Teacher is aware of school goals/priorities and there is evidence that the teacher incorporates them into the school program.	Teacher is aware of school goals/priorities and there is evidence that the teacher acts on them.	Teacher is not aware of school goals/priorities.



Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Quality of Feedback to Students	Teacher provides immediate and specific feedback to students that is consistently of high quality. Provision is made for students to use feedback in their learning.	Teacher provides immediate and specific feedback to students that is of high quality.	Teacher does not or seldom provides immediate and specific feedback to students and feedback to students is of uniformly poor quality.
Record Keeping on Student Progress	Teacher keeps <i>detailed systematic</i> records of students' progress. Students sometimes participate in maintenance of records. Teacher's system for maintaining information on student progress in learning is fully effective and provides accurate information for parents/guardians and program planning.	Teacher's system for maintaining records on student completion of assignments and progress is adequate and effective. Accurate information is generally available for parents/guardians and program planning.	Teacher <i>does not or seldom</i> keeps systematic records of students' progress. Teacher's system for maintaining records on student completion of assignments is in disarray/has no relevance.



TEACHER PERFORMANCE ASSESSMENT PROPOSED CRITERIA

9. PROFESSIONAL RESPONSIBILITIES

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Service to the Profession	The teacher initiates important activities to contribute to the learning of other educators.	The teacher actively participates in assisting other educators.	The teacher makes no effort to share knowledge with others or to assume professional responsibilities.
Service to Students	The teacher is highly proactive in serving students, seeking out resources when necessary.	The teacher is active in serving students.	The teacher is not alert to student's needs.
Advocacy	The teacher makes a particular effort to challenge negative attitudes and helps ensure all students, particularly those traditionally under served, are honoured in the school.	The teacher works within the context of a particular staff or department to ensure all students receive a fair opportunity to succeed.	The teacher contributes to practices that result in some students being ill served by the school.
Decision-Making	The teacher takes a leadership role in the staff or department decision-making and helps ensure that such decisions are based on the highest professional standards.	The teacher maintains an open mind and participates in staff or department decision-making.	The teacher does not participate or negatively impacts on staff decision-making models. Teacher makes decisions based on self-serving interests or without sufficient information.



Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Awareness of WBJE Policies and Procedures	The teacher is fully knowledgeable of WBJE policies and procedures. The teacher implements program and behaves in a manner consistent with these policies and procedures.	The teacher is generally aware of WBJE policies and procedures. The teacher generally implements program and behaves in a manner consistent with these policies and procedures.	The teacher has little knowledge of WBJE policies and procedures. The teacher's program and behaviour is not consistent with these policies and procedures.
Professional Development	The teacher actively participates in his/her own professional development and assists others in their growth and development.	The teacher actively participates in his/her own professional development.	The teacher reluctantly or does not participate in professional development activities.
Performance of Non-Instructional Duties	The teacher has a well-established system for non-instructional duties resulting in minimal loss of instructional time.	The teacher has a system for performing non-instructional duties which generally results in a minimal loss of instructional time.	The teacher wastes considerable instructional time performing non-instructional duties.



TEACHER PERFORMANCE ASSESSMENT PROPOSED CRITERIA

10. CONTRIBUTIONS TO SCHOOL ACTIVITIES

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Service to the School	The teacher participates in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.	The teacher supports and/or participates in school events.	The teacher does not become involved in school events or does so in an unwilling manner that has a negative impact.
Participation in School Project	The teacher participates in school projects, making a substantial contribution, and assumes a leadership role in a major school project.	The teacher supports and/or participates in school projects.	The teacher does not become involved in school projects.
Leadership (Optional)			



**TEACHER PERFORMANCE ASSESSMENT SUMMATIVE REPORT
(TENURED TEACHERS)**

TEACHER: _____

GRADE(S) or SUBJECT(S) TAUGHT: _____

PERIOD OF ASSESSMENT: _____ TO _____

CRITERIA FOR ASSESSMENT:

Rate each of the following categories with a \surd using the following guide:

Descriptors

- Exceeds Standard** - consistently exceeds the expectations for the position
- Meets Standard** - consistently meets the expectations for the position
- Below Standard** - not acceptable; performance needs improvement

CRITERIA	EXCEEDS STANDARD	MEETS STANDARD	BELOW STANDARD	NOT APPLICABLE
1. <u>Classroom Learning Environment</u>				
Establishment of a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creation of an Environment of Respect & Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of the Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of Student Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Planning/Preparation</u>				
Selection of Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning for Substitutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning for Teacher Assistants/Volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <u>Communication – Students</u>				
Providing Direction & Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral & Written Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <u>Communication – Parents/Guardians</u>				
Developing & providing information on Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing & providing information on Student Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing & providing information on Student Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



D.D.D.G. (d)

CRITERIA	EXCEEDS STANDARD	MEETS STANDARD	BELOW STANDARD	NOT APPLICABLE
5. <u>Communication – Colleagues</u>				
Interaction with other Staff in School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with School Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Support Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <u>Instructional Techniques</u>				
Knowledge of Child Development/Characteristics of Age Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Students' Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Materials, Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities and Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral & Written Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direction & Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Student's Interests and Cultural Heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness and Use of Technology & Other Resources for Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of Resources for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection of Learning Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <u>Assessment & Evaluation</u>				
Use of Criteria & Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Congruence with Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use for Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record Keeping on Student Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



CRITERIA	EXCEEDS STANDARD	MEETS STANDARD	BELOW STANDARD	NOT APPLICABLE
8. <u>System, School, Team Goals/Priorities</u>				
Knowledge of WBJE Goals (Instructional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of School Goals (Instructional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of WBJE Goals (Non-Instructional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of School Goals (Non-Instructional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <u>Professional Responsibilities</u>				
Service to Profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision-Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of WBJE Policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance of Non-Instructional Duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <u>Contribution to School Activities</u>				
Service to the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in School Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



EVALUATOR'S COMMENTS:

CLASSROOM OBSERVATIONS:

List dates and the name of the evaluator for each pre-arranged classroom observation:

Date

Name of Evaluator

DATE _____

Signature of Evaluator

Signature of Principal



TEACHER'S COMMENTS:

This confirms that I have had the time and opportunity to discuss this report with the evaluator and to attach any written comments. My signature does not necessarily indicate agreement with the content of the evaluation.

DATE: _____

Signature of Teacher

FOR OFFICE USE ONLY

Date: _____

Head of School/CEO



TEACHER-AT-RISK AND IMPROVEMENT PROCEDURE POLICY

Preamble:

The principal will decide if a teacher is “at risk”. Factors in this decision may include such things as:

- Ineffective instruction
- Ineffective class management
- Excessive complaints from parents
- Excessive complaints from students
- Inadequate contribution to school life
- A negative attitude that impacts on staff and students
- Lack of professionalism

The principal must **document** concerns and **communicate** same to the teacher in the hope that together the problem(s) can be worked out before the teacher is deemed “at risk”. If over a period of a minimum of 40 school days, the principal feels there is no significant improvement, the teacher will be declared “at risk”.

Procedure:

The principal, when he/she believes that a teacher is “at risk”, will meet with the teachers to inform the teacher of his/her status. At this meeting, the principal will advise the teacher that he/she is being identified as a teacher “at risk” and that the concerns will be documented in writing within five school days of this meeting. A copy will be forwarded to the teacher, to the Head of School/CEO and to the President of the WJSTA.

The following process will be implemented to assist the “at risk” teacher in achieving a level of teacher performance that will enable that teacher to be successful.

A meeting of the “at risk” teacher, the principal, the Head of School/CEO, and a representative of the WJSTA will be convened to review the concerns identified by the principal.

At that meeting, the principal and the Head of School/CEO will outline the expectations for teacher improvement. Specific suggestions and recommendations will be provided to the teacher “at risk” by the principal and/or the Head of School/CEO. **These suggestions are intended to be supportive of the teacher.** It is understood that the teacher is expected to pursue these suggestions/recommendations.

Some specific suggestions or recommendations may include:

- Having a mentor for the teacher
- Making provision for the teacher to visit colleagues who have strengths from which the teacher could learn
- Making provision for the teacher to attend professional development workshops dealing with topics which would help improve teacher performance.

The time frame for the “at risk” procedure will be a minimum of 60 school days and a maximum of 75 school days. This process cannot be rushed and it is quite likely that it could extend to the next academic year.

Ongoing assessments/evaluations by the principal will be regularly discussed with the teacher in the presence of the Head of School/CEO, and the WJSTA representative. The teacher may request that an outside educator who is acceptable to both parties be part of the classroom evaluation(s). There must be a minimum of 2 formal evaluations.



D.D.D.H.

If the outcome of the teacher improvement process is satisfactory, the teacher will no longer be “at risk”. This will be documented in writing within five school days. A copy will be forwarded to the teacher, to the Head of School/CEO and to the President of the WJSTA.

If by the end of the process, the “at risk” teacher has not shown sufficient improvement in the identified areas requiring improvement, a recommendation will be made by the Head of School/CEO to the BJE to initiate dismissal proceedings.

EXECUTIVE ASSISTANT PERFORMANCE APPRAISAL

Name:	Date:
Position:	Location:

Number of years with WBJE: _____

Each of the following areas shall be considered in the assessment. The evaluator will provide descriptive statements of the employee's performance since the period of the previous assessment. (If more space is required please attach comments).

Quality of work: The level of thoroughness and accuracy including the appearance of the finished product.

Work Habits: The ability to plan, manage, and use time effectively; to complete work promptly; to use equipment effectively and properly.

Job Knowledge: Knowledge of position requirements as well as procedures and policies of the WBJE, and the appropriate application of the knowledge.

Problem Solving: The ability to work independently when necessary and take initiative in finding constructive solutions to problems.

Communication: The ability to exchange information accurately and effectively in verbal and written form.

Communication: The ability to interact effectively and harmoniously with supervisors, peers, school personnel, students and the public.

Technical Skills: The ability to effectively apply the technical requirements of the position as outlined in the job description.

Adaptability: The ability to adjust to change; to deal with emergent situations, to prioritize activity and work effectively under pressure.

Commitment: The level of conscientious attention to duties, dependability and reliability, and enthusiasm for work.

Recommendation for future growth:
Growth/Improvement

Other Comments:

D.D.D.I.

Employee's Comments (To be completed by employee)

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Signature: Head of School/CEO

Signature: Employee

Signature(s) of other Appraiser(s)

Date



ACCOUNTANT/REGISTRAR PERFORMANCE APPRAISAL

Name:	Date:
Position:	Location:

Number of years with WBJE: _____

Each of the following areas shall be considered in the assessment. The evaluator will provide descriptive statements of the employee's performance since the period of the previous assessment. (If more space is required please attach comments).

Quality of work: The level of thoroughness and accuracy including the appearance of the finished product.

Work Habits: The ability to plan, manage, and use time effectively; to complete work promptly; to use equipment effectively and properly.

Job Knowledge: Knowledge of position requirements as well as procedures and policies of the WBJE, and the appropriate application of the knowledge.

Problem Solving: The ability to work independently when necessary and take initiative in finding constructive solutions to problems.

Communication: The ability to exchange information accurately and effectively in verbal and written form.



D.D.D.I. (a)

Communication: The ability to interact effectively and harmoniously with supervisors, peers, school personnel, students and the public.

Technical Skills: The ability to effectively apply the technical requirements of the position as outlined in the job description.

Adaptability: The ability to adjust to change; to deal with emergent situations, to prioritize activity and work effectively under pressure.

Commitment: The level of conscientious attention to duties, dependability and reliability, and enthusiasm for work.

Recommendation for future growth:
Growth/Improvement

Other Comments:



D.D.D.I. (a)

Employee's Comments (To be completed by employee)

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Signature: Head of School/CEO

Signature: Employee

Signature(s) of other Appraiser(s)

Date



SUPPORT STAFF PERFORMANCE APPRAISAL

Employee's Name: _____ **Title:** _____

Appraiser's Name: _____ **Title:** _____

Performance Period: _____
Period Beginning **Period Ending**

BASIC PURPOSE OF THE PERFORMANCE APPRAISAL

The performance appraisal is an important tool which you and your supervisor use to evaluate your growth and development over a specific period of time and together, to set goals for improvement in any area of performance which will help you reach your full potential at Gray Academy of Jewish Education.

APPRAISER'S INSTRUCTIONS

Appraisal is a matter of judgement. Judgement should rise from fact, observation and opinion. Base your judgement and comments on the entire period covered and not upon isolated incidents alone.

PART 1 - Performance Dimensions

Check the box opposite the appropriate wording in each performance dimension category. If necessary check between wordings to reflect your rating. In either case, your rating should be supported with comments which include specific examples of relevant job behaviour.

PART II - Evaluation Summary

Based on your ratings in Part I, summarize the employee's overall performance during the period being rated and where necessary identify an action plan (written direction) on how to improve performance.



PART I
Performance Dimensions

<p>Evaluation Please check appropriate box. If necessary check between boxes and explain reason(s)</p>	<p>COMMENTS Where appropriate use work related Examples</p>
<p>A. Working Accurately/Thoroughly</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work is very accurate/thorough; pays close attention to detail <input type="checkbox"/> Accuracy of work is typically good; few errors are found in work; usually thorough <input type="checkbox"/> Does not work carefully; tends to leave careless errors and overlooks important details <input type="checkbox"/> Work often needs to be redone because of errors; it lacks essential details 	
<p>B. Work Quantity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quantity of work is fully satisfactory <input type="checkbox"/> Quantity of work is acceptable <input type="checkbox"/> Quantity of work required improvement <input type="checkbox"/> Quantity of work is unsatisfactory 	
<p>C. Job Knowledge/Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can be consulted by others on all aspects of the job; has exemplary job skills and abilities <input type="checkbox"/> Understands most procedures and requirements of the job; has good job skills <input type="checkbox"/> Has an adequate knowledge of job procedures; displays adequate skills in getting the job done <input type="checkbox"/> Job knowledge/skills require improvement 	
<p>D. Job Involvement/Attitude</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently does more than what is required; frequently offers suggestions for improvement; seeks to expand capabilities and responsibilities <input type="checkbox"/> Does what is asked and sometimes more; very willing to accept new responsibilities; occasionally contributes new ideas; seems interested in self-improvement <input type="checkbox"/> Does assigned work and no more; shows little desire for self-improvement and for new responsibilities <input type="checkbox"/> Does as minimum as possible; shows no concern for performance; shows no desire to improve skills 	
<p>E. Following Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows instructions closely; work procedures rarely need checking; always knows when to seek assistance when required <input type="checkbox"/> Can generally be depended on to follow instructions; usually knows when to ask questions or seek information <input type="checkbox"/> Sometimes does not follow instructions; does not ask questions or seek assistance as often as needed <input type="checkbox"/> Work needs frequent checking or follow-up; does not follow instructions; fails to ask questions or seek information when required 	



<p>F. Working with Minimum Supervision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Starts and completes tasks independently; shows a great deal of initiative <input type="checkbox"/> Starts and completes tasks without much supervision/direction; shows initiative <input type="checkbox"/> Needs some supervision/direction to complete assigned task; shows little initiative <input type="checkbox"/> Needs constant supervision/direction to complete assigned tasks; does little without being told or instructed 	
<p>G. Learning New Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learns procedures and tasks quickly <input type="checkbox"/> Learns most procedures and tasks fairly quickly with minimal repetition <input type="checkbox"/> Learns new tasks and procedures somewhat slowly; has some problems with difficult tasks <input type="checkbox"/> Requires repeated instructions for most tasks and procedures 	
<p>H. Cooperation/Working with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Succeeds in working well with others; helps eliminate tension and conflict <input type="checkbox"/> Tries very hard to work well with others; very helpful; considers others' opinion <input type="checkbox"/> Makes an effort to work with almost everyone; typically avoids conflicts; very cooperative <input type="checkbox"/> Makes little or no effort to work with others; sometimes contributes to conflict or tension; generally uncooperative 	
<p>I. Contact/Interaction with Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has very effective skills interacting with students <input type="checkbox"/> Has good skills interacting with students both individually and/or in groups <input type="checkbox"/> Has adequate skills interacting with students <input type="checkbox"/> Needs guidance interacting with students 	
<p>J. Exercising Judgement/Solving Problems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Judgement is excellent; able to solve almost any work related problem <input type="checkbox"/> Demonstrates good judgement; can be relied on to solve many problems by self <input type="checkbox"/> Judgement/problem solving ability is fair <input type="checkbox"/> Exercises little judgement in completing tasks; demonstrates little ability to solve problems 	
<p>K. Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does a very good job of planning and organizing work; good work habits <input type="checkbox"/> Generally organizes and plans work well; works fairly systematically; recognizes priorities <input type="checkbox"/> Does not organize or plan work well; work habits need improvement <input type="checkbox"/> Does not set priorities; planning and organization are disorganized; work habits are poor 	



D.D.D.J.

L. Attendance <input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs to improve	
M. Punctuality <input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs to improve	

PART II

EVALUATION SUMMARY: Comments on the employee's overall performance and where necessary identify an action plan to improve performance.



PART III

OVERALL PERFORMANCE RATING: Check the section which comes closest to summarizing your overall evaluation of the individual's performance over the past evaluation period.

- EXCEEDS REQUIREMENTS** - Indicates that the individual's performance frequently exceeds that which is expected in fully executing the duties and responsibilities required by the individual's position.
- MEETS REQUIREMENTS** - Indicates that the individual's performance consistently meets the level which is expected in fulfilling the duties and responsibilities of the position
- MARGINAL** - Indicates that the individual's performance does not consistently meet the level which is expected in fulfilling the duties and responsibilities of the position (select the most appropriate explanation)
 - Has not had sufficient time and/or training in position
 - Has had sufficient time and/or training
- UNSATISFACTORY** - Indicates that the individual's performance is below the acceptable level which is required for the position. Should not be retained in this position unless substantial improvement can be exhibited in the near future.

Employee's comments: (To be completed by employee)

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Principal/Supervisor: _____ Employee: _____

Other Appraiser(s): _____

Date: _____



D.D.D.K.

SPECIAL NEEDS EDUCATIONAL ASSISTANT PERFORMANCE APPRAISAL

Name: _____ **Date:** _____

Position (please circle): **Level 1** **Level 2**

Number of years with WBJE: _____

I. COMMITMENT

Is conscientious, attentive to duties, dependable and reliable, and shows enthusiasm for work.

II. INTEGRITY

Recognizes and maintains the confidentiality of student/staff interactions; exercises tact and diplomacy in all work related matters.

III. RESPONSIVENESS TO STUDENTS' NEEDS

Interacts positively with students, establishes an atmosphere of mutual respect; encourages purposeful task orientation and fosters student commitment, responsibility and independence.

IV. COMMUNICATION

Is able to exchange information accurately and effectively in verbal and written form.

Participates effectively and enthusiastically as a team member, with supervisors, peers, school personnel, students and the public.

V. ATTENDANCE AND PUNCTUALITY



D.D.D.L.

EDUCATIONAL ASSISTANT PERFORMANCE APPRAISAL

Name: _____ **Date:** _____

Position (please circle): **Level 1** **Level 2**

Number of years with WBJE: _____

I. COMMITMENT

Is conscientious, attentive to duties, dependable and reliable, and shows enthusiasm for work.

II. INTEGRITY

Recognizes and maintains the confidentiality of student/staff interactions; exercises tact and diplomacy in all work related matters.

III. RESPONSIVENESS TO STUDENTS' NEEDS

Interacts positively with students, establishes an atmosphere of mutual respect; encourages purposeful task orientation and fosters student commitment, responsibility and independence.

IV. COMMUNICATION

Is able to exchange information accurately and effectively in verbal and written form.

Participates effectively and enthusiastically as a team member, with supervisors, peers, school personnel, students and the public.

V. ATTENDANCE AND PUNCTUALITY



SECRETARIAL PERFORMANCE APPRAISAL

Name:	Date:
Position:	Location:

Number of years with WBJE: _____

Each of the following areas shall be considered in the assessment. The evaluator will provide descriptive statements of the employee's performance since the period of the previous assessment. (If more space is required please attach comments).

Quality of work: The level of thoroughness and accuracy including the appearance of the finished product.

Work Habits: The ability to plan, manage, and use time effectively; to complete work promptly; to use equipment effectively and properly.

Job Knowledge: Knowledge of position requirements as well as procedures and policies of the WBJE, and the appropriate application of the knowledge.

Problem Solving: The ability to work independently when necessary and take initiative in finding constructive solutions to problems.

Communication: The ability to exchange information accurately and effectively in verbal and written form.



D.D.D.M.

Communication: The ability to interact effectively and harmoniously with supervisors, peers, school personnel, students and the public.

Technical Skills: The ability to effectively apply the technical requirements of the position as outlined in the job description.

Adaptability: The ability to adjust to change; to deal with emergent situations, to prioritize activity and work effectively under pressure.

Commitment: The level of conscientious attention to duties, dependability and reliability, and enthusiasm for work.

Recommendation for future growth:
Growth/Improvement

Other Comments:



D.D.D.M.

Employee's Comments (To be completed by employee)

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Signature: Head of School/CEO

Signature: Employee

Signature(s) of other Appraiser(s)

Date



PART I
Performance Dimensions

<p style="text-align: center;">Evaluation</p> <p>Please check appropriate box. If necessary check between boxes and explain reason(s)</p>	<p style="text-align: center;">COMMENTS</p> <p>Where appropriate use work related Examples</p>
<p>A. Working Accurately/Thoroughly</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work is very accurate/thorough; pays close attention to detail <input type="checkbox"/> Accuracy of work is typically good; few errors are found in work; usually thorough <input type="checkbox"/> Does not work carefully; tends to leave careless errors and overlooks important details <input type="checkbox"/> Work often needs to be redone because of errors; it lacks essential Details 	
<p>B. Work Quantity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quantity of work is fully satisfactory <input type="checkbox"/> Quantity of work is acceptable <input type="checkbox"/> Quantity of work required improvement <input type="checkbox"/> Quantity of work is unsatisfactory 	
<p>C. Job Knowledge/Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can be consulted by others on all aspects of the job; has exemplary job skills and abilities <input type="checkbox"/> Understands most procedures and requirements of the job; has good job skills <input type="checkbox"/> Has an adequate knowledge of job procedures; displays adequate skills in getting the job done <input type="checkbox"/> Job knowledge/skills require improvement 	
<p>D. Job Involvement/Attitude</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently does more than what is required; frequently offers suggestions for improvement; seeks to expand capabilities and responsibilities <input type="checkbox"/> Does what is asked and sometimes more; very willing to accept new responsibilities; occasionally contributes new ideas; seems interested in self-improvement <input type="checkbox"/> Does assigned work and no more; shows little desire for self-improvement and for new responsibilities <input type="checkbox"/> Does as minimum as possible; shows no concern for performance; shows no desire to improve skills 	
<p>E. Following Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows instructions closely; work procedures rarely need checking; always knows when to seek assistance when required <input type="checkbox"/> Can generally be depended on to follow instructions; usually knows when to ask questions or seek information <input type="checkbox"/> Sometimes does not follow instructions; does not ask questions or seek assistance as often as needed <input type="checkbox"/> Work needs frequent checking or follow-up; does not follow instructions; fails to ask questions or seek information when required 	



<p>F. Working with Minimum Supervision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Starts and completes tasks independently; shows a great deal of initiative <input type="checkbox"/> Starts and completes tasks without much supervision/direction; shows initiative <input type="checkbox"/> Needs some supervision/direction to complete assigned task; shows little initiative <input type="checkbox"/> Needs constant supervision/direction to complete assigned tasks; does little without being told or instructed 	
<p>G. Learning New Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learns procedures and tasks quickly <ul style="list-style-type: none"> <input type="checkbox"/> Learns most procedures and tasks fairly quickly with minimal repetition <input type="checkbox"/> Learns new tasks and procedures somewhat slowly; has some problems with difficult tasks <input type="checkbox"/> Requires repeated instructions for most tasks and procedures 	
<p>H. Cooperation/Working with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Succeeds in working well with others; helps eliminate tension and conflict <input type="checkbox"/> Tries very hard to work well with others; very helpful; considers others' opinion <input type="checkbox"/> Makes an effort to work with almost everyone; typically avoids conflicts; very cooperative <input type="checkbox"/> Makes little or no effort to work with others; sometimes contributes to conflict or tension; generally uncooperative 	
<p>I. Contact/Interaction with Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has very effective skills interacting with students <input type="checkbox"/> Has good skills interacting with students both individually and/or in groups <input type="checkbox"/> Has adequate skills interacting with students <input type="checkbox"/> Needs guidance interacting with students 	
<p>J. Exercising Judgement/Solving Problems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Judgement is excellent; able to solve almost any work related problem <input type="checkbox"/> Demonstrates good judgement; can be relied on to solve many problems by self <input type="checkbox"/> Judgement/problem solving ability is fair <input type="checkbox"/> Exercises little judgement in completing tasks; demonstrates little ability to solve problems. 	
<p>K. Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does a very good job of planning and organizing work; good work habits <input type="checkbox"/> Generally organizes and plans work well; works fairly systematically; recognizes priorities <input type="checkbox"/> Does not organize or plan work well; work habits need improvement <input type="checkbox"/> Does not set priorities; planning and organization are disorganized; work habits are poor 	



D.D.D.N.

<p>L. Attendance</p> <ul style="list-style-type: none"><input type="checkbox"/> Very good<input type="checkbox"/> Satisfactory<input type="checkbox"/> Needs to improve	
<p>M. Punctuality</p> <ul style="list-style-type: none"><input type="checkbox"/> Very good<input type="checkbox"/> Satisfactory<input type="checkbox"/> Needs to improve	

PART II

EVALUATION SUMMARY: Comments on the employee's overall performance and where necessary identify an action plan to improve performance.



PART III

OVERALL PERFORMANCE RATING: Check the section which comes closest to summarizing your overall evaluation of the individual's performance over the past evaluation period.

- EXCEEDS REQUIREMENTS** - Indicates that the individual's performance frequently exceeds that which is expected in fully executing the duties and responsibilities required by the individual's position.
- MEETS REQUIREMENTS** - Indicates that the individual's performance consistently meets the level which is expected in fulfilling the duties and responsibilities of the position
- MARGINAL** - Indicates that the individual's performance does not consistently meet the level which is expected in fulfilling the duties and responsibilities of the position (select the most appropriate explanation)
 - Has not had sufficient time and/or training in position
 - Has had sufficient time and/or training
- UNSATISFACTORY** - Indicates that the individual's performance is below the acceptable level which is required for the position. Should not be retained in this position unless substantial improvement can be exhibited in the near future.

Employee's comments: (To be completed by employee)

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Head of School: _____ Employee: _____

Other Appraiser(s): _____

Date: _____



COORDINATOR OF MARKETING & COMMUNICATIONS PERFORMANCE APPRAISAL

Employee's Name: _____ **Title:** _____

Appraiser's Name: _____ **Title:** _____

Performance Period: _____
Period Beginning **Period Ending**

BASIC PURPOSE OF THE PERFORMANCE APPRAISAL

The performance appraisal is an important tool which you and your supervisor use to evaluate your growth and development over a specific period of time and together, to set goals for improvement in any area of performance which will help you reach your full potential at Gray Academy of Jewish Education.

APPRAISER'S INSTRUCTIONS

Appraisal is a matter of judgement. Judgement should rise from fact, observation and opinion. Base your judgement and comments on the entire period covered and not upon isolated incidents alone.

PART 1 - Performance Dimensions

Check the box opposite the appropriate wording in each performance dimension category. If necessary check between wordings to reflect your rating. In either case, your rating should be supported with comments which include specific examples of relevant job behaviour.

PART II - Evaluation Summary

Based on your ratings in Part I, summarize the employee's overall performance during the period being rated and where necessary identify an action plan (written direction) on how to improve performance.



PART I
Performance Dimensions

<p style="text-align: center;">Evaluation</p> <p>Please check appropriate box. If necessary check between boxes and explain reason(s)</p>	<p style="text-align: center;">COMMENTS</p> <p>Where appropriate use work related Examples</p>
<p>A. Working Accurately/Thoroughly</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work is very accurate/thorough; pays close attention to detail <input type="checkbox"/> Accuracy of work is typically good; few errors are found in work; usually thorough <input type="checkbox"/> Does not work carefully; tends to leave careless errors and overlooks important details <input type="checkbox"/> Work often needs to be redone because of errors; it lacks essential Details 	
<p>B. Work Quantity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quantity of work is fully satisfactory <input type="checkbox"/> Quantity of work is acceptable <input type="checkbox"/> Quantity of work required improvement <input type="checkbox"/> Quantity of work is unsatisfactory 	
<p>C. Job Knowledge/Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can be consulted by others on all aspects of the job; has exemplary job skills and abilities <input type="checkbox"/> Understands most procedures and requirements of the job; has good job skills <input type="checkbox"/> Has an adequate knowledge of job procedures; displays adequate skills in getting the job done <input type="checkbox"/> Job knowledge/skills require improvement 	
<p>D. Job Involvement/Attitude</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently does more than what is required; frequently offers suggestions for improvement; seeks to expand capabilities and responsibilities <input type="checkbox"/> Does what is asked and sometimes more; very willing to accept new responsibilities; occasionally contributes new ideas; seems interested in self-improvement <input type="checkbox"/> Does assigned work and no more; shows little desire for self-improvement and for new responsibilities <input type="checkbox"/> Does as minimum as possible; shows no concern for performance; shows no desire to improve skills 	
<p>E. Following Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows instructions closely; work procedures rarely need checking; always knows when to seek assistance when required <input type="checkbox"/> Can generally be depended on to follow instructions; usually knows when to ask questions or seek information <input type="checkbox"/> Sometimes does not follow instructions; does not ask questions or seek assistance as often as needed <input type="checkbox"/> Work needs frequent checking or follow-up; does not follow instructions; fails to ask questions or seek information when required 	



<p>F. Working with Minimum Supervision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Starts and completes tasks independently; shows a great deal of initiative <input type="checkbox"/> Starts and completes tasks without much supervision/direction; shows initiative <input type="checkbox"/> Needs some supervision/direction to complete assigned task; shows little initiative <input type="checkbox"/> Needs constant supervision/direction to complete assigned tasks; does little without being told or instructed 	
<p>G. Learning New Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learns procedures and tasks quickly <input type="checkbox"/> Learns most procedures and tasks fairly quickly with minimal repetition <input type="checkbox"/> Learns new tasks and procedures somewhat slowly; has some problems with difficult tasks <input type="checkbox"/> Requires repeated instructions for most tasks and procedures 	
<p>H. Cooperation/Working with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Succeeds in working well with others; helps eliminate tension and conflict <input type="checkbox"/> Tries very hard to work well with others; very helpful; considers others' opinion <input type="checkbox"/> Makes an effort to work with almost everyone; typically avoids conflicts; very cooperative <input type="checkbox"/> Makes little or no effort to work with others; sometimes contributes to conflict or tension; generally uncooperative 	
<p>I. Contact/Interaction with Individuals and/or Groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has very effective skills interacting with others <input type="checkbox"/> Has good skills interacting with others both individually and/or in groups <input type="checkbox"/> Has adequate skills interacting with others <input type="checkbox"/> Needs guidance interacting with others 	
<p>J. Exercising Judgement/Solving Problems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Judgement is excellent; able to solve almost any work related problem <input type="checkbox"/> Demonstrates good judgement; can be relied on to solve many problems by self <input type="checkbox"/> Judgement/problem solving ability is fair <input type="checkbox"/> Exercises little judgement in completing tasks; demonstrates little ability to solve problems 	
<p>K. Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does a very good job of planning and organizing work; good work habits <input type="checkbox"/> Generally organizes and plans work well; works fairly systematically; recognizes priorities <input type="checkbox"/> Does not organize or plan work well; work habits need improvement <input type="checkbox"/> Does not set priorities; planning and organization are disorganized; work habits are poor 	



D.D.D.O.

<p>L. Attendance</p> <ul style="list-style-type: none"><input type="checkbox"/> Very good<input type="checkbox"/> Satisfactory<input type="checkbox"/> Needs to improve	
<p>M. Punctuality</p> <ul style="list-style-type: none"><input type="checkbox"/> Very good<input type="checkbox"/> Satisfactory<input type="checkbox"/> Needs to improve	

PART II

EVALUATION SUMMARY: Comments on the employee's overall performance and where necessary identify an action plan to improve performance.



PART III

OVERALL PERFORMANCE RATING: Check the section which comes closest to summarizing your overall evaluation of the individual's performance over the past evaluation period.

- EXCEEDS REQUIREMENTS** - Indicates that the individual's performance frequently exceeds that which is expected in fully executing the duties and responsibilities required by the individual's position.
- MEETS REQUIREMENTS** - Indicates that the individual's performance consistently meets the level which is expected in fulfilling the duties and responsibilities of the position
- MARGINAL** - Indicates that the individual's performance does not consistently meet the level which is expected in fulfilling the duties and responsibilities of the position (select the most appropriate explanation)
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 - Has had sufficient time and/or training
- UNSATISFACTORY** - Indicates that the individual's performance is below the acceptable level which is required for the position. Should not be retained in this position unless substantial improvement can be exhibited in the near future.

Employee's comments: (To be completed by employee)

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Head of School: _____ Employee: _____

Other Appraiser(s): _____

Date: _____

**COORDINATOR OF LIFE LONG LEARNING
PERFORMANCE APPRAISAL**

Employee's Name: _____ Title: _____

Appraiser's Name: _____ Title: _____

Performance Period: _____
Period Beginning Period Ending**BASIC PURPOSE OF THE PERFORMANCE APPRAISAL**

The performance appraisal is an important tool which you and your supervisor use to evaluate your growth and development over a specific period of time and together, to set goals for improvement in any area of performance which will help you reach your full potential at Gray Academy of Jewish Education.

APPRAISER'S INSTRUCTIONS

Appraisal is a matter of judgement. Judgement should rise from fact, observation and opinion. Base your judgement and comments on the entire period covered and not upon isolated incidents alone.

PART 1 - Performance Dimensions

Check the box opposite the appropriate wording in each performance dimension category. If necessary check between wordings to reflect your rating. In either case, your rating should be supported with comments which include specific examples of relevant job behaviour.

PART II - Evaluation Summary

Based on your ratings in Part I, summarize the employee's overall performance during the period being rated and where necessary identify an action plan (written direction) on how to improve performance.

PART I
Performance Dimensions

<p>Evaluation Please check appropriate box. If necessary check between boxes and explain reason(s)</p>	<p>COMMENTS Where appropriate use work related Examples</p>
<p>A. Working Accurately/Thoroughly</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work is very accurate/thorough; pays close attention to detail <input type="checkbox"/> Accuracy of work is typically good; few errors are found in work; usually thorough <input type="checkbox"/> Does not work carefully; tends to leave careless errors and overlooks important details <input type="checkbox"/> Work often needs to be redone because of errors; it lacks essential details 	
<p>B. Work Quantity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quantity of work is fully satisfactory <input type="checkbox"/> Quantity of work is acceptable <input type="checkbox"/> Quantity of work required improvement <input type="checkbox"/> Quantity of work is unsatisfactory 	
<p>C. Job Knowledge/Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can be consulted by others on all aspects of the job; has exemplary job skills and abilities <input type="checkbox"/> Understands most procedures and requirements of the job; has good job skills <input type="checkbox"/> Has an adequate knowledge of job procedures; displays adequate skills in getting the job done <input type="checkbox"/> Job knowledge/skills require improvement 	
<p>D. Job Involvement/Attitude</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently does more than what is required; frequently offers suggestions for improvement; seeks to expand capabilities and responsibilities <input type="checkbox"/> Does what is asked and sometimes more; very willing to accept new responsibilities; occasionally contributes new ideas; seems interested in self-improvement <input type="checkbox"/> Does assigned work and no more; shows little desire for self-improvement and for new responsibilities <input type="checkbox"/> Does as minimum as possible; shows no concern for performance; shows no desire to improve skills 	
<p>E. Following Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows instructions closely; work procedures rarely need checking; always knows when to seek assistance when required <input type="checkbox"/> Can generally be depended on to follow instructions; usually knows when to ask questions or seek information <input type="checkbox"/> Sometimes does not follow instructions; does not ask questions or seek assistance as often as needed <input type="checkbox"/> Work needs frequent checking or follow-up; does not follow instructions; fails to ask questions or seek information when required 	

<p>F. Working with Minimum Supervision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Starts and completes tasks independently; shows a great deal of initiative <input type="checkbox"/> Starts and completes tasks without much supervision/direction; shows initiative <input type="checkbox"/> Needs some supervision/direction to complete assigned task; shows little initiative <input type="checkbox"/> Needs constant supervision/direction to complete assigned tasks; does little without being told or instructed 	
<p>G. Learning New Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learns procedures and tasks quickly <input type="checkbox"/> Learns most procedures and tasks fairly quickly with minimal repetition <input type="checkbox"/> Learns new tasks and procedures somewhat slowly; has some problems with difficult tasks <input type="checkbox"/> Requires repeated instructions for most tasks and procedures 	
<p>H. Cooperation/Working with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Succeeds in working well with others; helps eliminate tension and conflict <input type="checkbox"/> Tries very hard to work well with others; very helpful; considers others' opinion <input type="checkbox"/> Makes an effort to work with almost everyone; typically avoids conflicts; very cooperative <input type="checkbox"/> Makes little or no effort to work with others; sometimes contributes to conflict or tension; generally uncooperative 	
<p>I. Contact/Interaction with Individuals and/or Groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has very effective skills interacting with others <input type="checkbox"/> Has good skills interacting with others both individually and/or in groups <input type="checkbox"/> Has adequate skills interacting with others <input type="checkbox"/> Needs guidance interacting with others 	
<p>J. Exercising Judgement/Solving Problems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Judgement is excellent; able to solve almost any work related problem <input type="checkbox"/> Demonstrates good judgement; can be relied on to solve many problems by self <input type="checkbox"/> Judgement/problem solving ability is fair <input type="checkbox"/> Exercises little judgement in completing tasks; demonstrates little ability to solve problems 	
<p>K. Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does a very good job of planning and organizing work; good work habits <input type="checkbox"/> Generally organizes and plans work well; works fairly systematically; recognizes priorities <input type="checkbox"/> Does not organize or plan work well; work habits need improvement <input type="checkbox"/> Does not set priorities; planning and organization are disorganized; work habits are poor 	

D.D.D.P.

L. Attendance <input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs to improve	
M. Punctuality <input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs to improve	

PART II

EVALUATION SUMMARY: Comments on the employee's overall performance and where necessary identify an action plan to improve performance.

PART III

OVERALL PERFORMANCE RATING: Check the section which comes closest to summarizing your overall evaluation of the individual's performance over the past evaluation period.

- EXCEEDS REQUIREMENTS** - Indicates that the individual's performance frequently exceeds that which is expected in fully executing the duties and responsibilities required by the individual's position.
- MEETS REQUIREMENTS** - Indicates that the individual's performance consistently meets the level which is expected in fulfilling the duties and responsibilities of the position
- MARGINAL** - Indicates that the individual's performance does not consistently meet the level which is expected in fulfilling the duties and responsibilities of the position (select the most appropriate explanation)
- Has not had sufficient time and/or training in position
- Has had sufficient time and/or training
- UNSATISFACTORY** - Indicates that the individual's performance is below the acceptable level which is required for the position. Should not be retained in this position unless substantial improvement can be exhibited in the near future.

Employee's comments: (To be completed by employee)

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Head of School: _____ Employee: _____

Other Appraiser(s): _____

Date: _____



ASSOCIATE HEAD OF SCHOOL PERFORMANCE APPRAISAL

1. In conjunction with the Head of School the Associate Head of School will articulate specific goals for the school year.
2. In conjunction with the Head of School the Associate Head of School will articulate primary responsibilities.
3. In conjunction with the Head of School the Associate Head of School will articulate specific accountabilities for the school year.
4. The Associate Head of School will articulate a professional growth plan for the school year.
5. The Associate Head of School will produce a written report speaking to the achievement of the specific goals, primary responsibilities, specific accountabilities and professional growth plan.
6. The Head of School will respond in writing to the Associate Head of School's report making recommendations for the ensuing year.



ASSOCIATE HEAD OF SCHOOL SELF APPRAISAL

NAME: _____

DATE: _____

The following questions are designed to encourage open communication between yourself and the Head of School in reviewing, evaluating and planning performance and career development.

By providing honest and informative responses activities can then be agreed upon to enhance your career development.

1. Looking back at last year, what do you feel went very well for you at Gray Academy and what did not work well?
2. What are your major achievements for last year? List and explain each
3. What could you have done better? Explain
4.
 - a. What are your main strengths and skills?
 - b. What are your weaknesses or areas for improvement?
5. What were your main challenges in last year and how do you feel you met them?
6. How could the Head of School/BJE help you be more effective than you already are?
7. Detail two or three goals you have for both
 - a. the next 12 months?
 - b. the next 3 years?
8. What assistance/development/other would help you to achieve these goals?
9. Are there other items you wish to discuss about your performance and development at this time?



ASSOCIATE HEAD OF SCHOOL HEAD OF SCHOOL EVALUATION

On a Scale of 1-10, please evaluate the Associate Head of School on the following criteria and provide comments in the space provided if you feel it to be necessary. If you feel uncomfortable or unable to answer a specific question please leave it blank.

Criteria	Comments	1-10
His/her performance in overseeing the entire General Studies academic and extra-curricular program and ensuring high standards throughout the school		
His/her performance in establishing and maintaining excellent communication and co-operation among the various constituent groups which make up the School community – students, faculty and staff, alumnae, parents		
His/her performance in educating all constituents on the Parent Survey results		
His/her performance in carrying out executive responsibility for the selection, evaluation, and retention of faculty and staff		
His/her performance in leading all professional development activities and programs addressing the findings of CAIS and the Parent Survey		
His/her performance in working with the Board in the achievement of the School's mission and in the development and implementation of its strategic plan.		



D.D.D.Q. (b)

His/her performance in reviewing the teacher evaluation policy and process to address professional growth and accountability		
His/her performance in assuming administrative leadership in social media		
His/her performance in having primary responsibility for the International Student Program		
His/her performance in representing the School effectively to its various external publics, such as the Federation, Manitoba Federation of Independent Schools, CAIS, RAVSAK, other independent schools, the local community and national organizations.		
His/her performance in playing a key role in fundraising, advancement and development activities		

In point form, please provide evaluation on any other criteria that you see fit including possible areas of improvement. Feel free to set out any positive and/or negative assessments.

Please set out, in priority, 2 or 3 goals for the Associate Head of School to pursue in the upcoming year:

Name:



DIRECTOR OF ADMISSIONS PERFORMANCE APPRAISAL

1. In conjunction with the Head of School or Associate Head of School, the Director of Admissions will articulate specific goals for the school year.
2. In conjunction with the Head of School or Associate Head of School, the Director of Admissions will articulate primary responsibilities.
3. In conjunction with the Head of School or Associate Head of School, the Director of Admissions will articulate accountabilities for the school year.
4. The Director of Admissions will articulate a professional growth plan for the year.
5. The Directory of Admissions will produce a written report speaking to the achievement of the specific goals, primary responsibilities, specific accountabilities and professional growth plan.
6. The Head of School or Associate Head of School will respond, in writing to the Director of Admissions report making recommendations for the ensuing year.



DIRECTOR OF ADMISSIONS SELF APPRAISAL

NAME: _____

DATE: _____

The following questions are designed to encourage open communication between yourself and the Head of School or Associate Head of School in reviewing, evaluating and planning performance and career development.

By providing honest and informative answers, activities can then be agreed upon to enhance your career development.

1. Looking back at last year, what do you feel went very well for you at Gray Academy, and what did not work well?
2. What are your major achievements for last year? List and explain each.
3. What could you have done better? Explain.
4. (a) What are your main strengths and skills?
(b) What are your main weaknesses or areas for improvements?
5. What were your main challengers in last year and how do you feel you met them?
6. How could the Head of School/Associate Head of School help you to be more effective than you already are?
7. Detail two or three goals you have for both:
(a) The next 12 months?
(b) The next 3 years?
8. What assistance/development/other would help you to achieve these goals?
9. Are there other items you wish to discuss about your performance and development at this time?



DIRECTOR OF ADMISSIONS EVALUATION

On a scale of 1 – 10, please evaluate the Director of Admissions on the following criteria and provide comments in the space provided if you feel it necessary. If you feel uncomfortable or unable to answer a specific question, please leave it blank.

Criteria	Comments	Rate 1-10
Performance in planning and implementing the overall recruitment, enrollment and re-enrollment (retention) operations for the school.		
Performance in creating and establishing a retention and recruitment strategy that includes the collection of annual data to help inform programs and planning as well as an exit strategy for students that leave school prior to graduation.		
Performance in overseeing the Marketing and Communication program and the Development program by supervising the coordinators of each position.		
Performance in working with staff and administration to build a culture of retention amongst all staff members.		
Performance in overseeing the International Program including recruitment, enrollment, program implementation, acquiring homestay families and supervising international students and homestay families.		
Performance in overseeing the registration process including facilitating collection of pertinent student related academic and general information for prospective students.		
Performance in building and leading a Parent Ambassador program to support retention and recruitment.		
Performance in developing and maintaining positive relationships with institutions that have a role to play in recruitment/enrollment and to promote the school through interaction with these institutions.		



D.D.D.R. (b)

Performance in developing and evaluating publications and communications related to admissions, recruitment and retention.		
Performance in representing the School effectively to its various external publics, such as the Federation, Manitoba Federation of Independent Schools, CAIS, RAVSAK, other independent schools, the local community and national organizations.		
Performance in communicating questions and issues raised by current and prospective parents/students related to admissions, retention, and attrition.		

In point form; please provide evaluation on any other criteria that you see fit, including possible areas of improvement. Feel free to set out any positive and/or negative assessments.

Please set out 2 or 3 goals for the Director of Admissions to pursue in the upcoming year:

NAME: _____

SECTION E

HARASSMENT



HARASSMENT POLICY

Statement of Principles

The Winnipeg Board of Jewish Education (the “Board”) recognizes the right of all persons at the Gray Academy of Jewish Education (the “school”) to function in an environment free from harassment. The Board further recognizes that the harassment of any person in or affecting the work or study environment is an intolerable situation which will warrant disciplinary action. The Board shall work with all employees in recognizing and dealing with harassment and shall assist students in recognizing and dealing with harassment. Staff and students shall be encouraged to report all instances of harassment. All behaviours shall be judged on the basis of their consistency with human rights and respect for human dignity. It shall be a violation of this policy for any person in the school facility to use harassment toward any person. All formal or informal complaints shall be investigated in accordance with established procedures. Harassment will be considered to have taken place if a reasonable person ought to have known that such behaviour was unwelcome.

Application of the Policy

The Manitoba Human Rights Code (the “Code”) prohibits harassment of employees or students on the basis of any characteristic referred to in subsection 9(2) of the Code, whether the harassment is within the context of employment or within the context of services (where students are considered as customers/consumers of educational services). This policy covers incidents of harassment involving students, staff, parents and visitors occurring on school property or while engaged in school sponsored activities. If an incident creates a negative psychological or emotional environment for work and study, then it may properly be considered harassment under this policy whether or not it occurs on the school’s property or whether or not it occurs during school hours.

I. Definitions

1. Harassment

1.1 Harassment includes:

- i) A course of abusive and unwelcome conduct or comment undertaken or made on the basis of any of the following characteristics:
 - (a) Ancestry, including colour and perceived race;
 - (b) Nationality or natural origin;
 - (c) Ethnic background or origin;

 - (d) Religion or creed, or religious belief, religious association or religious activity;
 - (e) Age;
 - (f) Sex, including pregnancy, the possibility of pregnancy, or circumstances related to pregnancy;
 - (g) Gender-determined characteristics or circumstances other than those included in clause (f);
 - (h) Sexual orientation;
 - (i) Marital or family status;
 - (j) Source of income;
 - (k) Political belief, political association or political activity;
 - (l) Physical or mental disability or related characteristics or circumstances, including reliance on a dog guide or other animal assistant, a wheel chair, or other remedial appliance or device; or
- ii) A series of objectional and unwelcome sexual solicitations or advances; or



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- iii) A sexual solicitation or advance made by a person who is in a position to confer any benefit on, or deny any benefit to the recipient of the solicitation or advance, if the person making the solicitation or advance knows or ought to reasonably know that it is unwelcome; or
- iv) A reprisal or threat of reprisal for rejecting a sexual solicitation or advance.

1.2 Harassment may include:

i) Sexual Harassment:

- (a) Unwanted, persistent, or abusive sexual attention;
- (b) A sexual advance or solicitation made by a person in a position to grant or deny a benefit which may affect the employment status of an employee or the academic status of a student where the individual knows or ought reasonably to know that this attention is unwanted;
- (c) Sexually oriented behaviour or remarks which create a negative psychological environment for work or study. Such behaviour or remarks include, but are not restricted to:
 - Demeaning remarks based on gender
 - Suggestive jokes about sex
 - Inappropriate comments about clothing, physical characteristics or activities;
 - Inappropriate displays of sexual pictures or materials
 - Derogatory terms, graffiti which degrades a person based on his/her sex or sexual orientation;
 - Leering, ogling and suggestive or insulting sounds
 - Unwanted questions or comments about one's private life
 - Unwanted physical contact, such as brushing up against one's body, patting or pinching
 - Sexual assault (an offence under the Criminal Code)
- (d) A reprisal or threat of reprisal for the rejection of a sexual solicitation or advance; and

ii) Bullying:

- (a) Written or spoken comments on past record of offences;
- (b) Exclusion, rude behaviour, unwanted or unsolicited remarks, stereotyping, name calling, jokes and slurs, sexually oriented requests, graffiti, insults, threats of reprisal or intimidation, hostile or offensive employment or learning environment;
- (c) Written or spoken insults, abuse or threats;
- (d) Racial or ethnic slurs including racially derogatory nicknames;
- (e) Unwelcome remarks, jokes, innuendos, or taunting about a person's appearance, body, attire (excluding statements made by staff regarding attire not in keeping with the school dress code), age, marital status, gender, ethnicity, race, religion, accent, sexual orientation, or disability;
- (f) Practical jokes that cause awkwardness or embarrassment, endanger an employee's or student's safety or negatively affect work performance;
- (g) Unwelcome inquiries about a person's source of income or funding;
- (h) Unwanted and inappropriate physical contact;
- (i) Physical assault, including sexual assault;
- (j) Written or spoken comments on academic performance;
- (k) Written comments or messaging (cyber bullying);
- (l) Derogatory images.

2. Complainant means the person who believes that he/she is being harassed and has filed a complaint with the Principal.

3. Respondent means the person against whom the complaint has been made.



II. Confidentiality

Situations involving harassment shall be treated in strict confidence by the school. All information from investigations and interviews pertaining to a complaint shall be shared only with the persons directly involved unless otherwise required by law.

III. Education and Prevention

1. Education for staff and age appropriate opportunities for students shall be conducted annually to promote awareness of harassment and to communicate the School's policy and related procedures for a harassment-free environment.
2. Workshops conducted by outside consultants that educate staff on the recognition and prevention of abuse shall be provided to all staff. All staff shall be required to attend these sessions.
3. New personnel shall receive information about this policy as part of their orientation and training on hiring. The training should include information such as:
 - (a) A full explanation of the problem of and policy regarding harassment;
 - (b) The process for making and investigating a complaint of harassment, including a review of the "Manitoba Guidelines on Identifying and Reporting a Child in Need of Protection (including Child Abuse)";
 - (c) A discussion of the rights of both the Complainant and the Respondent; and
 - (d) The consequences for those found guilty of harassment.
4. Staff shall be regularly supervised and monitored with regard to their interaction and relationships with students to ensure that healthy and wholesome relationships are established and maintained.

IV. Promoting a Safe Environment

1. When possible, all interactions between personnel (including staff and volunteers) and students shall be visible to others and if a private conversation needs to take place, it shall be moved out of the hearing of others, but not out of sight.
2. Staff and volunteers shall not be alone with a student at any school or after school activities. When driving students home, staff shall ensure that there are two adults or there is more than one student in the vehicle. For overnight trips there shall be at least two adults accompanying the students.
3. For any school-related activity that involves students, the use of alcohol or illicit drugs is prohibited.
4. All volunteers shall be provided with a copy of the School's Harassment Policy and shall be directly supervised by a staff member while they are in contact with students. Volunteers shall be required to submit a current Criminal Records Check as well as a Child Abuse Registry check.
5. Touching of students by staff or volunteers shall be allowed only to "safe" areas of the body, such as hand-to-shoulder. Staff and volunteers shall never touch out of the visibility of others, even in the event of tending to an injured student. Another staff member or student shall always be in attendance. Any touching that is resisted or refused by a student shall be respected.

V. Responsibilities

1. No person who is responsible for an activity or undertaking to which this policy applies shall:
 - (a) Harass any person who is participating in the activity or undertaking; or
 - (b) Knowingly permit, or fail to take reasonable steps to terminate, the harassment of one person who is participating in the activity or undertaking, by another person who is participating in the activity or undertaking.



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2. The Head of School/CEO shall be responsible for the development of procedures to deal with reported cases of harassment and shall inform all members of the Senior Administration that harassment is not acceptable under any circumstances and will not be tolerated.
3. The school Principal shall inform all staff, parents and students (where appropriate) that harassment is not acceptable under any circumstances and will not be tolerated.
4. Members of the staff shall intervene in those situations where harassment is observed or overheard.
5. A formal complaint of harassment shall be made in writing in accordance with the procedures specified herein.
6. The Principal shall determine whether disciplinary action is warranted against the complainant or respondent where the complaint involves a student or a member of staff. If the complaint involves people other than students or staff, appropriate action shall be determined by the Head of School/CEO.
7. A complaint of harassment against the Principal shall be filed with and determined by the Head of School/CEO. An appeal of the decision of the Head of School/CEO may be made to the President of the Board.
8. A complaint of harassment against the Head of School/CEO shall be filed with and determined by the President of the Board, who shall report his or her decision to the Board for ratification prior to notifying the respondent and complainant of his or her decision.

VI. Employees Covered by Collective Agreements

Where provisions with respect to harassment exist within the Winnipeg Jewish School Teachers Association Collective Agreement, they shall apply.

VII. Harassment Procedures – Staff

1. A staff member who believes that he/she is being harassed may first choose to deal directly with the individual who is believed to be the respondent in an effort to resolve the matter informally or may discuss the matter with his/her Department Head or the Vice Principal and ask the Department Head or Vice Principal to attempt to resolve the matter informally. Failing an informal resolution of the matter, or where the staff member determines that informal resolution is not appropriate, a staff member may file a formal complaint with the Principal.
2. A formal complaint of harassment shall be made in writing, and shall include a description of the incident(s) and the name(s) of the person who is the respondent.
3. A complaint of sexual harassment shall be made as soon after the incident has occurred as is reasonably possible. A complaint of sexual harassment which is not filed in a timely manner, and, based on the specifics of the complaint, may be dispensed with without investigation.
4. Investigation
 - (a) The Principal and another member of staff, selected by the Principal, shall be designated as the investigative team to review the complaint and determine whether the allegations on which the complaint is based may be considered harassment as defined in section I of this Policy.
 - (b) The investigative team shall not include the Head of School/CEO and shall ensure a gender balance.
 - (c) If the investigative team determines that the allegations do not constitute harassment, the complainant shall be advised of the determination and that he/she may appeal this decision to the Head of School/CEO in accordance with the appeal provisions set out in section X of this Policy.
 - (d) If the investigative team determines that the allegations may constitute harassment, the Respondent shall be advised in writing that a complaint has been received.
 - e) A Winnipeg Jewish School Teachers Association representative or legal counsel may be involved at any point at the request of any of the parties.



5. Mediation

- (a) At the request of either the Complainant or the Respondent, and if the investigative team believes that mediation may be an appropriate method of resolving the situation, the Principal may appoint a mediator. The mediator shall be selected from a list of approved mediators prepared by the Head of School/CEO
- (b) If both parties agree, the mediator shall meet with the parties on a without prejudice basis and attempt to come to a resolution of the complaint. The mediator shall report back to the Principal as to whether or not the complaint has been resolved.
- (c) The mediator shall determine what information, if any, regarding the attempt at mediation shall be communicated to the Principal.
- (d) Information disclosed during mediation shall not be used again either party unless required by law.
- (e) If a mediator is not appointed or if mediation is not successful, then the Respondent shall be given the opportunity to respond in writing to the formal complaint. Following receipt of the respondent's written response, or advice that a written response will not be filed, the investigative team shall interview the Complainant, the Respondent and any other individual(s) who has been identified as being able to provide information with regard to the complaint.
- (f) Upon completion of the investigation, the investigative team shall determine whether the behaviour giving rise to the complaint constitutes harassment and shall communicate their decision in writing to the Complainant and Respondent.
- (g) If the complaint is found to be valid, the Principal shall determine what disciplinary action shall be taken.

VIII. Harassment Procedures – Students

1. A student who believes that he/she is being harassed may file a complaint with the Principal of the school. A formal complaint shall be made in writing to the Principal and shall include a description of the incident(s) and the name(s) of the person who is the Respondent.
2. Under normal circumstances, the school Administrators shall attempt to deal with and resolve complaints in accordance with the school's Behaviour Management Policy and Procedures.
3. The school may wish to designate two staff members, male and female, who have appropriate skills, to respond to complaints of harassment.
4. An incident where a formal complaint has been made shall be communicated to the parents of students under the age of 18, and communication with the parents when the student is 18 years of age or older shall be encouraged (with the consent of the complainant). Communication with the parents may be made by the student alone or with the support of the designated staff member or the Principal.
5. An incident involving a child under the age of 16 which may be construed as child abuse shall be reported to the appropriate authorities as required under provincial legislation.
6. A meeting shall be arranged with the Complainant (and his/her parents/guardian if the Complainant is under 18 years of age) and the Principal within 5 school days of receipt of the complaint to review the complaint and to outline the procedures that will be followed to investigate and resolve the matter.
7. If the complaint from the student involves an employee of the Winnipeg Board of Jewish Education, the Principal shall advise the Head of School/CEO immediately.
8. If the complaint involves another student the following procedures will apply:
 - (a) The Principal or designated staff member shall review the complaint and shall determine whether the allegations on which the complaint is based may be considered harassment as defined in Section I of this policy.
 - (b) If the Principal or designated staff member determines that the allegations do not constitute harassment, the complainant shall be advised of the determination and that he/she may appeal this



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decision to the Head of School/CEO in accordance with the appeal provisions set out in Section X of this Policy.

- (c) If the Principal or the designated staff member determines that the allegations may constitute harassment, the Respondent shall be advised in writing that a complaint has been received and shall be given the opportunity to respond in writing to the formal complaint.
- (d) Following receipt of the respondent's written response, or advice that a written response will not be filed, an investigation shall be conducted by the Principal or designated staff member which may consist of personal interviews with the alleged victim, the alleged perpetrator(s) and others who may have knowledge of the incidents or circumstances that led to the complaint.
- (e) Upon completion of the investigation the Principal shall determine whether or not the behaviour at issue constituted harassment and shall communicate his or her decision in writing to both the Complainant and the Respondent.
- (f) If the complaint is found to be valid, the Principal shall determine what disciplinary action shall be taken.
- (g) At the request of either party, a mediator may be appointed if the Principal believes that mediation may be an appropriate method of resolving the situation. The mediation process shall be as set out in Section VII (5) of this policy.

IX. Consequences of Harassment

1. The Handling of complaints or incidents of harassment involving students shall be subject to the school's Behaviour Management Policy and be consistent with the Administrative Rules of this policy. The Principal shall institute disciplinary measures that reflect the seriousness of the offense.
2. Complaints or incidents of harassment involving staff members shall be treated as disciplinary issues and shall be addressed in accordance with the Administrative Rules of this policy. Any action shall be taken in accordance with the Winnipeg Jewish School Teachers Association Collective Agreement.
3. Complaints or incidents of harassment involving or caused by parents or visitors in the school shall be handled in accordance with the Administrative Rules of this policy and the procedures put in place by the Head of School/CEO.
4. Where it is found that a violation of this policy has occurred, the Principal may take disciplinary action against a staff member or student including, but not restricted to the following:
 - (a) Verbal warning;
 - (b) Written warning included in the staff's or student's file;
 - (c) Suspension – of staff – with or without pay for a specified period of time
– of students – for a specified period of time;
 - (d) Dismissal/expulsion;
 - (e) Police involvement;
 - (f) Involvement of Child and Family Services;
 - (g) Referral for psychological assessment;
 - (h) Exclusion from school facilities

X. Appeal

1. Within seven (7) calendar days of the Complainant and Respondent becoming aware of the disciplinary action being imposed by the Principal under Section IX(4) of this Policy, the action may be appealed to the Head of School/CEO.



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2. Within seven (7) calendar days of the Complainant becoming aware of a determination under Sections VII (4) (c) and VIII (8) (b) of this Policy that a complaint does not constitute harassment, the decision may be appealed to the Head of School/CEO.
3. The Head of School/CEO shall review the details of the complaint and render a decision on the action or may substitute an alternative solution to the complaint.
4. The Head of School/CEO may or may not choose to hear the parties to the complaint before rendering a decision.

XI. Representation

1. At any step of the procedures, the Complainant or Respondent may choose to be accompanied by a friend or Association Representative in the case of Association teaching staff, a friend or other counsel in the case of non-Association staff, or a friend, parent or teacher in the case of a student. The friend, representative or other counsel shall be advised of the requirements of confidentiality and concerns regarding retaliation and must agree to comply with the Policy.
2. The Complainant may elect to contact the Human Rights Commission at any time before, during or after the school's involvement in resolving the complaint.

XII. Interference

1. Any interference or attempt at coercion in the investigative process by or on behalf of the Complainant or the Respondent shall be considered grounds for immediate disciplinary action by the Head of School/CEO in response to the interference or coercion.

XIII. False Allegations

1. Any staff member, student or parent who has made false allegations against a staff member, student or parent shall be subject to disciplinary action.

Section F

Recognition



STAFF RECOGNITION

“Staff” includes any individual employed by the Winnipeg Board of Jewish Education (WBJE) and/or who works directly in the school (custodians). Service year is defined as any year of employment regardless of percentage of time worked.

Service Recognition

The WBJE will recognize the following long term service by way of a gift and a formal presentation to take place just prior to the annual staff BBQ.

- 25 years of service – gift valued at \$250

Staff Departure

The WBJE will recognize departing staff by way of a gift and a formal presentation to take place just prior to the annual staff BBQ.

- 1 – 2 years of service – Thank you card
- 3 – 9 years of service – donation to the Library Fund valued at \$36.00
- 10 – 18 years of service – gift certificate to a book store valued at \$50.00
- 19 – 24 years of service – gift certificate to a book store valued at \$100.00

Staff Retirement

The WBJE defines eligible retiring staff as those who are, or will be, 55 years of age or older on or before the 31st of December in their departing year and who have been employed by the WBJE for a minimum of 10 years.

The exception to this definition would be in a year where an Early Retirement Incentive Plan has been offered and accepted by the staff person, that person would be eligible for recognition as a retiree provided that he or she have been employed by the WBJE for a minimum of 10 years.

The Board will recognize retiring staff with a gift and formal presentation to take place at a dessert function following school hours. This event will be for the retirees, their families, the WBJE and all staff. The gift value will be \$10.00 per year of service to the WBJE starting at 10 years equaling \$100.00.

Staff Accomplishment

Staff members who attain an additional academic teaching degree, educational assistant diploma or professional teaching award will be recognized with a card of congratulations from the WBJE at the discretion of the Head of School.

Illness

The WBJE will send a get well soon card and a gift in an amount no greater than \$50.00 to the staff member's home at the end of one month.



Condolence

The WBJE will send a library donation card to a staff member in the amount of \$18.00 in memory of the deceased (mother, father, spouse, sibling, child, mother in-law, father in-law) of the staff member.

In the event of a current staff member's death, a donation of \$100.00 will be made to a charity of the family's choice.

Life Cycle Events

The WBJE will send a library donation card to a staff member in the amount of \$18.00 on the following occasions: birth of a child, marriage of a child, bar/bat mitzvah of a child, staff member's marriage.



BOARD RECOGNITION

Service Recognition

The Winnipeg Board of Jewish Education (WBJE) will recognize the service of its members in the following manner:

- Retiring WBJE members will receive a certificate of recognition
- Retiring WBJE President will receive a plaque or similar gift of recognition

Illness

The WBJE will send a get well card and a gift in an amount no greater than \$50.00 to the member's home at the end of one month.

Condolence

The WBJE will send a library donation card to a member in the amount of \$18.00 in memory of the deceased (mother, father, spouse, sibling, child, mother in-law, father in-law) of the board member.

In the event of a current WBJE member's death, a donation of \$100.00 will be made to a charity of the family's choice.

Life Cycle Events

The WBJE will send a library donation card to a member in the amount of \$18.00 on the following occasions: birth of a child, marriage of a child, bar/bat mitzvah of a child, member's marriage.

Section G

Field Trip Policy



FIELD TRIP POLICY (Off-School Site Education) ADMINISTRATIVE GUIDELINES

GENERAL:

The Winnipeg Board of Jewish Education recognizes that valuable learning can take place outside the school building and therefore encourages teachers to make use of the resources of the community to meet or enhance the curriculum or co-curriculum activities.

OBJECTIVES:

Off-school site education programs must be appropriate to the age and development level of the students. The activities must be contained within reasonable limits to: risk assessment, staff expertise, staff/student time away from school, cost to both students and the school.

The following objectives should be addressed in planning and implementing off-school site programs.

- To provide educational experiences which are sound and developed in concurrence with the mission and goals of the school;
- To provide educational experiences that complement the regular curriculum of the school;
- To provide educational experiences which provide opportunities to all students.

GUIDELINES AND PROCEDURES:

The following guidelines **shall be followed** when planning off-school education programs.

1. Authorization

- The school principal is in authority for all off-school site educational programs and all programs shall be arranged with the approval of the principal.
- A parents' information meeting shall be held prior to the date of the program for any off-school site educational program that involves an overnight stay.
- Parents/guardians must provide written informed consent before their children may participate in off-school site programs. In the case of curriculum that is community-based, a general permission form may be used provided a program description outlining the planned trip accompanies it. Written informed consent provides the parents/guardians with information such as: the purpose and destination of the trip, date and time of departure, estimated time of return, an itinerary if more than one site is visited, the costs, and transportation arrangements. Parents are to be informed of foreseeable potential risks involved in the off-school site program. See Appendix A for a sample "Parents/Guardians Informed Consent Letter".

2. Supervision and safety

- Teachers conduct the necessary pre-event and contingency planning for the activity and submit this to the principal for approval – see Appendix B for a Sample of "Detailed Trip Plan Form". This plan will include, but is not limited to:
 - The designation of the teacher in-charge, and a list of responsibilities for the teacher-in-charge;
 - When possible, a requirement for a planning visit to the venue and a discussion with appropriate venue personnel;



- Where necessary, a requirement for a written agreement with the venue as to mutual expectations and commitments regarding inter alia, supervision;
 - A requirement that immediately prior to departure a list of those students actually attending the outing be prepared by the teacher of each class and left at the school with another copy provided to the teacher-in-charge – See Appendix C sample of “Trip Manifesto”;
 - For off-site educational programs involving students in Grades JK to 6, that consideration be given to utilization of a “buddy system” where each child is assigned a buddy and on a specified signal is to find their buddy and stay with them until a head count is done;
 - A particular vehicle be identified to all adults in attendance as being available for use in case of a medical emergency;
 - A plan for parent notification in the event of an emergency is in place (e.g. the school secretary to do notifications based on the pre-departure attendance lists, a phone tree, etc.);
 - A follow-up person being designated and prepared for any serious incident that might occur – for such tasks as: dealing with investigators, identifying witnesses, preserving the scene of any accident until investigators arrive, etc;
 - If a serious accident does occur, a requirement for written reports to be prepared by all teachers in attendance at the off-school site educational program and given to the principal (see Appendix D).
- Planning will be in accordance with local school policy and the guidelines and procedures provided by the *Safety Guidelines for Physical Activity in Manitoba Schools*.
 - The school should have a pre-determined student/adult ratio for off-site educational trips, and the student/adult ratio is to be determined based on the age of the students, behavioural concerns, and the nature of the activity, staff has the necessary background and experience and familiarity with the site to conduct the activity safely.
 - Some of the adult supervisors have first aid training at the level appropriate to the activity and when appropriate, First Aid/CPR training.
 - In the case of students with life-threatening allergies, the parent/guardian is to provide the required medication to the school, including the instructions for intervention.
 - An Emergency Action Plan, See Appendix E, must be created prior to departure and a copy left with the school principal.
 - On the date of the program/trip, prior to departure, the teacher-in-charge shall complete the Field Trip Checklist (Appendix F) and leave it at the school office.
 - Please refer to Appendix F for “Known Potential Risks of Common Higher Care Activities”.

3. Extended Field Trip Cancellation Guidelines

- All plans to travel must be with the full endorsement of parents/legal guardians of the students involved.
- Cancellation by the Board of Directors/Head of School/CEO would be a possibility in situations where travel is deemed unsafe. Such situations would include war, threat of terrorist attack, health hazard, dangerous weather conditions and/or natural disasters such as hurricanes, tornadoes, earthquakes and floods.



- The advice of the Department of Foreign Affairs would guide the decision making in this regard. Communication with the Department of Foreign Affairs would be through the Head of School/CEO. It is expected that administration and staff involved with extended field trips will assist with monitoring Country Travel Reports and Emergencies Abroad.
- All international extended field trips require the purchase of insurance to cover the possibility of an emergency return.
- In the event of the need to cancel the trip, the Board of Directors and school personnel would not be held liable. It is the responsibility of the administration and staff involved with the extended field trip to ensure that parents are fully informed of this.
- These guidelines should be carefully considered by staff and thoroughly reviewed with parents.
- Parents/guardians and students must sign a “Letter of Informed Consent” prior to departure on an extended excursion.

4. Dismissal from Extended Field Trips for Disciplinary Reasons

- A detailed listing of the rules and regulations of the trip, with clearly stated consequences, must be provided to the students and parents/guardians prior to departure.
- Students and parents/guardians will be required to sign a conduct agreement that outlines specific procedures concerning the early return of students. Details of the procedures would include:
 1. Parent/guardian contact detailing the arrangements for the return, in the event that an early return is necessary, must be made prior to leaving on the field trip.
 2. Students will be returned by airplane whenever possible.
 3. A supervisor would attend the student(s) until departure for home if the return trip is direct and non-stop.
 4. If the return trip includes a stopover, a supervisor must attend with the returning student(s), with the costs of the added supervision being at the expense of the parent/guardian in the case of dismissal.
 5. Parents/guardians must make an arrangement to have the student picked up upon arrival. If this arrangement is not possible the student will not be allowed to attend the trip.
- In the event of a student dismissal for disciplinary reasons, a written report must be filed with the Head of School/CEO outlining the details of the event(s) and cause of dismissal.

5. Risk Management

EXTENDED HEALTH COVERAGE

- For travel out of the city limits but within Canada, medical insurance is recommended.
- Medical insurance is required for international travel. Contact MAST for details related to Medical and Liability insurance coverage.
- In the event of illness/injury while away, a supervising teacher will seek medical attention for the student and the student will remain in constant supervision by the teacher.
- It is recommended that student fees include the costs associated with the possible return of a supervisor in the case of an illness or injury.



APPENDIX A – SAMPLE LETTER - Field Trip Policy (Off-School Site Education)
(THAT COULD BE SENT TO ALL PARENTS – ADAPTED FROM THE MAST NOTE TO PARENTS AND STUDENTS)

NOTE TO PARENTS AND STUDENTS
Letter of Informed Consent

THIS FORM IS TO BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE AND BY A PARENT OR GUARDIAN OF A PARTICIPATING STUDENT.

Dear Parents,

Gray Academy of Jewish Education is arranging (description of activity and dates).

ELEMENTS OF RISK (See Appendix G for details)

Educational activity programs, such as (type of activity) involve certain elements of risk. Accidents may occur while participating in these activities. These accidents may cause injury. A few examples of the type of accident which one is at risk of having occur while (describe activity) are:

- 1.
- 2.
- 3.

These accidents result from the nature of the activity and can occur without any fault on either the part of the student, or the School, or its employees, or agents of the facility where the event is taking place. By choosing to participate in the activity, you are assuming the risk of an accident occurring. The chance of an accident occurring can be reduced by carefully following instructions at all times while engaged in the activity.

If you choose to participate, you must understand that you will bear the responsibility for any accident that might occur. Gray Academy of Jewish Education does not provide any accidental death, disability, dismemberment or medical expenses insurance on behalf of the students participating in this activity.

POSSIBILITY OF CANCELLATION

Cancellation by the Board of Directors/Head of School would be a possibility in situations where travel is deemed unsafe. Such situations would include war, threat of terrorist attack, health hazard and/or natural disasters such as hurricanes, tornadoes, earthquakes and floods.

The advice of the Department of Foreign Affairs would guide the decision making where foreign travel is being planned. Communication with the Department of Foreign Affairs would be through the Head of School.

In the event of the need to cancel the trip, the Board of Directors and school personnel would not be held liable.

POSSIBILITY OF DISMISSAL FROM EXTENDED FIELD TRIP

In the event of a dismissal for disciplinary reasons, parents will be responsible for the cost of the return trip and for picking up the student upon return.

Sincerely yours,

Principal

ACKNOWLEDGMENT

We have read the above; we understand that in participating in the activity, we are assuming the risks associated with doing so.

Signature of Student: _____

Date: _____

Signature of Parent/Guardian: _____

Date: _____

PERMISSION

I give (name of student) permission to participate in the (description of activity) to be held on or about:

Signature of parent/guardian: _____

Date: _____



APPENDIX B DETAILED TRIP PLAN FORM

The purpose of this form is to help support a teacher/leader in doing the step-by-step detailed planning related to higher care outings (e.g. involving outdoor pursuits, aquatics and/or a semi-remote to remote environment). A school-level administrator (and Head of School/CEO if a second set of checks and balances are required for the particular trip) will review the completed Detailed Trip Plan.

As part of preparing the students and/or if a Parent/Guardian Meeting is held, all or part of the Detailed Trip Plan may be put on a PowerPoint or overheads, and/or handed out and discussed. Some information (e.g. weather forecasts, road conditions) may not be available yet, but the teacher/leader can share the intention to check these aspects at an appropriate time.



APPENDIX B DETAILED TRIP PLAN FORM Page 1 of 2

Complete if program/activity involves an overnight or longer outing AND/OR other higher care activities. Take a copy of these forms on the trip and leave one with your school administrator.

NAME OF TRIP OR DESTINATION: _____

DATE(S): _____

KEY CONTACT NAMES	PHONE NUMBERS (WORK/HOME/CELL)
Teacher-in-charge	
Principal	
Vice Principal	
Other Trip Supervisor	
Other Trip Supervisor	
Other Trip Supervisor	
Other Trip Supervisor	
ASSISTANTS/VOLUNTEERS	
Competencies (i.e. what relevant key knowledge, skills, fitness and experience will the assistants/volunteers bring?)	
NAME	COMPETENCIES

Other staff and volunteers briefed re: logistics, roles/responsibilities/duties, expectations, safety plan and emergency plan: <input type="checkbox"/> Yes <input type="checkbox"/> No Beyond general group supervision, note specific roles/responsibilities/duties of each person below:	
SUPERVISOR'S NAME	ROLES/RESPONSIBILITIES/DUTIES

Parental/Guardian Consent, Acknowledgement of Risk and Health/Medical forms collected, reviewed to ensure complete and any questions clarified: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments
Volunteer Consent, Acknowledgement of Risk and Health/Medical forms collected, reviewed to ensure complete and any question clarified: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: <input type="checkbox"/> Volunteer Training
Other supervisors and service providers apprised of medical conditions they should know about and appropriate response: <input type="checkbox"/> Yes <input type="checkbox"/> No

TRANSPORTATION	
Appropriate mode of transportation and driver(s) available for group:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Parent/guardian approval of mode of transportation sought:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Driver(s) briefed re: route and safety expectations:	<input type="checkbox"/> Yes <input type="checkbox"/> No



DETAILED TRIP PLAN FORM

EQUIPMENT/SUPPLIES (attach gear list and complete the following)			
Group Equipment Checked	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Deficiencies Addressed <input type="checkbox"/> Yes <input type="checkbox"/> No
Student Clothing/Equipment Checked	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Deficiencies Addressed <input type="checkbox"/> Yes <input type="checkbox"/> No
First Aid/Repair and Survival Kits Check	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Deficiencies Addressed <input type="checkbox"/> Yes <input type="checkbox"/> No

ACCOMMODATION ARRANGEMENTS (e.g. hotel/motel, hostel)			
DATE OF ARRIVAL	LOCATION (city, town)	NAME OF ACCOMMODATION	PHONE

CHILD ABDUCTION SAFETY PLAN	
POTENTIAL KNOWN HAZARDS	STRATEGIES TO REDUCE THESE HAZARDS

EMERGENCY PROCEDURES
 Procedure if a participant is ill or has a non-life threatening injury:

EMERGENCY CONTACTS		
TYPE OF EMERGENCY SERVICE	AGENCY	PHONE NUMBERS
Search and Rescue		
Medical		
Fire		
Police		

NAMES AND LOCATIONS OF NEAREST MEDICAL FACILITIES (Distinguish appropriately where there are changes at different points along the trip).

OTHER RELEVANT INFORMATION:

The personal information contained on this form is collected under the authority of the Public Schools Act, the Education Administration Act and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact the school principal.



APPENDIX C TRIP MANIFESTO FORM

The purpose of this form is to ensure that in the event of a vehicular accident the teacher/leader and/or school could quickly ascertain which students, volunteers and/or staff were potentially involved, and which were not. The manifesto(s) also serve to help ensure no one is left behind at the start, destination or at any intermediate stops along the way.

The form assumes a full-size bus is being used to transport students. The form may be readily modified to produce two, three or even four separate forms per page where smaller vehicles are being used.

The teacher-in-charge and school office should retain completed copies of the form(s).



APPENDIX C TRIP MANIFESTO FORM

Trip Destination: _____ Date(s): _____

DRIVER/VEHICLE INFORMATION

Driver's Name: _____ Vehicle Make/Model: _____ License Plate #: _____

PASSENGER LIST

1.	26.	51.
2.	27.	52.
3.	28.	53.
4.	29.	54.
5.	30.	55.
6.	31.	56.
7.	32.	57.
8.	33.	58.
9.	34.	59.
10.	35.	60.
11.	36.	61.
12.	37.	62.
13.	38.	63.
14.	39.	64.
15.	40.	65.
16.	41.	66.
17.	42.	67.
18.	43.	68.
19.	44.	69.
20.	45.	70.
21.	46.	71.
22.	47.	72.
23.	48.	73.
24.	49.	74.
25.	50.	75.

The personal information contained on this form is collected under the authority of the Public Schools Act, the Education Administration Act and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact the school principal.



APPENDIX D OFF-SITE INCIDENT REPORT FORM

The purpose of this form is to help ensure prompt, appropriate documentation of the particulars of an injury incident or illness that is of a potentially serious nature. This form should be completed by the teacher-in-charge of a higher care field trip/activity situation (e.g. outdoor pursuits/aquatics and/or semi-remote to remote environment). Some of the circumstances where completion of this form is appropriate include:

- An injury or illness requiring treatment for more than a day in the field;
- An injury or illness that interferes with the affected person's ability to participate for more than a half-day; and/or
- An injury or illness that requires the individual to be transported to a medical facility for examination and/or treatment

Witnesses written reports should be attached to this form and submitted to the administration.



APPENDIX D OFF-SITE INCIDENT REPORT FORM Page 1 of 2

INCIDENT DATA				
	Year	Month	Day	Hour: Minute
Date and approx. time incident occurred	/	/	/	:
Date and approx. time of first response	/	/	/	:
Date and approx. time incident resolved (e.g. injured student treated, lost student found)	/	/	/	:
Location of incident (closest town or geographic landmark)	/	/	/	:
Total numbers in the group (including students, teachers and others) _____				
Total number injured, lost, missing or stranded _____				
Outdoor activity the subjects were involved in (e.g. canoeing) _____				
Incident environment (please select from list below, at the end of this form): _____				
Weather conditions at the time (please select from list below): _____				
Was weather a factor in the response? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Type of response: Search <input type="checkbox"/> Yes <input type="checkbox"/> No				
Rescue and/or First Aid <input type="checkbox"/> Yes <input type="checkbox"/> No				
Incident description (what happened): _____				

Causes/contributing factors that lead to incident: _____				

GROUP/SUBJECT DATA				
Student age range _____ to _____ Gender _____ # M _____ # F				
Subjects involved in Incident	1)	2)	3)	4)
Age (Years)				
Gender	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> M <input type="checkbox"/> F
Subject Condition (please select from list below)				
Nature of injury(ies) (please select from list below)				
Body Region(s) Most Affected				

The personal information contained on this form is collected under the authority of the Public Schools Act, the Education Administration Act and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact the school principal.



OFF-SITE INCIDENT REPORT FORM

RESPONSE CODES			
Please use these codes to respond to related questions above:			
Environment	Weather	Subject Condition	Nature of Injures
01 Urban/suburban land	01 Cold temperature	01 Good condition	01 Fractures/Dislocation
02 Flat land	02 Dry/normal	02 Ill (Sick)	02 Open Wound
03 Rugged land	03 Rain/freezing rain	03 Hypothermic	03 Sprain/Strain
04 Mountain	04 Snow	04 Shock	04 Burn
Water	05 Windy	05 Unconscious	05 Abrasion/Scrape
05 River/Lake	98 Other, specify	06 Minor injuries	06 Teeth broken/loose
06 Swift water	99 Unknown	07 Major injuries	07 Concussion
07 Flood/control system		08 Deceased	08 Infection
98 Other, specify		98 Other, specify	98 Other, specify
99 Unknown		99 Unknown	99 Unknown

RESPONSE DATA	
Did you/your group manage the incident without external assistance?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Briefly describe the search/rescue/first aid process you used:	

Which, if any, subjects were transported to medical care? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	
Which, if any, subjects were transported home? (note 1-4 from previous page) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	
If emergency services assistance was sought (e.g. RCMP, police, ambulance, parks staff, search and rescue volunteers, etc.) please specify which types of emergency responders were involved:	

Briefly describe the search/rescue/first aid process those responders used:	

Were participants involved in an incident debriefing of any sort? If so, briefly describe the process and outcomes of this debriefing:	

Record names and contact information of key witnesses:		
Name	Role (e.g. staff, student)	Phone

The personal information contained on this form is collected under the authority of the Public Schools Act, the Education Administration Act and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact the school principal.



APPENDIX E Off-School Site EMERGENCY ACTION PLAN

Telephone Numbers

School Primary Line: _____

School Secondary Line: _____

Emergency Contacts:

Staff Members in Charge

Person to Accompany Victim

Location of First Aid Kit

Location of Nearest Telephone

Telephone Number of Emergency Services (RCMP, Fire, Ambulance, Park Warden, etc.)

Method of Emergency Transportation

Access/Location of Nearest Hospital

Staff Members/Adults Qualified in First Aid/CPR

Other Information



APPENDIX F FIELD TRIP CHECKLIST

The purpose of this tool is to assist teachers/leaders and schools planning trips and administrators and/or boards to ascertain that a proposed field trip is well-planned with respect to safety. It is up to the teacher-in-charge or trip leader to provide sufficient information on the form and in related attachments so that the administrator can be confident each item has been or will be adequately addressed.

The intent is not for administrators and boards to look for reasons to refuse a request for a trip by finding one or two things incomplete or inadequate in the trip plan. Again, in the spirit of supporting excellence in education, administrators are encouraged to use this tool where and when appropriate to work with the teacher/leader within a **Getting to Yes** philosophy. If a gap emerges, work together to fill it and get on with it.

Not all items will be relevant to local, low-risk outings. Also, it will likely prove redundant and frustrating if administrators require experienced teachers with excellent safety records to provide full, written documents to support every point, especially for lower-risk common outings. Use common sense. Tools such as this are intended to enhance safety where there are a lot of unknowns, not build barriers to otherwise long-running safe programs. Work with staff to set **reasonable** expectations for documentation.

To use this tool, the teacher/leader or reviewing administrator may simply place a checkmark in the checkbox column for items that have been satisfactorily “met”, an “X” if not achieved, a “?” if unsure based on the information available, and a “--” if the item is not applicable. The items marked “X” or “?” may then be further completed (teacher/leader) or if form is being used by a reviewing administrator, discussed with the teacher/leader, or directed back to them for further attention/clarification.



APPENDIX F FIELD TRIP CHECKLIST

√ = **Met** \ = **Not Applicable**

- Administrative process respected (e.g. proposal submitted to appropriate administrator in time to be considered).
- Field trip accessibility/eligibility policy addressed (e.g. equal access; voluntary participation, if appropriate; alternative activity for non-participants).
- Educational value of the trip is evident (e.g. goals, student learning outcomes, curricular connections).
- Trip is appropriate for the students (e.g. age/grade, preparation, and follow-up).
- Duration of the trip is appropriate and can be accommodated in the school calendar.
- Destination or route adequately assessed (through pre-visit or other data collection) and appears appropriate.
- Updated weather and road conditions checked.
- Itinerary and activities are outlined and fit the objectives.
- The group appears adequately prepared for trip (e.g. knowledge, skills, attitudes, fitness, clothing, equipment).
- Information to be given parents/guardians is appropriate for the type/duration of trip.
- Parent/guardian information meeting date is planned, if holding one is appropriate for the trip (e.g. overnight trip).
- Parental/guardian consents to be collected (e.g. consent to attend, consent to secure medical treatment).
- Additional insurance needs addressed, if relevant (e.g. out of province medical, hospital care).
- Budget and financial arrangements appropriate.
- Transportation arrangements acceptable (type of vehicle and type of driver) and parental consent secured.
- Special needs issues are addressed.
- Number and gender(s) of supervisors and supervision plan are appropriate for group, activities and sites/areas.
- Plan to ensure all participants are clear re: behavioural expectations and consequences.
- If overnighing, accommodations arrangements are acceptable (e.g. hygiene, security).
- Leadership is competent to instruct/lead the particular group in the identified activity(ies) and environment.
- Plan in place to brief supervisors re: trip purpose, logistics, roles/responsibilities, safety plan, emergency plan, etc.
- Safety plan is appropriate (i.e. procedures for managing the key inherent risks of the activities, environments and participants).
- Emergency plan is in place to deal with injured/ill/lost/stranded participant(s) (e.g. training, kits, communication equipment, EMS access, back-up transportation).
- Confirmation of the presence of appropriate alternative contingency plan(s) if the trip/part of the trip cannot happen.
- Destination contact and phone number e.g. outdoor centre, camp, local authority(ies).
- Aware of any legal address re: custody rights.
- Other relevant information unique to the particular trip. Specify: _____



G.G.G.M. (a)

Comments:

--

Name of Teacher-in-Charge (please print)	Date (year/month/day)	Signature:
Name of Principal (please print)	Date (year/month/day)	Signature:
Additional approval (as needed) Specify:	Date (year/month/day)	Signature:



APPENDIX G KNOWN POTENTIAL RISKS OF COMMON HIGHER CARE ACTIVITIES

- Alpine (Downhill) Skiing/Snowboarding
- Aquatics
- Archery
- Artificial Wall Climbing (Indoor or Outdoor)
- Bouldering
- Camping
- Canoeing
- Cross Country Skiing
- Cycling
- Climbing Activities
- Paddlesports
- Hiking and Backpacking
- Horseback Riding Initiative Tasks and Trust Activities
- Mountain Biking/BMX
- Orienteering
- Rafting
- Rappelling/Abseiling
- River Kayaking
- Rock Climbing
- Ropes Courses/Challenge Courses
- Sailing
- Scuba Diving
- Sea Kayaking
- Skating
- Small Wheel Activities
- Snorkeling
- Snowshoeing
- Solos
- Tobogganing/Sledding
- Voyageur Canoeing
- Wide Games
- Windsurfing/Boardsailing



APPENDEIX H KNOWN POTENTIAL (INHERENT) RISKS OF HIGHER CARE ACTIVITIES

This appendix is provided for the purpose of inserting copies of appropriate elements in Parent/Guardian and Volunteer Consent and Acknowledge of Risks forms. To use this appendix:

- a. Download a copy of the desired form from this Forms File to a new file you create (i.e. highlight, copy and paste),
- b. Come back to this appendix and highlight and copy the relevant list of Known Potential Risks related to the activity of interest,
- c. Paste the list into the appropriate cell in the new document, and
- d. Edit as appropriate.

The activities are provided in alphabetized list to facilitate quick location.

Alpine (Downhill) Skiing/Snowboarding

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person or with a fixed object (e.g. tree, lift tower);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury due to equipment malfunction or entanglement with equipment (e.g. lift apparatus);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing;
- Injuries related to being caught in an avalanche if in mountainous terrain (especially if going out of resort area); and
- Other risks normally associated with participation in the activity and environment.

Aquatics (Swimming, Open Water Swimming, Diving, Synchronized Swimming, Water Parks)

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls
- Injuries related to collisions with moveable (e.g. other swimmers) or immovable (e.g. pool wall) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. buoy line);
- Hypothermia due to remaining in cool/cold water too long;
- Psychological injury due to anxiety or embarrassment (e.g. re body size or shape);
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Drowning or near drowning;
- Head or spinal injury related to diving into shallow water; and
- Other risks normally associated with participation in the activity and environment.

Archery

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to being struck by an arrow;
- Injuries related to equipment malfunction;



- Hypothermia/hypothermia due to insufficient clothing and/or hydration;
 - Allergic reactions to natural substances (e.g. bee or wasp stings); and
- Other risks normally associated with participation in the activity and environment

Artificial Wall Climbing (See Climbing Activities)

Bouldering (See Climbing Activities)

Camping

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Illness related to poor hygiene, failure to adequately purify water or failure to sanitize dishes;
- Burns or scalds related to use of fires, camp stoves, and/or the handling of hot foods or liquid;
- Cuts related to the use of knives, axes, or saws;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural or food related substances; and
- Other risks normally associated with participation in the activity or environment.

Canoeing (See Paddlesports)

Climbing Activities (Bouldering, Artificial Wall Climbing, Rock Climbing, Rappelling and Abseiling)

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Falling while climbing, rappelling or abseiling;
- Injuries related to slips, trips and falls in the climbing area or en route to/from it;
- Injuries related to collisions with moveable (e.g. other students) or immovable (e.g. wall) objects;
- Injuries related to objects falling from above;
- Injuries related to equipment malfunction or becoming tangled in apparatus;
- Hypothermia/hypothermia due to insufficient clothing and/or hydration;
- Loss of manual dexterity in hands during cold and wet weather (outdoor venue risk);
- Psychological injury due to anxiety or embarrassment;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and
- Other risks normally associated with participation in the activity and environment.

Some of these risks will not or may not be present in indoor climbing wall sites (e.g. hypothermia, allergic reactions).

Cross Country Running

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost;
- Injuries related to slips, trips and falls;
- Foot, knee or other leg injuries (e.g. blisters, sprains, acute or overuse injuries/conditions);
- Hypothermia (e.g. heat exhaustion, heat stroke) due to insufficient hydration, overdressing and/or overexertion in a hot environment;
- Allergic reactions to natural toxins in the environment;
- Suffering an injury while alone on a route/trail; and
- Other risks normally associated with participation in the activity and environment.



Cross Country Skiing

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person or with a fixed object (e.g. tree);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury or delays due to significant equipment malfunction;
- Hypothermia, frostbite or other cold injuries due to insufficient clothing;
- Injuries related to being caught in an avalanche (e.g. if in mountainous backcountry terrain); and
- Other risks normally associated with participation in the activity and environment.

Cycling Activities (Road Cycling/Mountain Biking/BMX)

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling off the bike;
- Injuries related to colliding with another cyclist in the group;
- Injuries related to being struck by a vehicle;
- Injuries related to the physical demands of the activity and/or lack of cycling skill;
- Delays due to significant equipment malfunction;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment (e.g. bee or wasp sting); and
- Other risks normally associated with participation in the activity and environment.

Hiking/Backpacking

Know Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Foot injuries (e.g. blisters, sprains) or leg/knee injuries;
- With backpacking injuries related to lifting, carrying or putting down the pack;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural or food related substances; and
- Other risks normally associated with participation in the activity and environment.

Horseback Riding

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling or being thrown off the horse or a horse falling with its rider;
- Injuries related to colliding with another rider in the group or with a fixed object (e.g. fence);
- Injuries related to being struck by a vehicle (if riding on/along or crossing roads);
- Injuries related to being dragged by a horse due to entrapment in a stirrup or rein;
- Injuries related to a horse kicking, biting, or crushing;
- Injuries related to poorly fitting or improperly adjusted equipment or malfunction;
- Hypothermia/hypothermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural toxins in the environment (e.g. bee or wasp sting); and
- Other risks normally associated with participation in the activity and environment.



Ice Skating

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person in the group or with a fixed object (e.g. boards);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and
- Other risks normally associated with participation in the activity and environment.

Initiative Task/Trust Activities

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and
- Other risks normally associated with participation in the activity and environment.

Most initiative task and trust activities are rather novel and unique, and each will have one or more inherent risks, so a complete listing is not possible.

Mountain Biking/BMX (See Cycling Activities)

Orienteering

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost;
- Injuries related to trips and falls;
- Foot, knee or other leg injuries (e.g. blisters, sprains, strains);
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment; and
- Other risks normally associated with participation in the activity and environment.

Paddlesports (Canoeing, Voyageur Canoeing, River Kayaking, Sea Kayaking and Rafting)

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with moveable (e.g. other boats or paddles) or immovable (e.g. rock) objects;
- Injuries related to capsizing of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. foot snag in cord to bailer);
- Hypothermia/hypothermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Motion sickness when on large wavy bodies of water (lakes, oceans);
- Drowning or near drowning; and
- Other risks normally associated with participation in the activity and environment.

Rafting (See Paddlesports)

Rappelling/Abseiling (See Climbing Activities)



River Kayaking (See Paddlesports)

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with moveable (e.g. other boats or paddles) or immovable (e.g. rock) objects;
- Injuries related to capsize of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. foot snag in cord to bailer);
- Hypothermia/hypothermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Motion sickness when on large wavy bodies of water(lakes, oceans);
- Drowning or near drowning; and
- Other risks normally associated with participation in the activity and environment.

Rock Climbing (See Climbing Activities)

Ropes Courses/Challenge Courses

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with moveable (e.g. other students) or immovable (e.g. tree, post) objects;
- Injuries related to objects falling from above;
- Injuries related to equipment malfunction or becoming tangled in apparatus;
- Hypothermia due to insufficient clothing;
- Psychological injury due to anxiety or embarrassment;
- Allergic reaction to natural substances (bee or wasp stings); and
- Other risks normally associated with participation in the activity and environment.

Sailing

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls on boat deck or on dock/shore;
- Injuries related to boat collision with moveable (e.g. other boats) or immovable (e.g. rock) objects;
- Injuries related to boat capsize or falling off of boat;
- Injuries related to equipment malfunction (e.g. rigging jammed) or becoming tangled in apparatus (e.g. snagging in rigging);
- Hypothermia/hypothermia due to insufficient clothing and/or hydration;
- Drowning or near drowning; and
- Other risks normally associated with participation in the activity and environment.



Scuba Diving

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls (e.g. while wearing swim fins);
- Injuries related to collisions with moveable (e.g. other swimmers, passing boats) or immovable (e.g. pool wall) objects;
- Injuries related to equipment malfunction, failure to use the equipment properly or becoming tangled in apparatus (e.g. buoy line);

- Hypothermia due to remaining in cool/cold water too long;
- Weather changes creating adverse conditions;
- Choking or problems related to breathing in water through a snorkel;
- Psychological injury due to anxiety or embarrassment (e.g. body size or shape);
- Panic due to separation from others, water depth, disorientation;
- Allergic reaction to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Drowning or near drowning;
- Head or spinal injury related to diving into shallow water; and
- Other risks normally associated with participation in the activity and environment.

See Kayaking (See Paddlesports)

Small Wheel Activities (Inline Skating, Skateboarding and Scootering)

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person in the group or with a fixed object (e.g. tree);
- Injuries related to being struck by a vehicle;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Delays due to significant equipment malfunction;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment (e.g. bee or wasp stings);
- Other risks normally associated with participation in the activity and environment.

Small wheel activities pose some challenges to students, especially younger ones, that formal instruction and supervised practice can help address, including:

- Getting used to having a higher centre of gravity while on the apparatus;
- Developing a sense of balance while rolling;
- Developing an accurate estimation of their skills and abilities on the apparatus;
- Improving reaction times and coordination (e.g. ability to manage falls); and
- Learning to judge speed, pedestrian reactions, traffic, etc.



Snorkeling

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls (e.g. while wearing swim fins);
- Injuries related to collisions with moveable (e.g. other swimmers, passing boats) or immovable (e.g. pool wall) objects;
- Injuries related to equipment malfunction, failure to use the equipment properly or becoming tangled in apparatus (e.g. buoy line);
- Hypothermia due to remaining in cool/cold water too long;
- Choking or problems related to breathing in water through a snorkel;
- Psychological injury due to anxiety or embarrassment (e.g. body size or shape);
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Drowning or near drowning;
- Head or spinal injury related to diving into shallow water; and
- Other risks normally associated with participation in the activity and environment.

Snowshoeing

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person or with a fixed object (e.g. tree);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injuries or delays due to significant equipment malfunction;
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and
- Other risks normally associated with participation in the activity and environment.

Solos

Known potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Illness related to poor hygiene, failure to adequately purify water or failure to sanitize dishes;
- Burns or scalds related to use of fires, camp stoves and/or the handling of hot food or liquid;
- Cuts related to the use of knives, axes or saws;
- Hypothermia/hypothermia due to insufficient clothing and/or hydration;
- Allergic reaction to natural or food related substances;
- Psychological injury due to anxiety related to feeling alone/isolated/ the dark, wildlife, etc; and
- Other risks normally associated with participation in the activity and environment.



Tobogganing/Sledding

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls (while on foot);
- Injuries related to falling off the sliding apparatus;
- Injuries related to collisions with moveable (e.g. other sliders or sliding equipment) or immovable (e.g. tree, fence) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. toboggan pull rope);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and
- Other risks normally associated with participation in the activity and environment.

Voyageur Canoeing (See Paddlesports)

Wide Games

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Injuries related to collisions with other students;
- Injuries related to collisions with immovable objects (e.g. trees);
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and
- Other risks normally associated with participation in the activity and environment.

Windsurfing/Boardsailing

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips and falls on the board;
- Injuries related to collisions with moveable (e.g. other boarders/boards or one's own board) or immovable (e.g. rock) objects;
- Injuries related to board capsize or falling off of board;
- Injuries related to equipment malfunction (e.g. rigging jammed) or becoming tangled in apparatus (e.g. snagging in rigging);
- Hypothermia/hypothermia due to insufficient clothing and/or hydration;
- Psychological injury related to anxiety of drifting away from group;
- Drowning or near drowning; and
- Other risks normally associated with participation in the activity and environment.



*Activities of Higher Risk Guidelines
for Day and Extended Field Trips*

Activity	Ratio	Equipment and Clothing	Qualifications of Supervisor	Supervision
Aquatics	12:1 Senior 8:1 Middle Leisure swimming is not recommended for K-4 students.	A device to keep hair from obstructing vision compulsory	At least one supervisor must have one of the following certificates: N.L.S. Lifeguard Certificate, St. John's First Aid Certificate, Canadian Red Cross Emergency First Aid, LSS Aquatic Emergency Care Certificate, Canadian Ski Patrol First Aid Certificate, CPR Basic Rescuer.	Constant Visual Supervision. One certified lifeguard for every 25 students. Establish a buddy system and assemble students every 90 minutes.
Archery	NR	Non-restrictive clothing. Arm guards required.	Archery NCCP Level 1	Constant Visual Supervision
Board Sailing	10:1 Senior years only	A Personal Floatation Device (PFD) with a whistle attached required	Minimum Level 1 Canadian Yachting Association Coaching Certificate	Constant Visual Supervision and 1 motorized watercraft for every 10 boards. Lifeguard presence strongly recommended. Must have an on-site vehicle for emergency use.
Cycling	30:1 Senior 20:1 Middle 15:1 Early (grades 3&4 only)	Correctly fitting helmets required. Open-toed shoes are not allowed. Shoelaces must be tied.	Grade three students should have the bicycle safety training. First Aid and CPR recommended.	Constant Visual Supervision
Diving	25:1 per lifeguard /instructor	Backyard pools may not be used.	At least one supervisor must have one of the following certificates: N.L.S. Lifeguard Certificate, St. John's First Aid Certificate, Canadian Red Cross Emergency First Aid, LSS Aquatic Emergency Care Certificate, Canadian Ski Patrol First Aid Certificate. C.A.D.A. certification required for instructing skills beyond a front dive.	Constant Visual Supervision

Note – These guidelines have been adapted from the “Safety Guidelines for Manitoba Schools” document.

** NR indicates “No Recommendation” according to the Safety Guidelines document*



*Activities of Higher Risk Guidelines
for Day and Extended Field Trips*

Horseback Riding	8:1 All levels	Properly fitting helmets with chinstraps must be worn.	Camp Horsemanship Association coach creditation or Canadian Equestrian Federation NCCP Level 1.	Constant Visual Supervision
In-line Skating and Roller Skating	30:1 Senior 20:1 Middle 15:1 Early (grades 3&4 only)	Properly fitting helmets and protective equipment required	NR	Constant Visual Supervision
Outdoor Education - camping	8:1 EY, MY, and SY		N.L.S. Lifeguard Certificate St. John's First Aid Certificate Canadian Red Cross Emergency First Aid LSS Aquatic Emergency Care Certificate Canadian Ski Patrol First Aid Certificate	Constant Visual Supervision
Outdoor Education - backpacking	10:1 MY and SY		N.L.S. Lifeguard Certificate St. John's First Aid Certificate Canadian Red Cross Emergency First Aid LSS Aquatic Emergency Care Certificate Canadian Ski Patrol First Aid Certificate	Constant Visual Supervision
Outdoor Education - kayaking and canoeing	8:1 MY and SY	A Personal Floatation Device (PFD) with a whistle attached required	The instructor must possess the Manitoba Recreational Canoeing Association Level 1 Lakewater canoeing certification. N.L.S. Lifeguard Certificate St. John's First Aid Certificate Canadian Red Cross Emergency First Aid RLSS Aquatic Emergency Care Certificate Canadian Ski Patrol First Aid Certificate	Constant Visual Supervision
Outdoor Education - canoe tripping	8:1 MY and SY	DOT approved PFD must be worn at all times while on the water. (compulsory)	The instructor must possess the Manitoba Recreational Canoeing Association Level 2 Canoe Tripping certification or equivalent. N.L.S. Lifeguard Certificate St. John's First Aid Certificate Canadian Red Cross Emergency First Aid RLSS Aquatic Emergency Care Certificate Canadian Ski Patrol First Aid Certificate	Constant Visual Supervision
Outdoor Education - rock climbing	8:1 MY and SY	Helmets must be worn for rock climbing	Rock Guide as certified by the Association of Canadian Mountain Guides.	Constant Visual Supervision

Note – These guidelines have been adapted from the “Safety Guidelines for Manitoba Schools” document.

** NR indicates “No Recommendation” according to the Safety Guidelines document*



*Activities of Higher Risk Guidelines
for Day and Extended Field Trips*

Outdoor Education - sailing	MY and SY	DOT approved PFD must be worn at all times while on the water.	Canadian Yachting Association Coaching certificate Level 1	Constant Visual Supervision
Outdoor Education - winter camping	8:1 SY only recommended		St. John's First Aid Certificate	Constant Visual Supervision
SCUBA Diving	8:1 SY only recommended	Certified equipment must be used	Instructor must be certified by ACUC, NAUI, PADI. At least one supervisor must have lifesaving certification.	Constant Visual Supervision
Skating	30:1 Senior 20:1 Middle 15:1 Early	The wearing of a CSA approved hockey helmet required	NR	Constant Visual Supervision
Skiing / Snowboarding	Instructor to student ratio 10:1 Supervisor ratio 30:1 SY 20:1 MY. The recommended teacher to student ratio for the trip is a minimum of 1 to 10 with a recommended minimum of 1 to 15 on the hill. The teacher to student ratio must never exceed 1 to 30 on the slope with the number of adult supervisors never falling below 3.	Bindings must be set, and meet current guidelines. A properly fitting snowboarding or skiing helmet is strongly recommended.	Instructors must be qualified Ski/Snowboard instructors	In the area supervision. Establish a buddy system and ensure that supervisors are able to be in contact through a device such as hand-held radios or satellite phones should the need arise.

Note – These guidelines have been adapted from the “Safety Guidelines for Manitoba Schools” document.

** NR indicates “No Recommendation” according to the Safety Guidelines document*



*Activities of Higher Risk Guidelines
for Day and Extended Field Trips*

Snorkeling	Qualified teacher / instructor ratio 10:1		Instructor must be certified by one of ACUC, NAUI, PADI, N.L.S. At least one of the following is required: Lifeguard Certificate St. John's First Aid Certificate Canadian Red Cross Emergency First Aid RLSS Aquatic Emergency Care Certificate Canadian Ski Patrol First Aid Certificate	In the area supervision
Tobogganing	30:1 SY 20:1 MY 12:1 EY	Toboggans must be in good repair with no jagged edges. The wearing of a CSA approved hockey helmet is strongly recommended.	NR	Constant Visual Supervision
Wall Climbing	8:1 All levels	Equipment must be checked and approved by a qualified instructor.	Manitoba Rock Climbing certification	Constant Visual Supervision

Note – These guidelines have been adapted from the "Safety Guidelines for Manitoba Schools" document.

** NR indicates "No Recommendation" according to the Safety Guidelines document*

SECTION H
ANAPHYLAXIS



ANAPHYLAXIS - UNIFIED REFERRAL AND INTAKE SYSTEM

INTRODUCTION

Anaphylaxis is a severe allergic reaction that can be life threatening, if untreated. The emergency response to anaphylactic shock is the **administration of an adrenaline auto-injector**, which is a Group B health care procedure under the Unified Referral and Intake system (URIS).

URIS provides policy direction and assistance to community programs (i.e. school divisions, child care facilities, recreation programs, and agencies providing respite service) to address the needs of children with life-threatening allergies. As well, URIS provides funding to community programs for a registered nurse to:

- Develop an Individual Health Care Plan or an Emergency Response Plan for a child with known risk of anaphylaxis:
- Provide child-specific training to personnel in the community program involved with the child (e.g. teachers, educational assistants, lunchroom supervisors, resource staff, custodians, bus drivers); and
- Monitor personnel in the community program involved with the child, as necessary.

Although URIS is able to provide certain supports to community programs, it has no jurisdiction to create policy within these programs. It is therefore recommended that community programs review the following information adapted from “Anaphylaxis: A Handbook for School Boards” and develop policies and procedures that address their particular environment. Once policies and procedures have been developed, administrators will want to ensure that they are distributed, implemented and reviewed periodically.

The following information reflects best practice in supporting children with life-threatening allergies. Although the information addresses anaphylaxis in the school setting, it is equally applicable to other community environments.



ANAPHYLAXIS ADMINISTRATIVE GUIDELINES

ANAPHYLAXIS DEFINITION AND FACTS:

Anaphylaxis or anaphylactic reaction is a severe form of an allergic reaction that can be life-threatening if left untreated. Anaphylaxis requires immediate administration of an auto-injector and immediate medical intervention.

In Canada, the most common food allergens that cause anaphylaxis are peanut, tree nuts, milk, egg, fish/shellfish, sesame seeds, soy, wheat, sulphites and mustard. Anaphylaxis can also occur from insect stings (yellow jackets, hornets, wasps, bees), latex products, medications, exercise and cold induced hives. (pale red raised itchy bumps)

Symptoms of anaphylaxis can occur within a few seconds or up to two hours after exposure to the allergen.

It is possible for previously undiagnosed students and staff to have a first time life-threatening allergic reaction at school or a school related activity.

There is no way to predict what anaphylaxis will look like. Signs and symptoms may differ from one person to another and from one time to another in the same person. All staff must be trained to identify signs and symptoms of anaphylaxis.

Possible signs of an anaphylactic reactions can include any combination of the following symptoms:

- Hives
- Itching (on any body parts, especially eyes, lips, face and tongue)
- Red watery eyes
- Runny nose
- Nausea and vomiting
- Diarrhea
- Stomach cramps
- Change of voice
- Coughing
- Wheezing
- Throat tightness or closing
- Difficulty swallowing
- Difficulty breathing
- Sense of doom
- Tongue swelling
- Anxiety
- Dizziness
- Fainting or loss of consciousness
- Change of colour
- Metallic taste



The type of epinephrine auto-injector to be used is the EpiPen or Allerject. The other available epinephrine auto-injector, Twinject, is not to be used due to the complexity of administering it.

The EpiPen or Allerject comes in 2 dosage strengths:

1. For adults and children weighing 30 kg (66 lbs.) or more
2. For children weighing 15 – 30 kg (33-66 lbs.)

For storage purposes, the EpiPen/Allerject can be exposed to temperatures between 15-30 degrees Celsius i.e. during cold winter months, recess monitors and/or student must keep the EpiPen/Allerject warm by placing it under their coat. During the warmer months the EpiPen/Allerject should not be exposed to the sun or high temperatures for longer than three minutes.

QUANTITY OF ALLERGEN

The exact amount of allergen necessary to produce anaphylaxis varies from individual to individual and may vary from episode to episode. Even minute quantities of the allergen are sufficient to produce a life-threatening reaction in many people. **Accidental ingestion of very small quantities of the allergen via cross contamination is a typical cause of anaphylactic reaction.**

Examples:

1. A knife is used to make a peanut butter sandwich. The knife is washed but traces of the peanut oil remain on the blade. The knife is then used to prepare “safe” foods for the allergic person. When the “safe” food is eaten, a reaction takes place.
2. After eating an egg salad sandwich at home, student A goes to school. At school, student A works at a table and transfers trace quantities of the food from his/her hand to the table. Student B (who is allergic to egg) subsequently works at the same table and picks up traces of the egg on his/her hands resulting in a reaction.

PURPOSE:

The procedure outlined below is intended to:

- a. Establish an appropriate response when a parent, guardian or adult student indicates to the Principal, in writing, that the student is at risk of anaphylaxis and that the student will require assistance at the first sign of any allergic reaction. **When in doubt, administer the EpiPen/Allerject.**
- b. Enhance communication between the school staff, the entire school community and the student/family that has life-threatening allergy, with the goal of assisting in the safety of students with known risk of anaphylaxis. Open, informative communication among all parties may facilitate compliance due to greater understanding.



PROCEDURES:

1. The parent, guardian or adult is to inform the Principal, in writing, that s/he or his/her child is at risk of anaphylaxis, as outlined on the “Anaphylaxis Emergency Plan Form – Appendix A”
 - a. Upon completion of this form, the following information will be communicated between administration and student/family with the life-threatening allergy:
 - Type of allergy
 - Dose of EpiPen/Allerject
 - Location of EpiPen/Allerject
 - Signs and symptoms of allergic reaction
 - Emergency response
 - Emergency contact information
 - b. This form must be filled out yearly and kept current.
 - Needs to be included in the registration materials for the upcoming school year and returned with other mandatory registration forms.
 - Parents responsibility to inform administration if any changes occur
 - Administration will add students with new diagnosed allergies throughout the school year upon notification
 - c. This form will be distributed to the following locations and must be readily available in the event of an emergency:
 - In the student’s classroom so the teacher and substitute teachers will be aware of life-threatening allergy
 - In the office on the wall opposite P.A. system
 - Student file
 - All teachers must have a copy of this form with children with life-threatening allergies
 - If applicable the school bus drivers must have a copy for bus riding students
 - A copy must accompany the supervising teacher on all field trips
2. The parent/guardian or adult student must provide an EpiPen/Allerject.
 - All students with life-threatening allergies are to wear/carry their EpiPen/Allerject.
 - EpiPens/Allerject must never be locked up
3. The school office will have a backup auto-injector available. These will be located in the main school office on wall opposite the P.A. system and in the second floor rotunda of the high school in the Defibrillator box.
4. General allergy awareness email – See Appendix B.

At the beginning of each school year, the principal shall email ALL parents and members of the school community a general allergy reminder. This email will inform/remind parents that peanut and tree nut products are not allowed at the school and encourage them not to bring them. This email will express the severity of food allergies, and how parent and student support is essential and appreciated in order to help keep students with life-threatening food allergies safe.
5. Grade or class specific email regarding students or staff with actual peanut or tree nut allergy - See Appendix C.

At the beginning of each school year, the principal shall email classes or grades that actually have a student or teacher/EA with peanut or tree nut allergies. This specific email should aim to further encourage parents not to bring peanut and tree nut products to school. Encourage parents to discuss with their children ways to help keep their friends safe.



6. Grade or class specific email regarding students or staff with a food allergy other than peanut or tree nut – See Appendix D
At the beginning of the school year, the principal shall email classes or grades that actually have a student or teacher/EA with an allergy other than peanut or tree nut. This letter will inform parents that in addition to not bringing peanut or tree nut products to school, they will also be requested not to send that specific allergen to school.
7. Where a student is identified as having a life-threatening allergy, the principal shall follow policy and make every effort to enlist the support and cooperation of all staff, students, and parents so as to reduce the potential risk to the student.
8. At the end of the school year all medication will be sent home.
9. May is National Allergy Awareness month. During May, the principal shall send home a letter acknowledging the month and thanking the parents and students for cooperating and helping ensure that all our students are safe – See Appendix E.

STAFF DEVELOPMENT:

All teaching and support staff (Education Assistants, office, library, custodial, security) must be aware of students/staff members who are at risk of anaphylaxis and should be adequately trained in responding to anaphylaxis reaction. The public health unit nurse shall be contacted to provide training to all staff at the beginning of each school year or as soon as an at risk individual is identified.

Should staff change at any time throughout the year, it is the responsibility of the principal to inform and provide training for new staff member(s).

ANAPHYLAXIS EMERGENCY GUIDELINES:

When a person known to be at risk of anaphylaxis displays initial symptoms, it must be presumed that the person is in need of the assistance as outlined in the Anaphylaxis Emergency Plan.

IMMEDIATE intervention is essential. Give the auto-injector at the first sign of a known or suspected anaphylactic reaction. No ill side effects will result from administration of the auto-injector if s/he is not experiencing an anaphylactic reaction.

If a student is experiencing an anaphylactic reaction, adhere to the following steps.

- Administer auto-injector immediately
- Call 911 (ambulance) and advise the dispatcher that a child or student is having an anaphylactic reaction
- Notify parent
- If the ambulance has not arrived in 5 – 15 minutes and IF the reaction continues or gets worse give a second auto-injector administration
- Even if symptoms subsided entirely, this child must be taken to the hospital immediately via ambulance.
- Inform the parent to meet the ambulance transporting their child at the specific hospital
- Have a staff member available to accompany the student in the ambulance. Copy of Appendix A should accompany the student.
- When an auto-injector is administered, the student must be transferred by ambulance to the hospital



BODY POSITION DURING ANAPHYLAXIS

Depending on how a person is reacting, different body positions are important when giving epinephrine. Keep these in mind if the person is:

- a. Having difficulty breathing- Keep them in an upright position
- b. Feeling faint or dizzy- Place the person on their back with their legs raised above heart level

RECESS MONITOR PROCEDURE

During any outdoor recess the principal will ensure that the school's EpiPen/Allerject are available on the playground. The principal shall instruct the security guard, who is outside at each recess, to take both EpiPens and Allerjects from the school office and carry them throughout the recess period. The security guard is easily and quickly identifiable by the security clothing he/she is wearing. During the winter months the security guard will keep the EpiPens and Allerjects from freezing by wearing them inside his/her winter clothing.



ANAPHYLAXIS ADMINISTRATIVE GUIDELINES

DIVISION OF RESPONSIBILITY

Ensuring the safety of anaphylactic children in a school setting depends on the cooperation of the entire school community. To minimize risk of exposure, and to ensure rapid response to emergency, parents, students and school personnel must all understand and fulfill their responsibilities. (It is the duty of the principal/teacher).

RESPONSIBILITIES OF THE PARENTS OF AN ANAPHYLACTIC CHILD:

- Inform the school of their child's allergies.
- Provide a medic alert bracelet for their child.
- Provide the school with physician's instructions for administering medication.
- Provide their child with up-to-date injection kits that would last the school year.
- Provide support to school and teachers, as requested.
- Review the school action plan with school personnel.
- Be willing to provide safe foods for special occasions.
- Teach their child:
 - To recognize the first symptoms of an anaphylactic reaction;
 - To know where medication is kept and who can get it;
 - To communicate clearly when he or she feels a reaction starting;
 - To carry his/her own EpiPen/Allerject in a fanny pack or other device on their person,
 - To understand the importance of hand- washing.
 - To take as much responsibility as possible for his/her own safety.
- Welcome other parents' calls with questions about safe foods.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL:

- Work as closely, as possible, with the parents of an anaphylactic child.
- Ensure that the parents have completed all necessary forms.
- Ensure that instructions from the child's physician are on file.
- Notify the school community of the anaphylactic child, the allergens and the treatment.
- **Attempt to obtain the cooperation of all parents in reducing the potential risks to all anaphylactic students.**
- Post allergy-alert forms in the staffroom, classroom, office, etc.
- Maintain up-to-date emergency contacts and telephone numbers.
- Ensure that all staff have received instructions with the auto-injector.
- Ensure that substitute teachers and support staff are informed of the presence of an anaphylactic child.
- Inform all parents that a child with life-threatening allergies is attending the school and ask for their support.
- Instruct staff that desktops are wiped down after the lunch or snack period.
- Arrange for annual in-services on use of auto-injector.
- Develop an emergency protocol for each anaphylactic child.
- Store secondary auto-injectors in easily accessible location (School office opposite the P.A. system and 2nd floor rotunda in the defibrillator box).
- Implement the policy and develop school policies for reducing risk in classrooms and common areas.
- If applicable, attempt to establish and enforce procedures prohibiting eating on the school bus.
- Ensure parents have a current copy of the action plan.
- Principals, staff and parents who arrange for the supply of food or food services for special events should be advised of the requirement to refrain from using food with peanut butter, tree nuts or peanut oil products.
- When selecting fund raising activities, the principal shall be aware of the potential impact certain foods/ingredients may have upon anaphylactic students and act accordingly.



RESPONSIBILITIES OF THE CLASSROOM TEACHER:

- Familiarize self with allergy alert form.
- Discuss anaphylaxis with the class in age-appropriate terms.
- Encourage students not to share lunches or trade snacks.
- Choose allergy-free foods for classroom events.
- Ensure that desk tops are wiped down after lunch or snack period
- Encourage the anaphylactic child to eat only what he/she brings from home.
- Reinforce hand-washing before and after eating for all students.
- Facilitate communication with other parents, as needed.
- Follow the school policies for reducing risks in classrooms and common areas.
- Leave information in an organized, prominent and accessible format for substitute teachers.
- Ensure that auto-injectors are taken on field trips.

RESPONSIBILITIES OF PUBLIC HEALTH NURSE:

- Consult with and provide information to parents, students, and school personnel.
- Conduct in-services on auto-injector training.
- Assist in developing emergency response plans.
- Be available as a school resource.

RESPONSIBILITIES OF ANAPHYLACTIC STUDENTS:

- Take as much responsibility as possible for avoiding allergens.
- Eat only food brought from home.
- Take responsibility for checking labels and monitoring intake (older students).
- Wash hands before eating.
- Learn to recognize symptoms of an anaphylactic reaction.
- Promptly inform an adult, as soon as accidental exposure occurs or symptoms appear.
- Wear/carry auto-injector on your person at all times.
- To know how to use the auto-injector (age appropriate).
- Wear medic alert bracelet or chain.

RESPONSIBILITY OF ALL PARENTS:

- Respond cooperatively to requests from school to eliminate allergens from packed lunches, snacks and special occasions, etc.
- Participate in parent information sessions.
- Encourage children to respect an anaphylactic child and all school procedures in place to protect the affected child.

RESPONSIBILITIES OF ALL STUDENTS: (as developmentally appropriate)

- Learn to recognize symptoms of anaphylactic reaction.
- Avoid sharing food, especially with anaphylactic children.
- Follow school rules about keeping allergens out of the classroom/school.
- Wash hands before and after eating.
- Respect the rights and needs of others.



APPENDIX A ANAPHYLAXIS EMERGENCY PLAN

NAME: _____

DATE OF BIRTH: _____

GRADE: _____ HOMEROOM TEACHER: _____

MANITOBA HEALTH #: _____ PHIN: _____

MEDICAL ALERT BRACELET/PENDANT Wearing? YES NO

THIS PERSON HAS A POTENTIALLY LIFE-THREATENING ALLERGY (ANAPHYLAXIS) TO:

(Check the appropriate boxes)

- Peanut
- Tree nuts
- Egg
- Milk
- Other
- Insect Stings
- Latex
- Medication: _____

Food: The key to preventing an anaphylactic emergency is absolute avoidance of the allergen. People with food allergies should not share food or eat unmarked/bulk foods or products with a “may contain” warning.

Epinephrine Auto-Injector: Expiry Date: _____

Dosage: EpiPen Jr. 0.15 mg EpiPen 0.30 mg

Location of Auto-Injector(s): _____

- Previous anaphylactic reaction:** Person is at greater risk.
- Asthmatic:** Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A PERSON HAVING AN ANAPHYLACTIC REACTION MIGHT HAVE ANY OF THESE SIGNS AND SYMPTOMS:

- **Skin system:** hives, swelling, itching, warmth, redness, rash
- **Respiratory system (breathing):** coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing, swelling of tongue
- **Gastrointestinal system (stomach):** nausea, pain/cramps, vomiting, diarrhea
- **Cardiovascular system (heart):** pale/blue colour, weak pulse, passing out, dizzy/lightheadedness, shock
- **Other:** anxiety, feeling of “impending doom”, headache, uterine cramps, metallic taste

Early recognition of symptoms and immediate treatment could save a person’s life.

ACT QUICKLY. THE FIRST SIGNS OF A REACTION CAN BE MILD, BUT SYMPTOMS CAN GET WORSE VERY QUICKLY

1. **Give epinephrine auto-injector** (Epi Pen/Allerject) at first sign of a known or suspected anaphylactic reaction. (See attached instruction sheet).
2. **Call 9-1-1** or local emergency medical services. Tell them a student or child is having a life-threatening allergic reaction.
3. **Give a second dose of epinephrine** in 5 – 15 minutes **IF** the reaction continues or worsens.



4. **Go to the nearest hospital immediately (ideally by ambulance)**, even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 hours).
5. **Call emergency contact person (e.g. parent, guardian)**

EMERGENCY CONTACT INFORMATION

NAME: _____

RELATIONSHIP: _____

HOME PHONE: _____

WORK PHONE: _____

CELL PHONE: _____

In accordance with the Freedom of Information and Protection of Privacy Act, I give consent for pertinent medical information concerning my child to be released as required.

This above mentioned child suffers from anaphylaxis and permission is granted to the school to develop in collaboration with the family, a plan to respond to any potential life threatening allergic reaction which includes permission for treatment by a physician.

Parent/Guardian Signature / DATE

HOME PHONE: _____

WORK PHONE/ Mother: _____

WORK PHONE/ Father: _____

DOCTOR'S NAME & PHONE #: _____



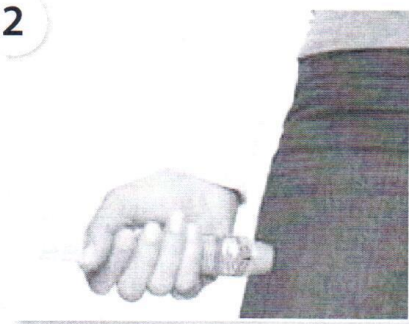
How to use EpiPen® and EpiPen® Jr Auto-injectors.

Remove EpiPen® Auto-injector from carrier tube



1

- Hold firmly with orange tip pointing downward
- Remove blue safety release



2

- Swing and push orange tip firmly into mid-outer thigh until you hear a 'click'
- Hold on thigh for several seconds



Built-in needle protection

- When the EpiPen® Auto-injector is removed, the orange needle cover automatically extends to cover the injection needle



After administration, patients should seek medical attention immediately or go to the emergency room. For the next 48 hours, patients must stay within close proximity to a healthcare facility or where they can call 911.

For more information go to www.EpiPen.ca

EpiPen® and EpiPen® Jr Auto-injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis, including individuals with a history of anaphylactic reactions.

This product may not be right for you. Always read and follow the product label.



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2915 Argenta Road, Suite 7, Mississauga, Ontario L5N 8G6
Toll free: 1-877-EPIPEN (1-877-374-7361) • Tel: 1-905-812-9911 • Fax: 1-905-812-9910
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EPI-09-1158

EPIPEN®.ca
(Epinephrine) Auto-Injectors 0.3/0.15mg

Emergency response at hand.



HOW TO USE ALLERJECT™

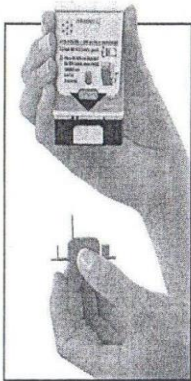
Practice With Allerject™ Trainer First

Allerject™ is the first and only epinephrine auto-injector that will talk users through each step of the injection process. Allerject™ was designed to be easy to use. It has audio instructions and visual cues/lights up when the injection is complete, as well as a retractable needle. Alternatively, a patient or caregiver can follow the written instructions printed on the device. If the voice instructions do not work for any reason, use Allerject™ as instructed in the following steps. It will still work during an allergic reaction emergency.



1. Pull Allerject™ from the outer case.

Do not go to step 2 until you are ready to use Allerject™. If you are not ready to use, put it back in the outer case.

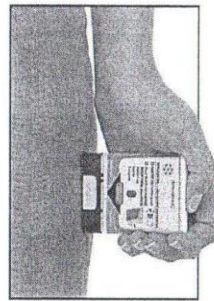


2. Pull off RED safety guard.

To reduce the chance of an accidental injection, do not touch the black base of the auto-injector, which is where the needle comes out. If an accidental injection happens, get medical help immediately.

NOTE: The safety guard is meant to be tight. *Pull firmly to remove.*

3. Place **BLACK** end **AGAINST** the **MIDDLE** of the **OUTER** thigh (through clothing, if necessary), then press firmly and hold in place for five seconds.



Only inject into the middle of the outer thigh (upper leg). Do not inject into any other location.

NOTE: Allerject™ makes a distinct sound (click and hiss) when you press it against your leg. This is normal and indicates Allerject™ is working correctly.

4. Seek immediate medical or hospital care.

Replace the outer case and take your used Allerject™ with you to your pharmacist or physician for proper disposal and replacement.

AFTER using Allerject™ seek immediate medical attention

Please consult the Consumer Information leaflet in your product package for complete dosage and administration instructions.

With a severe, long-lasting allergic reaction, you may need to administer an additional dose of epinephrine. More than two sequential doses of epinephrine should only be administered under direct medical supervision.

It is important that you seek immediate medical assistance or go to the emergency room immediately after using Allerject™. Following treatment, the patient must stay within close proximity to a hospital or where they can call 911 for the next 48 hours. To ensure Allerject™ is right for you, always read and follow the label.

HOW TO STORE ALLERJECT™

- Keep your Allerject™ at room temperature. Do not refrigerate. Do not drop.
- Occasionally inspect your Allerject™ solution through the viewing window. Replace your Allerject™ if it is discolored or contains solid particles (precipitate) or if there are any signs of leakage. The solution should be clear.



APPENDIX B ANAPHYLAXIS SAMPLE LETTER

To be sent to all parents as a yearly general reminder
Refrain from sending peanuts and tree nuts

Dear Parents,

Within our school community, there are several students with a life-threatening allergy to peanuts and/or tree nuts and fish and/or fish products. These students are at risk of a severe allergic reaction called anaphylaxis. Anaphylaxis requires immediate first aid response and immediate medical intervention.

We respectfully request parents to refrain from sending peanut butter and food items that contain peanuts or tree nuts (almonds, Brazil nuts, cashews, hazelnuts (filberts), macadamia nuts, pecans, pine nuts, pistachio nuts and walnuts) as well as fish or fish products.

Our staff, as per school policy, receive yearly instruction on the correct emergency procedures regarding anaphylaxis and the use of an auto injector, specifically EpiPen or Allerjet.

Prevention, of course, is the best approach and therefore, the Winnipeg Board of Jewish Education requests that you consider this information when packing your child's snacks and lunch.

The following guidelines must be adhered to strictly by all students in the school.

1. All food must be eaten in the classroom/assigned eating area.
2. Food must not be shared with other students.
3. Utensils and water bottles are not to be shared with other students.
4. Hands are to be washed before and after eating.
5. Parents are asked to read food ingredient labels carefully as some items may contain peanut or tree nut or fish
6. Tables will be wiped down after snacks and lunch.

We endeavor to make the school a safe environment for all students. We ask and thank you for your cooperation.

Sincerely,



APPENDIX C SAMPLE LETTER (That could be sent to all parents)

Dear Parents,

I hope you will consider this letter very carefully and join the staff in taking care to ensure the safety of all the children in the school.

One of our students has a condition called Anaphylaxis – a severe peanut allergy that can result in death for the child. This child is in (grade xxx) and we must all join together to ensure his/her safety. A child with this condition is not only allergic to peanuts, but also to any form of nut products – peanut butter, chocolate, things made with peanut oil, residue on any materials that have been touched by hands that have not been properly washed of peanut oil.

Parents of all students are requested not to pack any foods containing nut products in their children’s lunches. The following guidelines must be adhered to strictly by all students in the school.

1. All foods must be eaten in the classroom/assigned eating area – absolutely not outside or on the bus.
2. Snacks are not to be shared with other students.
3. Utensils are not to be shared with other students.
4. Hands are to be washed after eating anything that may contain peanut products. Traces of peanut butter or oil can get on the bus seats or playground equipment, desks, and personal belongings.
5. Parents are asked to read labels carefully for the following products that may contain nut products.
 - Granola bars, crackers, chocolate bars and cookies, some cereals, any store-baked goods or snacks.

On behalf of the student and the parents of the child, I thank you for your cooperation.

Sincerely yours,
Principal

Dear Parents:

RE: Peanut Allergies

As many of you know, a child in our class has an extreme allergy to peanuts. This includes any food that has peanuts or peanut oil or peanut flour in it. The allergy of the child is so severe that it could be life threatening; he/she may have a reaction if an item containing peanuts is even in their proximity.

All our staff have been made aware of this situation and have been instructed on the correct procedures regarding anaphylactic shock (by the Public Health nurse). Prevention, of course, is the best approach and, therefore, we request that you consider this information when packing your child’s lunch.

We endeavour to make the school a safe environment for all students and we ask for your cooperation.

Sincerely yours,
Teacher



APPENDIX D SAMPLE LETTER

To be sent to grade or class specific parents informing them that a student or staff member has a life-threatening food allergy other than peanut or tree nut. Please select the applicable allergy and delete the others before sending home this letter.

Must be sent out at the beginning of the school year or upon notification of new food allergy diagnosis.

Dear (Grade or Class Specific) Parents,

I hope you will consider this letter very carefully and join the staff in taking care to ensure the safety of all the children in the school.

One of our students has a life-threatening food allergy to fish and/or fish products/to milk, egg and/or dairy products. The student is at risk of a severe allergic reaction called anaphylaxis. Anaphylaxis requires immediate first aid response and immediate medical intervention.

The Winnipeg Board of Jewish Education is requesting that parents cooperate by refraining from sending fish and/or fish products and/or egg and/or dairy products to school in student's lunches or snacks. Additionally, the WBJE would ask that parents refrain from purchasing fish products or dairy products during the hot lunch program. Please be reminded that this is in addition to refraining from sending peanut and tree nut products.

The following guidelines will be strictly adhered to by students in the elementary school.

1. All food must be eaten in the classrooms/assigned eating area.
2. Food must not be shared with other students.
3. Utensils and water bottles are not to be shared with other students.
4. Hands are to be washed before and after eating.
5. Parents are asked to read food ingredient labels carefully as some items may contain fish and/or fish products or milk, egg and/or dairy products.
6. Tables will be wiped down after snacks and lunch.

All our staff have been made aware of this situation and as per school policy, receive yearly instruction on the correct emergency procedures regarding anaphylaxis and the use of an auto injector, specifically EpiPen or Allerjet.

Prevention, of course, is the best approach and, therefore, the WBJE requests that you consider this information when packing your child's lunch and when sending food to school.

We endeavor to make the school a safe environment for all students. We ask and thank you for your cooperation.

Sincerely,
Principal



TIPS FOR TEACHERS

ESTABLISH SAFE LUNCHROOM AND EATING AREA PROCEDURES

The most minute quantities of allergens can trigger a deadly reaction. Peanut butter on a child's hand could be transferred to a volleyball or a skipping rope. Therefore, protection of the anaphylactic child requires the school to exercise control over all food products, not only those directly consumed by the anaphylactic student.

- **Require anaphylactic students to eat only food prepared at home or approved for consumption.**
- Discourage the sharing of food, utensils, and containers.
- Encourage the anaphylactic child to take mealtime precautions such as:
 - Placing food on waxed paper or paper napkin rather than directly on the desk or table.
 - Taking only one item at a time from the lunch bag to prevent other children from touching food.
 - Packing up lunch and leaving it with the lunch supervisor if it is necessary to leave the room during lunchtime.
- Establishing a hand-washing routine before and after eating.
- Ensure that tables and other eating surfaces are washed clean after eating, using a cleansing agent approved for school use. This is particularly important for peanut-allergic students because of the adhesive nature of peanut butter.

ALLERGENS HIDDEN IN SCHOOL ACTIVITIES

Not all allergic reactions to food are a result of exposure at meal times.

- Teachers, particularly in the primary grades, should be aware of the possible allergens present in curricular materials such as:
 - Playdough
 - Beanbags, stuffed toys (peanut shell are sometimes used)
 - Counting aids (beans, peas)
 - Toys, books, and other items that may have become contaminated in the course of normal use
 - Science projects
 - Special seasonal activities such as garden projects
 - Pet food
- Schoolyard cleanliness contributes to the safety of children with life-threatening allergies. Additional yard cleanups may be advisable after special occasions.
- Anaphylactic children should not be involved in garbage disposal, yard cleanups, or other activities that could bring them into contact with food wrappers, containers, or debris.
- Foods are often stored in lockers and desks. Allowing the anaphylactic child to keep the same locker and desk all year may help prevent accidental contamination. Thorough cleaning of lockers and desks at the end of the school year is crucial.

HOLIDAYS AND SPECIAL CELEBRATIONS

Food is usually associated with special occasions and events. The following procedures will help protect the anaphylactic child.

- If foods are to come into the classroom from outside the school, remind parents of the anaphylactic child's allergens and insist on ingredient lists.
- Limit the anaphylactic child to food brought from his or her own home.
- Suggest that the parents of the anaphylactic child provide the school with a supply of non-perishable treats for those times when treats are brought into the school.
- Focus on activities rather than food to mark special occasions.



FIELD TRIPS

In addition to the usual school safety precautions applying to field trips, the following procedures should be in place to protect the anaphylactic child.

- Require all supervisors, both staff and parents, to be aware of the identity of the anaphylactic child, the allergens, symptoms, and treatments.
- Ensure that a supervisor with training in the use of an auto-injector is assigned responsibility for the anaphylactic child.
- Ensure access to a telephone, cell phone, or radio communication in case of emergency.
- Require the parent of the anaphylactic child to provide two to three auto-injectors to be administered every 5 – 15 minutes en route to the nearest hospital in the event that symptoms persist or reoccur.
- If the risk factors are too great to control, the anaphylactic child may be unable to participate in the field trip. Parents should be involved in this decision.

SUBSTITUTE TEACHERS, PARENT VOLUNTEERS, AND OTHERS WITH OCCASIONAL CONTACT

All schools involve adults in their classrooms who are unfamiliar with individual students and school procedures. The following suggestions would help prepare them to handle an anaphylactic emergency.

- Require the regular classrooms teacher to keep information about the anaphylactic student's allergies and emergency procedures in a visible location.
- Ensure that procedures are in place for informing substitute teachers and volunteers about anaphylactic students.

SCHOOL BUS SAFETY

- The environment on a school bus is particularly dangerous for children with life-threatening allergies. Parents, principals, bus operators, bus drivers, and the child need to cooperate in order to minimize risk of accidental exposure. Precautionary measures taken in the classrooms must be extended to the school bus.
- Bus operators must be informed of the presence of an anaphylactic child, and drivers must be trained in emergency response procedures.

INSECT ALLERGY

- Caution children not to throw sticks or stones at insect nests.
- Allow students who are anaphylactic to insect stings to remain indoors for recess during bee/wasp season.
- Immediately remove a child with allergy to insect venom from the room if a bee or wasp gets in. In case of insect stings, never slap or brush the insect off, and never pinch the stinger if the child is stung. Instead, flick the stinger out with a finger.

SECTION I
CODE OF CONDUCT



SAFE AND CARING SCHOOL ENVIRONMENT

As citizens, we share a responsibility to work together to provide school environments where all students feel safe and respected, thereby allowing them to reach their full potential.

This Code of Conduct is a ministerial directive intended to expand upon existing legislation and regulation for the purpose of strengthening school-wide approaches to preventing, intervening in, and responding to violence and bullying, cyberbullying, and other unacceptable student behavior. Public and funded independent schools must abide by it. Its aim is to be prescriptive only to the extent it is necessary to hold students accountable for unacceptable behavior while still allowing school personnel to exercise professional judgment. Applying appropriate disciplinary consequences as they are warranted promotes a positive approach to safety and belonging as part of a safe and caring school environment.

This document includes a summary of present legislation and regulation regarding student behavioural expectations and disciplinary consequences.

Philosophy of Inclusion

Manitoba Education and Advanced Learning is committed to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meeting the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

SAFE SCHOOLS – LEGISLATIVE FRAMEWORK

SCHOOL CODE OF CONDUCT

*The Public Schools Act (PSA) requires that the principal of each school, in consultation with the school's advisory committee, establish a school code of conduct for students and staff. Principals are required to ensure that the annual review of the school's code of conduct and emergency response plan is completed by October 31 of each year. The *Appropriate Disciplinary Consequences in School Regulation (92/2013)* requires the principal to ensure that disciplinary consequences for violation of the code of conduct are consistent with any directives from the Minister.*



A school's code of conduct must include the following:

- A statement that students and staff must behave in a respectful manner and comply with the code of conduct
- A statement that the following are unacceptable:
 - Abusing another student physically, sexually or psychologically, verbally, in writing or otherwise
 - Bullying another student
 - Discriminating unreasonably on the basis of any characteristic set out in subsection 9 (2) of *The Human Rights Code*
 - Using, possessing, or being under the influence of alcohol or illicit drugs at school
- A statement that the following will not be tolerated on school sites:
 - Gang Involvement
 - Possessing a weapon, as “weapon” is defined in section 2 of the *Criminal Code* (Canada)
- A statement that students and staff must adhere to school policies respecting the appropriate use of:
 - The Internet, including social media, text messaging, instant messaging, websites, and email, and
 - Digital camera, cell phones, and other electronic or personal communication devices identified in the code of conduct or the policies of the school board
- The disciplinary consequences, in as much detail as is reasonably possible, of violating the code of conduct, and the process for appealing disciplinary decisions.

The *PSA* has been amended to address the challenges that many schools are facing related to the increased use of information and communication technology. The Act includes cyberbullying as a form of bullying and requires students and staff to adhere to school board policies respecting appropriate use of email, the Internet, digital cameras, and cell phones.

To support the efforts of schools to properly report incidences of inappropriate student conduct, the Manitoba government passed additional amendments requiring all school board employees (teachers, educational assistants, and bus drivers, among others) or persons in charge of students (volunteers) who become aware that a student may have engaged in unacceptable conduct at school or at school-approved activities to report the matter to the principal as soon as reasonably possible. Where the principal believes that a student of the school has been harmed as a result of the unacceptable conduct, the principal must, as soon as reasonably possible, notify the student's parent.

More recently, in order to ensure that schools remain safe and caring environments for children, the Manitoba government passed *Bill 18, The Public Schools Amendment Act (Safe and Inclusive Schools)* which specifically defines bullying (including cyberbullying) and requires school boards to expand their policies regarding the appropriate use of the Internet to include social media, text messaging, and instant messaging. It requires staff members who become aware of cyberbullying to report and act on it, even if it takes place outside of school hours. It also requires school boards to establish a respect for human diversity policy, which must promote the acceptance of and respect for others in a safe, caring, and positive school environment, and which accommodates student activity that promotes the school environment as being inclusive of all students.



CODE OF CONDUCT

CREATING A SAFE AND CARING SCHOOL COMMUNITY

A Standard of Behaviour for Gray Academy of Jewish Education

A Standard of Behaviour is a teaching model rather than a mandate for behaviour. The emphasis is on teaching rather than telling, nurturing rather than sanctioning and including rather than excluding.

Developed by the Advisory Committee of the Winnipeg Board of Jewish Education, the objectives of this Standard of Behaviour is to ensure, to the fullest extent possible, the provision of a “safe and caring community” for all involved with Gray Academy of Jewish Education.

A Safe and Caring Community:

Emotional and physical safety are fundamental for the provision of safe and caring school communities, and refer to a classroom or school environment in which students can experience all of the following*:

- A sense of value, belonging, acceptance, respect and dignity
- The freedom to participate in trying/learning new things, make mistakes, forget or need additional practice and still be treated with respect and acceptance
- Encouragement, support, recognition, effective instruction, guidance and appropriate resources
- Recognition and acknowledgement of one’s unique talents, skills and qualities
- The freedom from harassment, intimidation (examples include: labeling, name-calling, ridicule, taunting, criticism or contempt) and threat of physical harm from adults or peers
- The freedom to make choices and influence one’s own learning and pursue personal interests
- The freedom to have (and express) one’s own feelings and opinions without fear and recrimination

*Adapted From: Creating Emotionally Safe Schools – A Guide for Parents and Educators by Jane Bluestein, Ph.D.

Gray Academy of Jewish Education is committed to working towards the provision of a safe, caring, learning community.

It is of critical importance to acknowledge that our work is guided by the following understandings:

- Schools are generally safe
- By their very nature schools will likely encounter problem behaviours
- Some of these problems are community based but surface at school
- Response can be either proactive, reactive or both
- Any response must be clear, specific, logical, realistic and constructive
- If an individual violates the safety of others, the school may provide him/her with opportunity to make amends
- Proactive measures that involve prevention and easy intervention with a focus on education are fundamental in creating a safe and caring learning community
- Consequence involve appropriate proactive and/or reactive responses to address the problems and restore safety
- Parent partnerships are critical to the effective resolution of behaviours
- Effectiveness lies in the appropriateness of any response



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- The most serious consequences will be reserved for serious violations of this Standard of Behaviour
- Communication is key to long term resolution
- All parties must recognize that all employees of Gray Academy of Jewish Education are bound by confidentiality

Gray Academy of Jewish Education will always respond to behaviours that threaten or violate the physical and emotional safety of those in its care.

PRINCIPLES

1. Rights:

Foundational to a safe and caring learning community, are the rights of all members to:

- a. Be safe
- b. Be accepted and treated with dignity and respect
- c. Learn and teach without interference

2. Responsibilities:

Membership in a community comes with responsibilities

It is expected that all learning community members (students, staff members, parents and other adults on site) will accept personal responsibility for their behaviour to foster a safe, caring and productive learning community.

It is the responsibility of all individuals to ensure that their behaviour, individually and collectively, does not infringe upon the rights of others. Consideration for the safety of others is the responsibility of each member of the learning community.

3. Respect:

It is expected that all learning community members will exhibit behaviour that shows respect for the rights, property and safety of themselves and others.

The application of respect, safety, and cooperation, can be seen in Jewish values (Middot). We are interpreting the following Middot to mean:

- כבוד הדדי
Respecting others as you would respect yourself.
- אמת
Being truthful and honest.
- ארך אפים
Managing your behaviour responsibly.
- בל תשחית
Respecting the environment.
- שלום בית
Creating peace in our school family.



I.I.I.I.

The above principles are supported by the Education Act under several sections including the Preamble and those pertaining to the duties of students, parents, teachers, superintendents/Heads of School/CEO and support staff.

The Standard of Behaviour applies to participation at school, at school activities and at school sponsored activities.

Individuals or groups violating these principles become subject to a range of appropriate responses as defined by the Gray Academy of Jewish Education Standard of Behaviour.



SECTION A: RESPONSIBILITIES

One of the priorities of Gray Academy of Jewish Education is “enabling and inspiring our students to become creative participants in the Jewish community and empowered members of Canadian society”.

Students are to the fullest extent possible, responsible for:

- Complying with the Standard of Behaviour of Gray Academy of Jewish Education
- Showing respect for the rights, property and safety of themselves and others
- Respecting and appreciating the diversity of all school members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age and ability
- Expressing themselves with socially acceptable language and behaviour
- Exhibiting behaviour that avoids all forms of intimidation, harassment, racism, and discrimination
- Dressing in accordance with school dress standards
- Treating school property and the property of others with reasonable care
- Respecting the responsibilities of all school members in exercising their duties
- Promoting positive behaviour through the avoidance of all types of violent acts
- Attending classes, activities and events and being prepared and punctual
- Showing courtesy and respect for the rights of all people in the school and in the community
- Demonstrating behaviour that contributes to an orderly supportive, and safe learning environment
- Resolving interpersonal conflicts and difficulties through discussions or by seeking assistance from school personnel
- Developing self-discipline
- Showing respect for school property and the personal property of others

The modeling of conduct that we desire students to emulate is an ongoing responsibility for all the adults in a child’s life at school, at play and at home or online

Professional staff members are responsible for:

- Subscribing to the policies of Gray Academy of Jewish Education/Winnipeg Board Jewish Education and/or the tenets of the Winnipeg Jewish School Teachers’ Association Code of Professional Practice regarding responsible, professional behaviour
- Treating parents, students and fellow staff with dignity and respect at all times
- Participating and cooperating with parents and other school staff in the development and implementation of plans to address the learning needs of their students
- Communicating information about student progress, attendance, and behaviour to students, parents, and administration
- Establishing and maintaining a safe, secure, non-threatening learning environment
- Providing a positive role model for students
- Providing an environment that promotes self-esteem and self-discipline
- Teaching and modeling the Standard of Behaviour

Parents are responsible for:

- Instilling basic values and responsibilities in their children
- Treating staff with dignity and respect at all times
- Following established protocol in expressing concerns about individual staff members



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- Participating and, in conjunction with school personnel, cooperating in the development and implementation of plans to address their child's learning (academic, social, emotional, behavioural) needs
- Ensuring that their child attends regularly and punctually
- Maintaining regular communication with their child about school matters
- Initiating contact with the school regarding their child's educational progress as necessary
- Demonstrating support for the school by attending events and meetings and offering constructive input
- Problem solving in a manner respectful of all involved
- Helping their children understand and succeed in meeting the behavioural expectations in person and electronically (i.e. online interactions or texting).

Parent responsibilities are in accordance with The Public Schools Act, The Child & Family Services Act and the obligations outlined therein.



SECTION B: BEHAVIOUR

Behaviour is situational, and any and every response to behaviour must always be informed by the circumstances of the situation.

- Discipline is intended to restore safety, change the inappropriate behaviour, and promote the learning of self-control
- Expected behaviours must be actively taught both at home and in school
- The strategies used to develop understanding and respect for the rights of others may vary from student to student
- When there is non-compliance with the Standard of Behaviour, an appropriate response shall follow

Inappropriate Behaviour

The nature and scope of inappropriate behaviour ranges from disruptive to severely disruptive

Disruptive Behaviour:

Behaviour that is not serious enough to significantly interrupt the learning climate of the school, endanger the well-being of others, or damage school property is classified as disruptive. Examples of disruptive behaviour may include, but are not limited to:

- Late arrival at school and to class
- Disrespect or insubordination
- Failure to obey instructions, forging notes or excuses
- Failure to arrive with the materials required for class
- Non-attendance or poor attendance in school or specific classes
- Failure to attempt and/or complete assignments
- Loitering in school areas when asked not to
- Profanity
- Minor conflict (shoving, pushing, or scuffling)
- Bystanding; support and/or encouragement for the misconduct of others
- Smoking
- Other acts of misconduct that are disruptive or that may create a potential safety hazard

Severely Disruptive Behaviour

Behaviour that significantly disrupts the learning climate of the school, endangers the well-being of others, or damages school property is classified as severely disruptive. Examples of severely disruptive behaviour include, but are not limited to:

- Chronic disruptive behaviour (a repeated pattern of misbehaviour)
- Vandalism
- Disruptions to school operations
- Verbal abuse
- Active encouragement for the misconduct of others
- Racial and/or discriminatory misconduct
- Sexual harassment and/or assault
- Sexual misconduct, sexual abuse or physical abuse
- Making threats



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- Physical violence
- Hazing
- Use or possession of any form of a weapon
- Use or possession of drugs and/or alcohol
- Drug trafficking
- Illegal activity
- Gang activity
- Bullying: repeated targeting, intimidation and exclusion of others by an individual or group, including electronic harassment
- Theft



SECTION C: RESPONSES/ CONSEQUENCES/ STRATEGIES/ APPROPRIATE RESPONSES

Discipline:

Discipline is intended to change the inappropriate behaviour, promote the learning of self-control and restore safety. Expected behaviours must be actively taught both at home and in school. The strategies used to develop understanding and respect for the rights of others may vary from student to student. When there is non-compliance with the Standard of Behaviour, appropriate consequences shall follow.

Professional Discretion:

Under the provisions of Bill 30, The Safe Schools Charter, principals and teachers are required to maintain a safe and caring learning environment. The principal may be privy to student information that is confidential in nature. The principal has discretionary disciplinary authority in consultation with the Head of School/CEO concerning student behaviour with the understanding of securing safety for the school environment.

In addressing any misbehaviour, responses shall:

- Be logical, realistic and timely
- Be appropriate for the student's stage of development and considerate of the student's special needs
- Reflect the severity of misbehaviour and take into account the frequency, duration and intent of the misbehaviour
- Be chosen initially to restore safety and order
- Make sense to students as much as possible
- Enable students to generate appropriate responses and solutions

Individuals or groups violating these principles become subject to a range of appropriate responses as defined by the Gray Academy of Jewish Education's Standard of Behaviour.

Behaviour is situational and any and every response to behaviour must always be informed by the circumstances of the situation.

The following are examples of consequences and/or strategies that may be considered in response to inappropriate behaviour:

- Informal interview with students
- Formal interview with the students
- Teacher/student/principal conferences
- Phone call home by teacher or principal
- Interview with parents
- Involvement of school counselor
- Involvement of mentor
- Peer counseling; peer mediation
- Time out: a "cooling off" period
- Student detention
- Withdrawal of privileges
- Withdrawal from course because of poor attendance due to unexcused absence
- Making amends either monetarily or through school-based community service
- Implementation of a behavioural or performance contract
- Involvement of school clinicians and/or student support services staff; involvement of community agencies, including police



- Out-of-school suspension
- Individual Education Plan (IEP); Behaviour Intervention Plan (BIP)
- Alternative educational settings
- In-school suspension
- Immediate suspension of up to 5 days to secure safety before broadening any response
- Suspension for the remainder of the school year
- Expulsion: involvement of the school administration with the approval of the Head of School/CEO and Winnipeg Board of Jewish Education is required for expulsion to be determined as an appropriate response

Suspension or Expulsion:

Both suspension and expulsion from the school are serious consequences and are governed by the policies of Gray Academy, the Board, and the Province of Manitoba. The Head of School/CEO/Principal may suspend a student for up to five days for serious offences. Parents/guardians will be notified.

The Head of School/CEO may extend the suspensions for up to the remainder of the school year. The Head of School/CEO may recommend the expulsion of a student when it is determined that a student's continued presence at Gray Academy is injurious or disruptive to other students, or a student is in breach of School Policy. A student may appeal an expulsion to the Executive Committee of the Winnipeg Board of Jewish Education by writing to the Board President.

Behaviour guidelines are not designed so that every situation will be covered, nor are they intended to be a complete guide of conduct. All guidelines reflect the responsibility a student assumes when they agree to become part of the School. The guidelines apply to all students during the time that they are under the jurisdiction of the School, including when they are away on school related activities.

The use or possession of drugs or alcohol is not allowed and can be grounds for immediate expulsion from the School.



SECTION D: BULLYING

Bullying is harmful and hurtful. The staff and students of Gray Academy of Jewish Education have the right to come to school and be safe.

Bullying is repeated targeting, intimidation and exclusion of others by an individual or group, including electronic harassment.

The diversity of the Gray Academy of Jewish Education community offers a special opportunity to learn and practice understanding, tolerance, and compassion. The policy on bullying includes communication in any language as it applies to each category listed below.

Bullying, as defined above, may include deliberate and typically repeated attempt to hurt either physically or emotionally from which the aggressor derives gratification. It is made possible by an imbalance of power and the unjust use of power by individuals or groups.

Bullying behavior may take place but are not limited to:

- In the school – classrooms, lunchrooms, hallways, lockers, washrooms
- Outside the school – on the school grounds, on school trips
- School related activities – before, during or after school
- On the school bus
- To or from school
- From the home, through the Internet, chat lines and telephone text messaging.

Types of Bullying may include but are not limited to:

Physical – such as gestures, slapping, hitting, choking, poking, punching, pinching, kicking, scratching, spitting, defacing property, physical acts that are embarrassing, locking in and out of space, physical violence against family or friends, threatening with a weapon, or inflicting bodily harm.

Sexual Prejudice – such as displays of negative attitudes, actions or behaviors based on a person's sexual orientation. Including verbal comments and discriminatory harassment.

Verbal - such as name calling, gossiping or embarrassing another, spreading rumors, ethnic slurs, setting up to take blame, taunting, teasing, threatening, phone calls, text messaging, threats of violence against family or friends.

Social/Relational – such as rejection, exclusion, manipulating, social order, setting up to humiliate in person or through the use of technology.

Cyberbullying - such as the use of information and communication technologies such as e-mail, cell phone and text messages, instant messaging (IM), tweeting, defamatory personal websites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

The model presented in this document reflects the thinking and work of Dr. Jane Bluestein, Barbara Coloroso, Dr. Mary Hall, Safe School Manitoba and Manitoba Education and Advanced Learning-Provincial Code of Conduct as well as the Nova Scotia Department of Education, Balmoral Hall School and Pembina Trails School Division among others. This framework is consistent with the Public Schools Act: bill 30, The Safe Schools Charter.

SECTION J

Respect For Human Diversity



I. GUIDING PRINCIPLES

Winnipeg Board of Jewish Education and Gray Academy of Jewish Education recognize that the underlying principle of human rights is the recognition of the individual worth and dignity of every person. The Manitoba Human Rights Code prohibits unreasonable discrimination based on the following thirteen protected characteristics:

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

The Winnipeg Board of Jewish Education and Gray Academy of Jewish Education are committed to the following guiding principles toward ensuring safe and inclusive school environments:

- Clear and consistent communication – promoting understanding of human diversity, individual rights, social justice, bullying and discrimination
- Shared responsibility – whereby all involved are knowledgeable about the issues surrounding human diversity and are prepared to respond appropriately to inquiries and incidents
- Relationship building – by respecting the right of all individuals to have their own beliefs provided their actions do not harm or negatively impact the rights of individuals who may not share those beliefs
- Sustainability – ongoing monitoring , evaluation, and improvement

II. DEFINITIONS

Human Diversity encompasses all the ways in which human beings are both similar and different. It means understanding and accepting the uniqueness of individuals, as well as respecting their differences. Diversity may include, but is not limited to, gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic status, religion, family status, and mental and physical disability.



III. POLICY STATEMENTS

All members of the school community have the right to learn and work in a safe and inclusive school environment that respects human diversity.

Teachers and other staff will be provided opportunities for training and professional learning that increases their capacity to teach and support students on issues regarding human diversity, including areas of sexual orientation and gender identity.

Student-established and student-led activities and organizations that promote areas of human diversity including gay-straight alliances, will be run consistent with and in compliance with Winnipeg Board of Jewish Education and Gray Academy of Jewish Education policies, and will be open to all students who wish to participate in an appropriate manner.

IV. ROLES AND RESPONSIBILITIES

- Winnipeg Board of Jewish Education is responsible for establishing a respect for humanity diversity policy, in consultation with its communities and stakeholders, which complies with the legislation. The board is also responsible to ensure regular policy reviews
- Gray Academy of Jewish Education – will, under the leadership of the Head of School and CEO, implement board policy and may establish administrative procedures or regulations on human diversity practices with the school. The School plays a leading role in overall policy implementation, promoting respect for human diversity and communicating policy expectations to staff, students, parents and community. This includes enhancing materials and resources, and providing training and professional learning for teachers and other staff in areas of human diversity. The school sets standards for student conduct and develops procedures and protocols for addressing unacceptable conduct or discrimination. The school also determines what reporting and collection of data will be undertaken.
- Principals – play a leadership role at the school level in promoting safety and acceptance and in ensuring a safe and inclusive school environment. Principals communicate and reinforce expectations of the respecting human diversity policy to teachers and school staff and encourage their participation in professional learning and training on human diversity and related topics. Principals hold those who disrespect human diversity accountable by following established processes and protocols and maintain appropriate records at the school level.
- Teachers and other staff – model inclusiveness and respect for human diversity and play a key role in communicating and reinforcing expectations of the respecting human diversity policy to students. They support students on issues of human diversity and empower them to treat each other with dignity and acceptance. Under the legislation teachers and school staffs have an expanded duty to report matters of cyberbullying to the principal, whether it is believed to be happening at school or outside of regular school hours. Participation in professional development and training is essential in ensuring teachers and school staffs have the tools and knowledge the need to deal appropriately and effectively with sensitive student issues regarding human diversity.
- Students – have responsibility to monitor their own interactions and conduct in ways that are respectful and sure a safe and inclusive school environment, particularly toward those previously identified as being at higher risk for bullying or discrimination.



- Parents and Guardians – play an important role in their children’s understanding and respect for human diversity. Parents have responsibility to encourage their children to conduct themselves in ways that contribute to a safe and inclusive school environment. Parents also have responsibility to conduct themselves in ways that contribute to a safe and inclusive school environment.
- School community members and groups – are diverse and the contributions they make to schools are valued and encouraged; they are to be provided with equitable opportunities for contributing to policy and development and working with staff and with each other for the benefit of all students.

V. DEALING WITH DISCRIMINATION

Incidents of discrimination will be responded to under the appropriate authority. If an incident originates with a student or students, the Winnipeg Board of Jewish Education policy Code of Conduct will apply. Complaints from the public will be responded to according to the Winnipeg Board of Jewish Education policy manual.

VI. POLICY REVIEW AND EVALUATION

The Winnipeg Board of Jewish Education will identify and collect relevant data and monitor implementation to inform future policy refinements and evaluate the impact of this respect for human diversity policy. The policy will be reviewed regularly by the Advisory Committee of the Winnipeg Board of Jewish Education for recommendation to the Board.

Section K

Student Records



I. GENERAL

The purpose of collection information on students shall relate to the provision of educational programs and services to support the student's educational progress.

In accordance with the Public Schools Act (PSA) (Section 42.1) and Manitoba Pupil File Guidelines each student shall have a pupil file which includes a record of a students' attendance, academic achievement and other related matters in the possession or control of a school board.

The collection, use, protection, retention and/or disclosure of information contained in the pupil file shall be in accordance with the provisions of the Freedom of Information and Protection of Personal Privacy Act (FIPPA), the Personal Health Information Act (PHIA) and the Youth Criminal Justice Act.

The Winnipeg Board of Jewish Education recognized the rights of individual parents/guardians (and students 18 years of age and older) to have access to some or all of the information respecting their child/children maintained by the Winnipeg Board of Jewish Education to the extent permitted by the PSA, FIPPA, and PHIA.

The Winnipeg Board of Jewish Education shall preserve the confidentiality of all student records.

II. THE PUPIL FILE

The Pupil file comprises the following components: 1) the Cumulative File, 2) the Pupil Support File and 3) the Youth Criminal Justice File. The pupil file may be organized and separated into individual sub-files by these components.

1. Cumulative File –

The Cumulative File component exists for all students and will include basic student data including;

- **Personal Information**
Personal information shall include information regarding the date of birth, address, phone number, name of parent(s)/guardian(s), grade and room number and other information as may be determined by the Head of School and CEO
- **Progress Information**
An up-to-date record of progress for every student shall be maintained containing specific information relative to attendance, school-administered standardized test results, academic achievement and grade/program placement, and other information on achievement as may be determined by the Head of School and CEO
- **Pupil Support File (Manitoba Pupil File Guidelines)**
The Pupil Support File may include documentation about provision of resource, special education and/or counselling services, ongoing health information, adapted education plan, individual education plan, individual behavior plan, individual transition plan and/or health care plan, and notes made by the school counsellor of individual counselling sessions with students. This file may also include reports from service providers such as agencies, hospitals and clinics.
- **Youth Criminal Justice File**
A separate file will be maintained in a secure location on those students who are involved with the law which includes a youth court order, information about their offence, conditions of order.



III. ELECTRONIC REPORTS

The Winnipeg Board of Jewish Education shall maintain in electronic format, reports generated from the student administration system, computer-based report card programs and any other software application that includes any personal and progress information regarding a student.

IV. CLINICAL RECORDS

Such information identified as a clinical record rather than a school record shall be maintained on all students who have received services from the Child Guidance Clinic. These clinical records shall be maintained as part of the Pupil Support File and kept in a secured location in the school office in a separate file from the Cumulative File. Clinical records on students receiving services are also maintained at the Child Guidance Clinic.

V. ACCESS

1. Staff

Principals, and other school personnel authorized by the principal shall have access to electronic and hard copy student records in order to carry out their duties assigned by the Head of School and CEO or Principal.

All staff with authorization to access electronic student records shall not share their user name and/or password associated with the student administration system.

Other than the school principal, school staff (including teachers) and clinicians do not have access to Youth Criminal Justice File information unless the access is necessary in order to:

- Ensure compliance with a youth justice court order or authorization for reintegration leave or day release;
- Ensure the safety of the staff or students of the school or other persons; or
- Facilitate the rehabilitation of the student.

The school principal should verbally advise school staff and others who need to know the information for the authorized purposes, or should let them review but not copy the information for those purpose

2. Parents/Guardians

- (a) Parents or guardians of students under the age of 18 years, shall be permitted to examine their child's Pupil File except for the Youth Criminal Justice File by arrangement with the principal and in the presence of the principal or the principal's designate. When the student is 18 years or older the consent of the student is required. Copies of the Cumulative File and Pupil Support File can be provided to the parent/guardian or adult student upon request.
- (b) Unless a court otherwise orders, the non-custodial parent shall be permitted to examine the Pupil File except for the Youth Criminal Justice File of his/her child(ren) under the age of 18 years in accordance with the Family Maintenance Act (Section 39[4]). In those cases where a non-custodial parent does not have legal access to student records, such information should be identified on the Pupil File.



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- (c) The right of the non-custodial parent to receive school reports is a right to be provided for information only and is not, unless a court orders otherwise, a right to be consulted about the child or participate in the making of decisions regarding the child which consultation or decision is made by the parent granted custody.
- (d) Adoptive parents of children under the age of 18 shall be permitted to examine the Pupil File except for the Youth Criminal Justice File of the child/children. The biological parents shall not have access to this information without the permission of the adoptive parents.
- (e) Foster parents shall be permitted to examine the Pupil File except for the Youth Criminal Justice File and participate in the decisions of their foster child(ren), with agency staff and collateral services.
- (f) Under the Personal Health Information Act, a parent or legal guardian acting on his or her minor child's behalf may request access to the personal health information in the child's pupil file on the child's behalf if the child does not have the capacity to make health care decisions. In the event of a specific request for personal health information by a parent/guardian the Access and Privacy Officer will determine if PHIA, FIPPA or PSA grants access to some or all of the information.
- (g) In accordance with the Youth Criminal Justice Act parents/guardians cannot access information that is in the Youth Criminal Justice File.
- (h) Where access to a Pupil File (except for the Youth Criminal Justice File) by a parent or legal guardian is permitted, a school employee should be present to maintain the integrity of the file and, if required, to interpret the information in the file.

3. Students

Students in Grade 9 and higher grades shall be permitted to examine their pupil file by arrangement with the principal and in the presence of the principal or the principals designate.

In accordance with the Youth Criminal Justice Act students cannot access information that is in the Youth Criminal Justice File component.

Students who are deemed to have the capacity to make their own health care decision may have access to their personal health information.

1. Public Trustee

Notwithstanding anything above, if the student is under the supervision or committee-ship of the Public Trustee for any reason, regardless of age, written consent for examination of the student's Pupil File must be obtained from the Public Trustee and presented in writing to the principal or the principal's designate.

4. Child Guidance Clinical Records

No school personnel shall have access to a clinical record other than its originator, the principal, and the professional staff members designated by the principal who have a legitimate interest in such information. The Winnipeg Board of Jewish Education may refuse to provide access to all or part of the student records where disclosure could reasonably be expected to:

- (a) Constitute unreasonable invasion of the privacy of a third party;
- (b) Be detrimental to the education of a student;
- (c) Cause serious physical or emotional harm to the student or another person;
- (d) Be injurious to the enforcement of an investigation under an enactment or the conduct of an investigation



VI. RELEASE OF INFORMATION

No information shall be released to unauthorized persons nor shall any unauthorized person have access to the student records in response to a court subpoena.

If the student is 18 years of age or older, and not under the committee ship of the Public Trustee, the student's consent is necessary prior to the release of information.

The principal may authorize the release of pertinent student records to police officers, probation officers and representatives of child welfare agencies in order to assist these individuals or agencies to carry out their duties provided disclosure of personal information is limited to the amount necessary to accomplish the authorized purpose. The Youth Criminal Justice File information in a Pupil File can only be disclosed to ensure compliance by the student with a court order or authorization for reintegration leave or day release or to ensure the safety of staff, students, or other persons connected with the school or to facilitate the rehabilitation of the young person; or access or disclosure is authorized under some other provision of the Youth Criminal Justice Act.

Parents/Guardians shall have the right to access the clinical records (excluding information that would fall under the PHIA) on their child/children in accordance with the following procedures:

- (a) A student (18 years or older) or parent(s)/guardian(s) who requests access to a clinical record or information from it shall be referred to the originating person for the information and an appropriate interpretation of it. Written copies of Child Guidance clinic reports may be provided by the Clinic if requested.
- (b) Parent(s)/guardian(s) who request access to a clinical record or information from it about their child who is 18 years or over shall require the consent of the child.
- (c) Any request from other individuals for access to clinical information in school records shall be directed to the Child Guidance Clinic and the release of this information shall require the consent of parent(s)/guardian(s), or student(s) over 18 years of age.

Parent(s)/guardian(s) may have access to the personal health information on their own child/children only if the child is incapable of making their own health care decisions.

In the event of a specific request for personal health information by a parent/guardian the Head of School and CEO will determine if PHIA, FIPPA, or the PSA grants access to some or all of the information requested.

Requests for any personal health information concerning specific students including the student's health or health care history, the provision of health care, the PHIN and any other identifying number other than by the parent/guardian or student shall be referred to the Head of School and CEO or designate.

Release of information on individual or groups of students to other outside organizations or agencies must be in accordance with the Freedom of Information and Protection of Personal Privacy Act, the Protection of Health Information Act, and the Youth Criminal Justice Act.



VII. DISPUTE OVER CONTENTS OF STUDENT RECORDS

If a question develops regarding the relevance or accuracy of information contained in the pupil file it shall be noted in writing (on the material in question) by the person reviewing the file, dated and signed and shall become part of the file.

If a parent/guardian requests additional assessment information, the principal shall review the existing assessment results included in the Pupil File and determine whether further assessments are warranted.

VIII. APPEAL PROCESS

If a parent/guardian, or a student over the age of 18, wishes to appeal the relevance or accuracy of any information contained in the Pupil File, the following appeal process shall be followed:

- (a) A written request, outlining the specifics of the appeal, shall be submitted to the Head of School and CEO;
- (b) The Head of School and CEO shall review the information and render a decision, in writing, within two weeks of the receipt of the appeal;
- (c) The Head of School and CEOs decision may be appealed to the Winnipeg Board of Jewish Education by written request.