

MANITOBA SCHOOL FOR THE DEAF

(MSD)

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WITH HAND AND HEART



PRINCIPAL'S MESSAGE (Mrs. Ricki Hall)

Welcome to the Manitoba School for the Deaf (MSD). Students who communicate using American Sign Language (ASL) are fortunate to have the opportunity to attend this uniquely inclusive school. Our strong link to the Deaf Community provides a foundation for the education of Deaf and hard of hearing students and the development of positive self-esteem.

In addition to our Bilingual/Bicultural (ASL and printed English) instruction, MSD has an early year's Bimodal/Bilingual program. Our Bimodal/Bilingual program offers Deaf and hard-of-hearing students a rich environment in both ASL and spoken English.

This handbook contains valuable information about programming and the day to day functioning of MSD. Please take time to become familiar with its contents.

SCHOOL MISSION STATEMENT

Our school provides a holistic, bilingual program that focuses on developing student proficiency in American Sign Language (ASL) and English, including spoken English as appropriate. We offer an inclusive environment in which school-aged students are guided to reach their individual potential.

PHILOSOPHY

Manitoba School for the Deaf is the only American Sign Language educational milieu in Manitoba. Students are educated through the delivery of provincial curricula. Staff members are specialists in the field of Deaf Education and recognize the importance of early language development. They work together as a team to determine programming goals aimed at meeting every student's individual needs. Numerous resource and clinical services are available on-site.

We believe

- in educating the whole child and that developing each student's unique abilities and positive sense of identity is critical for school achievement and success throughout life.
- that access to language engages students in a barrier-free education.
- that best educational practices involve providing teachers with professional development opportunities, allowing them to remain informed about the latest educational research.
- an inclusive culture promotes and supports diversity.
- an active, cooperative partnership among the student, family, school and community is essential for student growth and development.
- Competence with technology is an integral part of our students' access to communication, safety and information.

SCHOOL ORGANIZATION

STUDENT ADMISSION PROCESS

The criteria for admission to the educational program at MSD:

- The parents or guardians of the students are residents of Manitoba.
- The students have a significant hearing loss and use, or would benefit from the use of, ASL as a language for learning and communication purposes.

The students must be eligible to attend school in their home school division or school.

STUDENT INTAKE PROCESS

Parents or guardians of students seeking to enroll in MSD should contact the school principal and arrange for a school visit and tour. It is important to include the staff of the home school division or First Nations Education Authority in this process. Intake is a collaborative process involving the student, family, home school division and MSD. When appropriate, an "Application for Admission Form" will be provided and it should be completed and submitted to the principal. Contact will be made with prior schools, and a decision will be made regarding eligibility to attend. Once approved by the home school division, an intake meeting will be scheduled and a registration package must be completed.

HOURS OF OPERATION

Students should not arrive at the school prior to 8:45 AM, unless attending a scheduled school-related activity. Classes end at 3:35 PM and the buses leave the school around 3:40 PM. Front doors are locked daily at 4:30 PM.

REPORTING ABSENCES

Parents are expected to contact the school main office if their child is absent from school.

TRANSPORTATION

Home school divisions (the division in which the parent/guardian is a resident) are responsible to arrange transportation to and from MSD. Part of the registration process includes the establishment of a Personal Transportation Plan (PTP). This is done in conjunction with students, parents and home school division personnel. Typically, school divisions arrange to cover the cost of a seat on the MSD bus route as long as the address is within the scope of the bus routes and is a greater distance than 1 Kilometer.

Students in Senior Years are generally expected to use personal or public transportation. Monthly bus passes must be purchased by the family and reimbursement will be arranged through the home school division. Special circumstances will be considered at the request of parents and/or the student.

Students are expected to be ready and board the bus promptly at pick-up times, both at home and at school. Should a student miss the bus, the parent/guardian becomes responsible for arranging transportation. It is expected that all students be dressed appropriately, especially in extremely cold weather. Students must adhere to bus safety rules and behavioural expectations.

Where deemed necessary by school administration, a bus aide may be assigned to supervise students during the bus ride. In such cases, the goal will be to train students to ride independently, and a detailed transition plan will be created when the time comes to withdraw this support.

It is the responsibility of the parent/guardian to inform the bus company (First Student Canada – 204-253-5942), and the bus aide where applicable, of any changes in daily transportation. In the case of illness of the bus aide, or the lack of availability of a bus aide, the parent/guardian will be informed and will be responsible for arranging transportation.

The bus company reports incidents to school administration for follow-up. It is possible for bus privileges to be suspended or discontinued.

COMMUNICATION

The school uses a variety of formats to communicate upcoming events and classroom activities to parents and the community.

- MSD website
- Parent/Teacher conferences
- School and classroom blogs
- Parent calendar sent out annually
- Letters and emails about activities or changes to the schedule
- Communication books in early years classrooms

HOMESTAY PROGRAM

Eligible students (as described in this handbook) who live more than 80 kilometers beyond the Winnipeg city limits may request a placement in a Winnipeg home from Sunday – Thursday. Homestay students return home on weekends. An information package is available on our school website or from the office.

ADVISORY COUNCIL FOR SCHOOL LEADERSHIP (ACSL)

The ACSL works in cooperation with school staff members and is comprised of the Chairperson, Treasurer, Secretary, principal, teacher representatives, a student representative, parents at large and members of the Deaf Community.

SCHOOL CANCELLATION

In the event that a decision is made to cancel school bus services (ie. The temperature and/or wind chill is -45 degrees or colder or snow accumulation makes transportation impossible), classes at MSD will be cancelled. Staff members and students will be contacted through the emergency phone/email tree and an announcement will be made on CJOB radio.

If the school is to be closed down during school hours, parents will be contacted and students will be sent home once the busses arrive. **It is important that parents/guardians establish plans, in advance, with their child for such closures.**

Students attending classes at St. James-Assiniboia School Division schools are expected to attend classes if these schools are open.

EMERGENCY EVACUATION PROCEDURES

Procedures for evacuating the school in the case of an emergency are posted in each classroom and are reviewed and practiced on a monthly basis throughout the school year.

ACCIDENTS

Parents are encouraged to purchase student insurance. Brochures are sent home at the beginning of each school year. Any accidents occurring during the school day will be reported to front office staff. Designated Emergency Response Team members have been trained to provide first aid and to assist in decision-making regarding the need for further medical treatment. Parents/guardians will be contacted and advised of the situation. **It is critical that the name and phone number of an emergency contact is provided for situations when school staff members are unable to make contact with the parent/guardian.**

ILLNESS

Parents and guardians should make arrangements for their child to remain at home during illness. In the event that a child becomes ill at school, and is unable to participate in the classroom activities, the parents/ guardians will be contacted. The school requires a prompt pick up by parents or appointed caregivers in these cases.

LICE

Lice are small parasitic insects that live mainly on the scalp and neck hairs of humans. They do not cause disease, nor are they a sign of being unclean. They are a nuisance, and easily spread between school children. Students found to have **live lice** must be picked up promptly from school by their parent/guardian. On the same day a case of lice is confirmed, a letter explaining lice removal techniques will be sent home to the parents/guardians. Their child's hair must be washed with a "lice-killing" shampoo and they may return to school 24 hours after their hair has been washed.

VISITORS

Visitors to MSD must report to the office to sign in and receive a visitor tag to be worn in the school. Visitors must be accompanied by a staff member at all times. Individuals without passes will be directed to the office by school staff members. Members of the public (not staff members or students) who wish to tour the school can request a formal visit by completing a "Visitor Request Form" and submitting it to the office.

FACILITY USE

Groups wanting to use the school facility after school hours must complete a "School Use Form" and have it approved by designated MSD staff and by Government Services staff. Forms are available in the front office.

PARKING

There is limited parking available on the front street, and time limits should be noted to avoid receiving a ticket from the City of Winnipeg. There are four visitor spots in the school parking lot, including handicapped parking. If the visitor spots are full, day passes may be available at the front office for a cost of \$2.50 per day. All other parking spots are reserved for staff.

SMOKING

MSD is a smoke-free environment at all times, both in the facility and on school grounds.

LOCKERS

Each student is assigned to a locker and must use the combination lock provided by the school. Special locks (key) are available if students require them. **Once a locker has been assigned, changes are not permitted unless approved by office staff.** Students are responsible for the locker to which they are assigned. Recognition of the following is important:

- students should not share their combination with anyone
- the combination lock should be locked securely at all times
- although lockers are generally secure, it is highly recommended that students do not keep money or valuables in their lockers
- things should not be attached to the locker that cannot be easily removed
- students will clean out their lockers at Semester Break and at the end of the school year

Please note that locks and lockers are school property and that school administrators have the authority to inspect lockers, without notice, whenever circumstances warrant such action. There will be a \$5 charge for the replacement of lost or damaged combination locks.

VALUABLES

The school cannot take responsibility for the loss, theft or damage of personal property or valuables. Students are encouraged to leave such items at home.

LOST AND FOUND

Items should be turned in to the main office where they will be kept until claimed, or until the end of the school year at which time they will be donated to charity, or discarded.

ITEMS PROHIBITED AT MSD

- laser pointers
- drugs/alcohol
- knives/weapons of any kind

Students found with these items will have them confiscated and disciplinary action may occur.

SUPPLIES

A supply list applicable to each level (Early Years, Middle Years, Senior Years) is available from the office. Students are expected to maintain the necessary supplies throughout the school year.

LUNCH TIME

Students receive one hour for lunch every day. They are required to bring their own lunch to school, as there is no canteen or cafeteria facility.

Early Years and Middle Years students must remain on campus during breaks and lunch hour. Senior Years students are allowed to leave the school campus during the lunch hour, however, it is expected that they act and behave responsibly. **Parents of Senior Years students who prefer that their child remain on school property during the lunch hour need to indicate this in writing to the front office.**

- **EARLY YEARS (12:00 – 1:00)**

Following a twenty-five minute outdoor recess, students have thirty-five minutes to eat. Early Years students are supervised while they eat lunch in the multi-purpose room. A microwave is available for students to reheat their food.

- **MIDDLE YEARS/SENIOR YEARS (12:15 – 1:15)**

Middle and Senior Years students eat in the Student Centre. A microwave is available for students to reheat their food. Students may participate in intramural activities after eating.

Please note the following guidelines:

- MSD is a nut aware facility. Please do not send food products containing nuts.
- All lunch items should be fully cooked and only require minimal reheating. Frozen goods are not recommended, as they take longer to cook.
- Utensils are not supplied by the school, but knives should not be sent with your child.
- Students must provide microwave-safe containers/plates for foods that need heating. Some food items, like pizza pops, are awkward to handle without a plate when they are hot.
- Soup should be sent in a thermos. Soup heated in the microwave can spill, causing burns, and are a safety hazard.
- Glass is not permitted.

Our school is a part of the Province of Manitoba *Healthy Schools Initiative*. We ask that you send healthy lunches and snacks. We discourage pop, chips, candy, etc. Healthy choices include fruit, fruit juices, fruit cups, vegetables and dip, sandwiches, wraps, pasta, rice, granola bars, yogurt, etc.

SPECIAL HOT LUNCHES

Once a month, fundraising breakfasts or lunches are offered to support various school groups. They are optional and the cost is very reasonable. A “Hot Lunch Order Form” will be sent home and **the form must be completed and returned to school by the deadline date**. Forms received after the deadline may not be accepted. Students who do not wish to purchase a hot lunch should bring a regular lunch on that day.

MILK TICKETS

Milk tickets are available from the front office at a reasonable price. Both white and chocolate milk are available. Information will be sent home regarding the prices for milk tickets. Once money is received in an envelope clearly marked “Milk Money” the tickets will be sent home. Students can then exchange milk tickets for fresh milk.

FIELD TRIPS

Students on approved field trips will be granted “school excursion status” for attendance purposes. However, they are responsible for completing any assignments missed. A fieldtrip permission form will be included in the registration package. Once permission is granted by the parent/guardian, teachers will send home notices about specific fieldtrips home prior to the event.

YEARBOOK

A fee of \$20 will be collected from each MSD family to assist with costs.

DRESS CODE

Students should be neat, clean and appropriately dressed, wearing attire that is acceptable to the school setting. Clothing should not include reference to illegal drugs, gangs, or profane/offensive language. Any clothing that reveals abdomens, chests, bare backs or buttocks are not allowed. Hats are not allowed in assemblies, but are allowed in the school, and in classrooms at the discretion of individual teachers. When attire is in question, it is the administrator's prerogative to make a judgment.

Appropriate dress is required for Physical Education classes:

- Shorts that allow easy movement, t-shirt; indoor running shoes (no black soles), and a gym bag.

Gym clothes should be taken home occasionally to be washed and returned the next day.

ATHLETICS/EXTRA-CURRICULAR ACTIVITIES

MSD participates in the provincial *Healthy School in Motion* initiative and encourages healthy nutrition and physical fitness. Intramurals are run over the lunch hour on a daily basis. Students participate in monthly runs and in special events organized by the Physical Education teacher. Where possible, teams are formed to participate in league play.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

On an annual basis, parents and students must sign the agreement outlining appropriate use of ICT. Once this is signed, students receive an email account. ICT use is monitored and students may lose, or have their privileges suspended, for inappropriate use.

The school is not able to take responsibility for personal technology items that are lost or stolen. Students who bring cell phones or iPads to school will be permitted to make a call or send a text only in the lobby outside the front office, or in the Student Centre during break times and spares. Students are not permitted to take pictures with personal devices while at school. Students not meeting this expectation will have their phone confiscated and held in the front office until the end of the school day. Repeat offenders will lose privileges to have a cell phone while at school.

CODE OF CONDUCT

BEHAVIOUR EXPECTATIONS AND INTERVENTION

MSD uses a positive school wide approach to behavior intervention. Teaching self- discipline is a shared responsibility that depends on cooperation between the school and parent. The school defines, teaches and reinforces positive social behaviors. Students are encouraged and reminded of the expectations regularly. This approach is proactive and positive instead of reactive and negative.

Students are responsible for:

- attending all classes regularly and on time
- being prepared for all classes by bringing all required supplies and completed homework
- catching up on any work missed due to absences and for seeking extra help for academic difficulties
- showing courtesy and respect for all students and staff members, and showing respect for property
- dressing appropriately for classes and activities
- solving conflicts peacefully through discussions or seeking help
- respecting the diversity of all people in the school community
- developing a positive attitude towards their school
- complying with school discipline and behavior management policies

Staff are responsible for:

- providing learning opportunities for students
- establishing and maintaining a learning environment which is pleasant, orderly, respectful and conducive to learning
- communicating information about student progress, attendance and behaviour to students, parents and administration
- providing mutually convenient out-of-class time for assisting students
- providing an environment that will promote self-esteem
- referring students to appropriate special services when deemed necessary
- providing a respectful work environment

Parents/Guardians are responsible for:

- acting as role models in order to establish positive values concerning achievement, as well as respect for students, school personnel and property
- regularly discussing school matters with their children
- ensuring regular and punctual attendance and completion of all school assignments
- contacting the school if there are areas of concern
- attending school events and meetings when possible and giving support to the school

There are times when behavior occurs that requires consequences be implemented. Responses to behavior will consider both the circumstance and the needs of the student and will be appropriate for the student's stage of development. Below is a list of interventions. These interventions represent a range of options and may not be applied in the order in which they appear. Consequences are developed to teach the student, rather than to punish.

Unacceptable Behavior

- Persistent opposition of authority
- Profane or improper language
- Willful destruction, damage or defacing of school or personal property
- Bullying/cyberbullying
- The use of physical violence or threats in or around the school
- Possession or being under the influence of an illicit drug or alcohol
- Harassment/discrimination
- Gang involvement
- Possession of a weapon

Appropriate Interventions and Disciplinary Consequences

- Verbal Warning
- Parental Involvement
- Interview with administration
- Withdrawal from classroom setting
- Removal of privileges
- Resource staff involvement
- Referral to outside agency
- Restitution
- Threat assessment
- Police notification
- Suspension
- Expulsion

It is important that the school and parents/guardians work together when a student's behavior is a concern. Occasionally, the classroom teacher or a representative of the administration team may ask to meet to address concerns.

Parents and staff members share the goal of wanting students to be in school and actively engaged in learning, so it is important to address any behavior concerns early and to work together to help the child meet the expectations for all students.

When disciplinary action includes a suspension parents/guardians will be contacted and formal notification will be sent home in the form of a letter by the principal. When a student under the age of 18 is suspended, school work will be sent home to be completed. It is important that whenever possible, student learning continues.

When a student is suspended 3 times in a school year, additional supports (ie. a behavior intervention plan or drug and alcohol counseling) will be put in place.

Parents who disagree with a decision regarding a suspension or expulsion must appeal the decision in writing within 30 calendar days. This letter should be sent to the school principal.

The student and his/her parents will be given the opportunity to appeal an expulsion by making a presentation to a committee comprised of the principal, representation of the teaching staff and senior staff from Manitoba Education.



PROGRAMS

ASSESSMENT/REPORTING

Assessment has a variety of purposes....

Assessment for learning is designed to give teachers information to modify and differentiate teaching and learning activities.

Assessment as learning is a process of developing and supporting metacognition for students. "What do I know, what do I need to learn?"

Assessment of learning is summative in nature and used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes.

The Manitoba School for the Deaf uses the Provincial report card to report on student achievement for Grades 1-12. Many students at MSD may have the IEP designation checked off since the scope and breadth of the curriculum outcomes may be changed due to language levels. IEP's (Individual Education Plans) are used to document goals and progress.

**EARLY YEARS
KINDERGARTEN – GRADE 5**

DAILY CLASS CHANGE SCHEDULE

9:00	PERIOD 1
9:40	PERIOD 2
10:20	RECESS
10:35	SNACK
10:45	PERIOD 3
11:25	PERIOD 4
12:00	LUNCH
1:00	PERIOD 5
1:30	PERIOD 6
2:00	PERIOD 7
2:30	RECESS
2:45	PERIOD 8
3:30	
3:35	DISMISSAL

EARLY YEARS PROGRAMMING

All Early Years classrooms follow the Manitoba Curriculum mandated by the Provincial government. Students in the Early Years have access to the curriculum through instruction in American Sign Language as well as instruction in spoken English (if appropriate). In addition to content area classes, students are provided several extra-curricular time slots, such as gym, library and computer. Students also receive enrichment classes in the area of overall language development and American Sign Language.

BIMODAL BILINGUAL PROGRAMMING

MSD offers bimodal/ bilingual programming for early years students. It involves learning in spoken English and in American Sign Language. This program is open to Deaf, hard of hearing, and hearing students who will turn 4 years old by December 31st. If you are interested, please contact the school office to request an Application Form.

KINDERGARTEN/NEW STUDENT LANGUAGE SCREENING

All students who enter MSD will be screened in the area of language development. This screening takes place around the third week of school in the fall and is administered by members of the Resource Team.

REPORTING PERIODS

There are three reporting periods for Kindergarten to grade 5 students, Nov, March, June. Junior Kindergarten has two reporting periods, February and June.

APPROPRIATE CLOTHING

In the Early Years, students are outside for 30 minutes at lunch time and have two fifteen-minute recess breaks outside, supervised by Educational Assistants. It is very important that students wear appropriate clothing, and that it is labeled - especially those items that remain at school.

EARLY YEARS

Wet Weather:

- Rain pants when it has been, or is raining (some of our outdoor play equipment will be wet or damp).
- Rubber boots for outdoor play.

Cold Weather:

- Students need to be dressed warmly (hat, snow pants, mitts (preferably not gloves), scarf, and snow boots).
- By November the playground can be very cold, as we have limited protection from the wind. At times the temperature (with or without the wind chill factor) will be extremely cold. In such cases, students will be kept indoors for recess; however, they must be dressed very warmly for transportation on the busses.

Warm Weather:

- Children should be dressed in layers in the months of April, May, June and September. It is often quite cool in the mornings, but hot by the afternoon.
- Sweater or jacket

Extra Clothing:

- An extra set of clothing (shirt, pants, underwear, and socks) should be sent to school at the beginning of the year. These will be kept in students' lockers and used when necessary.

COMMUNICATION

Communication between home and school is very important. Early Years students will receive a folder or booklet from the classroom teacher at the beginning of the school year for the purpose of recording information about upcoming events, special dates, and important daily information, including emotional and behavioural upsets. Parents should check this folder/booklet daily and read any information written. Teachers (or other staff members) will place forms or paper requiring your signature inside these folders/booklets. Students should bring their folder/booklet back to school every day.

Parents may communicate with the classroom teacher using this folder/booklet or email. If your child has an upcoming appointment, significant family event, and/or information relating to their health, please inform your child's teacher.

Please call in the morning if your child will be absent from school. **If you are coming to pick up or drop off your child during the school day, you must report to the office, so we can sign him/her in or out. Safety of our students is a primary concern. Staff members will not allow students to leave until they are notified by the office.**

SPECIAL EVENTS AND FIELD TRIPS

In addition to engaging students in classroom learning, teachers plan special activities throughout the year. Holidays, assemblies, special speakers and field trips are planned to enhance the Early Years program.

**MIDDLE YEARS
GRADE 6-8**

MIDDLE/SENIOR YEARS DAILY CLASS CHANGE SCHEDULE

BLOCK 1	9:00
BREAK	10:00
BLOCK 2	10:05
BREAK	11:05
BLOCK 3	11:15
LUNCH	12:15
PERIOD 4	1:15
BREAK	2:20
BLOCK 5	2:30
DISMISSAL	3:35

COMMUNICATION

Communication with parents/guardians continues to be a vital part of the Middle Years program. Teachers may contact parents/guardians by phone, or through email, should there be any academic, emotional or behavioural concerns.

Parents/guardians may phone or email teachers with any questions or concerns. Please note that teachers are not available to take phone calls or respond to email during class time. They will respond to phone and email messages as soon as possible.

MIDDLE YEARS PROGRAMMING

The Middle Years student is an active learner who needs to be engaged with their learning, seeks greater independence and has a strong desire for social connections. These factors come into play in programming for Grades 6 – 8 students.

Core Courses Include

English Language Arts

Mathematics

Social Studies

Science

Physical Education/Health

Optional/Practical Arts Courses May Include

Information, Communication and Technology (ICT)

Home Economics

Woodworking

American Sign Language

Drama

Visual Arts

REPORTING PERIODS

Middle Years has three reporting periods, November, March, and June.

SENIOR YEARS (GRADE 9 – 12)

MSD strives to offer a variety of courses to meet the needs, interests and abilities of students. Students must achieve 30 credits, or more, during their Grade 9 – 12 years. Many courses at MSD are scheduled based on the semester system, meaning that courses are taken from September to January, and different courses are taken from February to June. Some courses are offered every other day throughout the school year and are referred to as non-semestered courses.

MIDDLE/SENIOR YEARS DAILY CLASS CHANGE SCHEDULE

BLOCK 1	9:00
BREAK	10:00
BLOCK 2	10:05
BREAK	11:05
BLOCK 3	11:15
LUNCH	12:15
PERIOD 4	1:15
BREAK	2:20
BLOCK 5	2:30
DISMISSAL	3:35

SENIOR YEARS STUDENT PROGRAMMING

The Manitoba School for the Deaf (MSD) offers various courses and strives to create an inclusive environment for all learners. The Manitoba School for the Deaf follows the curriculum developed by Manitoba Education. Teachers differentiate instruction by including a range of instructional strategies, techniques, and materials to help each student realize their potential.

Some students require **adaptations** to assist them in the learning process. Adaptations could include changes to the teaching process, materials, or student products. Students still work on the full range of curricular outcomes. Adaptations are reported through the “**C.A.R.E.S.** Form” which is included with the first report card of a given course.

The province of Manitoba has guidelines for the assignment of an “**M**” (modified) course designation to any departmentally developed or approved curriculum. This designation indicates when course content has been significantly modified to meet a student’s unique learning needs. Students requiring modified courses still benefit from the teaching and learning process of the class and the content of the curriculum. Students who take courses with the “M” designation will graduate with a regular diploma, but will most likely not have the necessary requirements for post secondary programs (university or college). Students may only access the “M” designation after being referred by the school Resource Team. Parents are included in decision making throughout the referral process. Students in modified courses will receive a report card as well as a Student Specific Plan (SSP) outlining individual goals.

Students who have cognitive disabilities and will not benefit from the provincially developed or approved curriculum often have an individualized educational program. Students for whom it is appropriate for their educational programming to include the “**I**” (individual) programming designation will have Individual Education Plans (IEP). These plans are developed by the school team, including teachers and parents. The IEP contains goals to help the child develop functional language, social, academic, and physical skills. The IEP takes the place of a regular report card.

ATTENDANCE

Students are expected to attend classes on time as scheduled. Teachers will follow up with students arriving late, and will inform parents when they have arrived to class late on three occasions. Should the student continue to arrive late to class, the teacher will request assistance from administration. Appropriate consequences will be implemented for each individual situation.

Regular attendance is expected. When possible, parents are encouraged to ensure that appointments are made outside school hours. **Front office staff should be notified if students will be absent, or if they need to leave during school hours.** In cases where this does not occur, front office staff will contact parents/guardians.

Students not arriving to scheduled classes will be considered absent, unless they are participating in a school-related activity/field trip. When absent from classes, students are responsible to complete any missed work.

Attendance is important. Teachers will monitor attendance and follow up accordingly. Failure to meet the requirements of a course will be reflected on the student's report card.

CREDIT SYSTEM

Beginning in Grade 9, students accumulate credits for courses completed each year. A total of 30 credits are required for graduation, some of which are compulsory and some of which are electives. Students are able to register for both half and full credit courses. Credits are earned when students achieve a passing grade of 50% in a course.

Information can be gained from course numbers:

- The first number indicates the grade level for the course:
 - Grade 9 – 1
 - Grade 10 – 2
 - Grade 11 – 3
 - Grade 12 – 4
- The second number indicates:
 - Provincially approved full credit course – 0
 - Provincially approved half credit course – 5
 - Approved School Initiated Course – 1
- The letter following the second number indicates the type of course:
 - Foundations – F
 - Specialized – S
 - General – G

For example, Science 20F indicates a Grade 10 (2), full credit (0), provincially approved foundations course (F) in Science.

Students will receive an updated credit record form with their report card at the end of each semester.

Note: Prerequisites for programs at post-secondary institutions may differ from graduation requirements. It is important to seek accurate information regarding course requirements for specific programs.

ALTERNATIVE EDUCATIONAL OPTIONS

- Distance Learning courses
- On-line courses
- Student Initiated Projects
- Apprenticeship Program
- Community Service Credit
- Cultural Exploration Credit
- Mature Student Program

TEXTBOOKS

Each subject area teacher will distribute textbooks for their courses. The textbook number is recorded along with the condition in which the textbook is loaned. Students are responsible for the care of textbooks while in their possession. All textbooks must be returned to the assigning teacher upon withdrawal from a course, upon request of the teacher, at the end of the semester or at the end of the school year. Students may be assessed a fine for serious deterioration, or loss, of textbooks.

REPORTING PERIODS

Report cards are issued to students four times per year. Students in semestered courses receive a mid-term report and a final mark, whereas those in courses that run throughout the year receive three interim reports and a final mark. Parent/Teacher conferences are scheduled twice a year. Parents are welcome to contact teachers any time throughout the year to request information about their child's progress.

ASSESSMENT WEEKS

MSD sets aside one week each semester for informal assessments or exams. There are no classes during the assessment weeks, and students are only allowed in the school when they have scheduled exams. Parents/guardians are responsible for making transportation plans with their child during exam weeks.

AWARDS CEREMONY

Certificates, special awards, plaques, and other forms of student recognition are presented at the annual Awards Ceremony. Students are recognized for outstanding academic achievement, good citizenship, athletic achievement, and other accomplishments.

GRADUATION

Students who successfully complete compulsory courses, and meet the minimum requirement of 30 credits by the end of Grade 12, participate in a graduation ceremony in June. This consists of a convocation ceremony held at MSD. During this time, scholarships, bursaries, awards and diplomas are presented. The graduating class plans evening activities which vary from year to year. Graduating students participate in a number of fundraising activities throughout the year to support these activities.

STUDENT PARLIAMENT

Senior Years students are elected by their peers to represent the MSD student body in the following positions on Student Parliament:

- Prime Minister
- Deputy Prime Minister
- Minister of Finance
- Minister of Publications
- Minister of Aboriginal Affairs
- Minister of Entertainment
- Minister of Sports

Student Parliament members work together to plan, promote and host school-sponsored social activities for Middle and Senior Years students.

**STAFFING
SCHOOL FACULTY**

All email addresses (first initial)(last name)@msd.ca

Leadership Team

Ricki Hall – Principal
Lori Dustan Lafond – Educational Supervisor
Doris Jakilazek – Financial Manager

Administrative Assistant

Darlene Scott

Resource Team

Shauna Arbuckle/Christine Ryczak – Speech/Language Pathologists (CGC)
Elaine Litvak – Speech/Language Pathologist
Jaga Russell – Psychologist
Marion Bremner – Family/School Liaison Worker
Sarah Rabu – ASL Support Teacher
Barb Garrioch – Reading Clinician
Mar Koskie – ASL Support Worker

Teachers

Mari-Len Andrabado
Toni Bond
James Coleman
Deidre Hase-Damm
Becky Isaac
Meghan Perreault

Pat Jones
Colleen Macdonell
Jonathan Miller
Tara Love
Liana Price
Leslie Baldwin

Educational Assistants

James Andrabado
Michael Austria
Amanda Dufour
Kristin Szwarc
Andrew Hope

Bronwyn Jones
Robert Phillips
Dawne Robins
Candice Sharpe
Destiny Cordell

Multi-Media Centre

Diane Bilyj

Interpreters

Carmela Castellano-Sinclair
Erica Trethart
Xenia Gallardo

Custodial Staff

Lionel Berard
Archie Edwards
Warren Johnston