



POLICY:

REGULATION: GCNA – EVALUATION AND SUPERVISION OF PRINCIPALS

EXHIBIT:

## SEINE RIVER SCHOOL DIVISION

### PROCESS FOR THE EVALUATION AND SUPERVISION OF PRINCIPALS

#### A. ASSUMPTIONS, EXPECTATIONS AND BELIEFS:

1. The purposes of evaluation and supervision are:
  - a) to encourage and recognize professional learning
  - b) to ensure the quality of leadership in divisional schools
2. **Supervision** is a continuous and formative process. **Evaluation** is primarily a summative process intended to document performance.
3. Principal evaluation relates to the mission statement, long-range plans, goals, and job descriptions that the school division and the school have formulated.
4. Leadership skills and abilities are measurable. Growth is continuous.
5. All Principals will develop and pursue a Professional Growth Plan annually. (*See Appendix A*)
6. The principal evaluation model recognizes three different tracks.
  - a) for beginning principals and/or principals new to the Division
  - b) for experienced principals
  - c) for principals with identified needs
7. Vice-principals are to be evaluated by the principals during their first and second year and every third year subsequent to that.
8. The evaluation process is intended to start with a rich set of leadership standards and attributes that reflect what is known about effective leadership. (*See section D Criteria*)
9. The evaluator's judgment will be based on observations and data collected on:
  - a) Inputs: what the principal does *and*
  - b) Outputs: the results achieved.

#### B. OVERVIEW OF PROCESS

APPROVED:

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SOURCE:

OTHER REFERENCE:



POLICY:  
 REGULATION: GCNA – EVALUATION AND SUPERVISION OF PRINCIPALS  
 EXHIBIT:

Track	Frequency	Process	Description	Criteria/Data	
<b>Beginning</b>	Year 1	Yes	Formative/Coaching	Probationary	Informal  Refer to:  Section D: Evaluation Criteria
	Year 2	Yes	Summative	Probationary	
<b>Experienced</b>	Every 3 years	Formal	Refer to Section C		
<b>Identified Needs</b>	As required or requested See C3	Formal	Regular or  Intensive		
<b>Professional Growth Plan</b>	Annually	Individualized  Self-assessment	See section on PGM	Personally generated	

**C. FORMAL EVALUATION**

1. The regular supervision of Principals is the responsibility of the Assistant Superintendent – Instruction.
2. The formal evaluation of principals is the responsibility of the Superintendent’s Department.
3. In addition to the regular schedule, a formal evaluation may be initiated at the request of the Principal or at the discretion of the Superintendent.
4. Principals to be evaluated during the current school year will be notified by October 1<sup>st</sup>.
5. Principals who wish to be evaluated will notify the Superintendent by September 15<sup>th</sup>.
6. Prior to the start of the evaluation process, a pre-conference will occur to clarify the process, criteria and data collection procedures.
7. The data collection process will include several or all of the following:
  - The evaluator’s presence at school activities such as: staff meetings, PAC meetings and activities, student activities, ...
  - Shadowing and reflective interviews

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 OTHER REFERENCE:



POLICY:

REGULATION: GCNA – EVALUATION AND SUPERVISION OF PRINCIPALS

EXHIBIT:

- A 360 degree process involving the teaching staff
- Archival and current data on school activities, projects and successes
- An assessment of the quality and level of student learning and involvement
- A minimum of three meetings to discuss the school plan and the Principal’s professional growth plan
- Input from other members of the Superintendent’s and the Secretary-Treasurer’s Departments.

8. The evaluator using the identified criteria will prepare a preliminary report. This will form the basis of the post-conference at which conclusions and future actions will be identified.
9. Following the post-conference, the report will be finalized and reviewed with the Principal. The Principal is to be given the opportunity to attach a personnel comment to the evaluator’s report.
10. Signed copies of the final document are to be left with the Principal and deposited in the personnel file prior to the end of the school year.

**D. EVALUATION CRITERIA**

1. **Intrapersonal Skills:** How one manages oneself.

**1.1 Self-Awareness** - *Knowing one’s internal states, preferences, resources, and intuitions*

- *Emotional awareness:* Recognizing one’s emotions and their effects
- *Accurate self-assessment:* Knowing one’s strengths and limits
- *Self-confidence:* A strong sense of one’s self-worth and capabilities

**1.2 Self-Regulation** - *Knowing one’s internal states, impulses, and resources*

- *Self-Control:* Keeping disruptive emotions and impulses in check
- *Trustworthiness:* Maintaining standards of honesty and integrity
- *Conscientiousness:* Taking responsibility for personal performance
- *Adaptability:* Flexibility in handling change
- *Innovation:* Being comfortable with novel ideas, approaches, and new information

**1.3 Motivation** - *Emotional tendencies that guide or facilitate reaching goals*

- *Achievement drive:* Striving to improve or meet a standard of excellence
- *Commitment:* Aligning with the goals of the group or organization
- *Optimism:* Persistence in pursuing goals despite obstacles and setbacks

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OTHER REFERENCE:



POLICY:

REGULATION: GCNA – EVALUATION AND SUPERVISION OF PRINCIPALS

EXHIBIT:

**2. Interpersonal Skills; These competencies determine how we handle our relationships:**

**2.1 Empathy - Awareness of others' feelings, needs and concerns**

- *Understanding others:* Sensing others' feelings and perspectives, and taking an active interest in their concerns
- *Developing others:* Sensing others' development needs and bolstering their abilities
- *Service orientation:* Anticipating, recognizing, and meeting the needs of those we serve; students, teachers, parents
- *Leveraging diversity:* Cultivating opportunities through different kinds of people
- *Political awareness:* Reading a group's emotional currents and power relationships

**2.2 Social Skills - Adeptness at inducing desirable responses in others**

- *Influence:* Wielding effective tactics for persuasion
- *Communication:* Listening openly and sending convincing messages
  - Demonstrates the ability to communicate clearly and concisely in written and oral form.
  - Demonstrates active listening skills: seeks first to understand and listens with the heart and eyes as well as the ears.
  - Communicates regularly with the community, sharing information and obtaining feedback, which may serve to redefine, redirect or prioritize school initiatives.
- *Conflict management:* Negotiating and resolving disagreements
- *Leadership:* Inspiring and guiding individuals and groups
  - Demonstrates keen observational skills developed by employing a "management by walking around" supervisory style.
- *Change catalyst:* Initiating or managing change
- *Building bonds:* Nurturing instrumental relationships
- *Collaboration and cooperation:* Working with others toward shared goals
  - Ensures that individuals and groups within the school and community have opportunities to communicate openly and effectively for the betterment of the school and community.
  - Collaborates with the teaching staff to articulate a school vision, which provides purpose and direction to school goals, based on what is in the best interest of the student.
  - Collaborates with representative members of the advisory council to develop goals which reflect a collaboratively developed vision statement
- *Team capabilities:* Creating group synergy in pursuing collective goals
  - Works with the teaching staff to develop school goals which reflect a collaboratively developed vision statement

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OTHER REFERENCE:



POLICY:

REGULATION: GCNA – EVALUATION AND SUPERVISION OF PRINCIPALS

EXHIBIT:

- Identifies, interprets and solves problems encountered within the greater school community:
  - ✓ Anticipates emerging problems
  - ✓ Identifies short and long term implications of problems
  - ✓ Employs ethics to structure responses to complex problems
  - ✓ Employs a collaborative team approach unless a consultative or unilateral process is required
  - ✓ Evaluates plans and decisions
  - ✓ Assumes responsibility for decision-making
- In setting priorities, understands and demonstrates the need to spend time doing the “important” but not urgent.

### 3. Instructional Leadership:

#### 3.1 Curriculum

- Ensures curriculum is taught in harmony with the Department of Education and Training guidelines.
- Has success in utilizing the talents and ideas of the staff in delivering curriculum.
- Demonstrates knowledge of curriculum.
- Develops and uses a comprehensive implementation plan to ensure that new curricula are implemented.
- Evaluates program and staff to determine degree of implementation achieved.
- Does his/her best to see that every child’s instructional needs are met and that, where necessary, special programs are provided.
- Actively supports and assists in the development of co-curricular programs whose objectives support the general aims of the school and are directed at the needs and interests of the students.

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OTHER REFERENCE:



POLICY:

REGULATION: GCNA – EVALUATION AND SUPERVISION OF PRINCIPALS

EXHIBIT:

### 3.2 Instruction

- Recognizes and encourages the development of instructional expertise among teacher and resource staff
- Promotes sharing among staff to encourage skill development and reflection about teaching practices.

### 3.3 Assessment

- Ensures the utilization of reliable assessment practices.

## 4. Management:

### 4.1 Personnel

- Makes effective recommendations for the hiring of staff.
- Provides staff induction for new members.
- Executes divisional policy in the clinical supervision of staff
- Working within the context of the PGM works with staff to develop self-evaluation procedures and professional reflection.
- As a representative of the Board, clarifies and supports divisional policies and priorities to staff, students and parents.

### 4.2 Business/Financial

- Develops or ensures the development of adequate procedures for the preparation and administration of the school's budgets and meeting the EIS requirements.
- Meets budgetary needs of the school within established guidelines by implementing a collaborative process to establish budgetary priorities reflecting efficiency, long term planning and accountability.

### 4.3 Physical Plant

- Ensures that furnishings, facilities and grounds are generally neat and clean and are well maintained to guarantee the health, safety and well being of students and staff.

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**POLICY:**

REGULATION: GCNA – Evaluation & Supervision of Principals  
Appendix A

**EXHIBIT:**

SRSD Professional Growth Plan for Principals

Creating a *Personal Mission Statement* will be, with out question, one of the most powerful and significant things you will ever do to take the leadership of your life. In it, you will identify the first, most important roles, relationships, and things in your life – who you want to be, whom and what you want to give your life, the principles you want to anchor your life to, the legacy you want to leave. All the goals and decisions you will make in the future will be based upon it. It's like deciding first which wall you want to lean your ladder of life against and then beginning to climb.

It will be a compass –  
a strong source of guidance amid the stormy seas and  
pressing, pulling currents of your life.

- Stephen Covey

Setting the Context for the Professional Growth of Principals

The two primary purposes of principal evaluation are accountability and professional growth. Every three years, principals are evaluated by the Superintendent, or designate, to maintain this accountability feature of evaluation for the school division. However, we believe that professional growth is paramount in the ongoing professional development of principals in our school system. To that end, this document reflects our divisional belief of *leading the way to personal growth*.

Annually, principals are expected to develop a professional growth plan which will be shared bi-annually as part of the official school visits. Principal's Professional Growth Plans must be filed with the Superintendent's Department bi-annually and will be filed in the Administrator's personnel file.

Designing a Professional Growth Plan

For school administrators, a Professional Growth Plan is based on a personal mission statement. Additionally, it is comprised of specific goals and action plans to achieve and evaluate professional goals. The goals should follow SMART guidelines and be specific, measurable, achievable, relevant and timely to the school administrator's development as a professional. Consideration in the development of goals should be given to the key areas of effective school administrative leadership: instructional leadership, interpersonal skills, intrapersonal skills and management. The Professional Growth Plan should be revisited and revised on a regular basis as it is a guidepost for continuous growth and development.

Creating a Personal Mission Statement

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OTHER REFERENCE:



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REGULATION: GCNA – Evaluation & Supervision of Principals  
Appendix A

**EXHIBIT:**

Writing a personal mission statement is as much about self-reflection and self-discovery as an act of creation. To envision your personal mission statement, reflect on your achievements and aspirations as a professional.

A well crafted mission statement:

- Reflects your inner visions and aspirations
- Balances aspirations with workplace demands
- Serves as a foundation and guide for goal-setting
- Serves as a means of assessing goals and objectives
- Enhances and focuses your professional portfolio

### Setting Goals

The best goals are consistent with our personal mission statement.

Goal setting is the process of translating a mission statement into focus. The purpose of a goal statement is to outline an ability that if mastered, moves the administrator towards their personal vision. Your choice of goals is determined by:

- The relevance of the goal to your mission statement
- Your personal views
- Your past experiences
- Your professional and personal needs

### Creating your Action Plan

Identifying your action plan and timelines will help you to keep focused on your professional growth plan. By committing the goal to paper you are making a professional promise to yourself to engage in the necessary actions to actualize your goals through intentional planning. Start by identifying what success would look like and then detail how you plan to approach your goal, what timelines you will need to achieve your goal and if you will need the support of others to achieve your plans.

A vision without action is but a dream;  
Action without vision is a waste of time;  
But vision with action can change our lives.

*Ignacio Tinajero*

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OTHER REFERENCE:





POLICY:

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VICE-PRINCIPALS

EXHIBIT:

## SEINE RIVER SCHOOL DIVISION

### PROCESS FOR THE EVALUATION AND SUPERVISION OF VICE-PRINCIPALS

#### A. ASSUMPTIONS, EXPECTATIONS AND BELIEFS:

1. The purposes of evaluation and supervision are:
  - a) to encourage and recognize professional learning
  - b) to ensure the quality of leadership in divisional schools
2. **Supervision** is a continuous and formative process. **Evaluation** is primarily a summative process intended to document performance.
3. Vice-Principal evaluation relates to the mission statement, long-range plans, goals, and job descriptions that the school division and the school have formulated.
4. Leadership skills and abilities are measurable. Growth is continuous.
5. All Vice-Principals will develop and pursue a Professional Growth Plan annually. (*See Appendix A*)
6. The Vice-Principal evaluation model recognizes three different tracks.
  - a) for beginning principals and/or principals new to the Division
  - b) for experienced principals
  - c) for principals with identified needs
7. Vice-Principals are to be evaluated by the Principals during their first and second year and every third year subsequent to that.
8. The evaluation process is intended to start with a rich set of leadership standards and attributes that reflect what is known about effective leadership. (*See section D Criteria*)
9. The evaluator's judgment will be based on observations and data collected on:
  - a) Inputs: what the principal does *and*
  - b) Outputs: the results achieved.

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POLICY:  
 REGULATION: GCNA – EVALUATION AND SUPERVISION OF VICE-PRINCIPALS  
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**B. OVERVIEW OF PROCESS**

Track	Frequency	Process	Description	Criteria/Data
<b>Beginning</b> Year 1 Year 2	Yes	Formative/Coaching	Probationary	Refer to:  Section D: Evaluation Criteria
	Yes	Summative	Probationary	
<b>Experienced</b>	Every 3 years	Formal	Refer to Section C	
<b>Identified Needs</b>	As required or requested See C3	Formal	Regular or  Intensive	
<b>Professional Growth Plan</b>	Annually	Individualized Collaborative Self-assessment	See section on PGM	

**C. FORMAL EVALUATION**

1. The regular supervision of the Vice-Principal is the responsibility of the Principal.
2. The formal evaluation of the Vice-Principal is the responsibility of the Principal.
3. In addition to the regular schedule, a formal evaluation may be initiated at the request of the Vice-Principal or at the discretion of the Principal.
4. Vice-Principals to be evaluated during the current school year will be notified by October 1<sup>st</sup>.
5. Vice-Principals who wish to be evaluated will notify their Principal by September 15<sup>th</sup>.
6. Prior to the start of the evaluation process, a pre-conference will occur to clarify the process, criteria and data collection procedures.
7. The data collection process will include several or all of the following:

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POLICY:

REGULATION: GCNA – EVALUATION AND SUPERVISION OF VICE-PRINCIPALS

EXHIBIT:

- The evaluator's presence at school activities such as: staff meetings, PAC meetings and activities, student activities, ...
  - Shadowing and reflective interviews
  - A 360 degree process involving the teaching staff
  - Archival and current data on school activities, projects and successes
  - An assessment of the quality and level of student learning and involvement, as defined by the Principal
  - A minimum of three meetings to discuss the Vice-Principal's professional growth plan
8. The evaluator using the identified criteria will prepare a preliminary report. This will form the basis of the post-conference at which conclusions and future actions will be identified.
9. Following the post-conference, the report will be finalized and reviewed with the Vice-Principal. The Principal is to be given the opportunity to attach a personal comment to the evaluator's report.
10. Signed copies of the final document are to be left with the Vice-Principal, sent to the Assistant Superintendent – Instruction & Curriculum and deposited in the personnel file prior to the end of the school year.

#### **D. EVALUATION CRITERIA**

##### **1. Intrapersonal Skills - How one manages oneself:**

- Accepts responsibility for decisions.
- Sets an example for working hard their self.
- Demonstrates initiative and persistence needed to accomplish goals and objectives.
- Listens to opinions and ideas of colleagues.
- Is patient, understanding, considerate and courteous.
- Is thorough, accurate and logical in his work.
- Engages in activities that promote personal professional growth, i.e. conferences, courses, readings, etc.
- Demonstrates a sense of humour at appropriate times.

##### **1.1 Self-Awareness - *Knowing one's internal states, preferences, resources, and intuitions***

- *Emotional awareness:* Recognizing one's emotions and their effects
- *Accurate self-assessment:* Knowing one's strengths and limits
- *Self-confidence:* A strong sense of one's self-worth and capabilities

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OTHER REFERENCE:



POLICY:

REGULATION: GCNA – EVALUATION AND SUPERVISION OF  
VICE-PRINCIPALS

EXHIBIT:

**1.2 Self-Regulation** - *Knowing one's internal states, impulses, and resources*

- *Self-Control*: Keeping disruptive emotions and impulses in check
- *Trustworthiness*: Maintaining standards of honesty and integrity
- *Conscientiousness*: Taking responsibility for personal performance
- *Adaptability*: Flexibility in handling change
- *Innovation*: Being comfortable with novel ideas, approaches, and new information

**1.3 Motivation** - *Emotional tendencies that guide or facilitate reaching goals*

- *Achievement drive*: Striving to improve or meet a standard of excellence
- *Commitment*: Aligning with the goals of the group or organization
- *Optimism*: Persistence in pursuing goals despite obstacles and setbacks

**2. Interpersonal Skills - These competencies determine how we handle our relationships:**

- Displays initiative and creativity in sharing the administrative workload of the school.
- Consults with the Principal and the school team.
- Shares and supports the vision and philosophy that the Principal has for the school.
- Offers input and suggestions.
- Accepts tasks that are assigned by the Principal.
- Contributes to the development and implementation of procedures/techniques directed at keeping parents informed and knowledgeable about the programs, services and general activities of the school.
- Demonstrates a level of interpersonal skills, maturity and stability to ensure grievances/misunderstandings between staff and parents are settled fairly.
- Demonstrates willingness and ability to discuss openly and frankly with parents.
- Is trusted and confided in by their staff.
- Has good communication with staff.
- Facilitates cooperation, trust and good feelings among staff members; actively promotes high staff morale and creates a feeling of unity.
- Knows and understands problems faced by their staff.
- Provides assistance and guidance.
- Demonstrates an open attitude toward staff-initiated changes.
- Relates effectively to the students.
- Administers the discipline policy fairly.
- Encourages staff to recognize and commend worthwhile accomplishments of students.
- Helps provide a climate which makes students feel excited about learning.

**2.1 Empathy** - *Awareness of others' feelings, needs and concerns*

- *Understanding others*: Sensing others' feelings and perspectives, and taking an active interest in their concerns

APPROVED:

REVISED: December 2007

SOURCE:

OTHER REFERENCE:



POLICY:

REGULATION: GCNA – EVALUATION AND SUPERVISION OF VICE-PRINCIPALS

EXHIBIT:

- *Developing others:* Sensing others' development needs and bolstering their abilities
- *Service orientation:* Anticipating, recognizing, and meeting the needs of those we serve; students, teachers, parents
- *Leveraging diversity:* Cultivating opportunities through different kinds of people
- *Political awareness:* Reading a group's emotional currents and power relationships

## 2.2 Social Skills - *Adeptness at inducing desirable responses in others*

- *Influence:* Wielding effective tactics for persuasion
- *Communication:* Listening openly and sending convincing messages
  - Demonstrates the ability to communicate clearly and concisely in written and oral form.
  - Demonstrates active listening skills: seeks first to understand and listens with the heart and eyes as well as the ears.
- *Conflict management:* Negotiating and resolving disagreements
- *Leadership:* Inspiring and guiding individuals and groups
  - Demonstrates keen observational skills developed by employing a "management by walking around" supervisory style.
- *Building bonds:* Nurturing instrumental relationships
- *Collaboration and cooperation:* Working with others toward shared goals
- *Team capabilities:* Supporting group synergy in pursuing collective goals
  - The Vice-Principal works collaboratively with the school Principal to identify issues encountered within the greater school community:
    - ✓ Anticipates emerging problems
    - ✓ Identifies short and long term implications of problems
    - ✓ Employs ethics to structure responses to complex problems
    - ✓ Employs a collaborative team approach unless a consultative or unilateral process is required
    - ✓ Evaluates plans and decisions
    - ✓ Assumes responsibility for decision-making

## 3. Instructional Leadership:

### 3.1 Curriculum

- Ensures curriculum is taught in harmony with the Department of Manitoba Education, Citizenship and Youth guidelines.
- Has success in utilizing the talents and ideas of the staff in delivering curriculum.
- Demonstrates knowledge of curriculum.

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REGULATION: GCNA – EVALUATION AND SUPERVISION OF VICE-PRINCIPALS

EXHIBIT:

- Develops and uses a comprehensive implementation plan to ensure that new curricula are implemented.
- Evaluates program and staff to determine degree of implementation achieved.
- Does their best to see that every child's instructional needs are met and that, where necessary, special supports are provided.
- Actively supports and assists in the development of co-curricular programs whose objectives support the general aims of the school and are directed at the needs and interests of the students.
- Provides input into the development of functional timetables taking into consideration the needs of students and staff.
- Helps ensure that co-curricular programs are equitably and fairly distributed among staff.
- When approached, provides advice and assistance to all teachers experiencing difficulty.
- Plans, or helps plan, meaningful professional days.
- Encourages teachers to attend professional conferences and workshops to become more familiar with current educational trends and innovations.

### 3.2 Instruction

- Recognizes and encourages the development of instructional expertise among teacher and resource staff
- Promotes sharing among staff to encourage skill development and reflection about teaching practices.
- Shares a leadership role in curriculum and program development.
- Demonstrated knowledge of current curriculum trends.
- Initiates, designs and implements programs to meet the specific needs of the school and the community.
- Has success in utilizing the talents and ideas of the staff in delivering curriculum.
- Does their best to see that every child's needs are met and that, where necessary, special supports are provided.
- Helps create a team spirit among staff in their approach to the learning climate.
- Assumes an active role of leadership in professional activities, i.e. associations, committees, etc.
- Shows respect for the bilingual nature of the Division.

### 3.3 Assessment

- Promotes the utilization of reliable assessment practices.

APPROVED:

REVISED: December 2007

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VICE-PRINCIPALS

EXHIBIT:

#### 4. Management:

- Anticipates situations that may need improvement.
- Manages their time efficiently.
- Actively supports and assists in the development of co-curricular programs whose objectives support the general aims of the school and are directed at the needs and interests of the students.
- Helps maintain an effective student records system.
- Demonstrates the ability to communicate clearly and concisely in written and oral form.
- Shares the responsibility of resolving the problems as they arise.
- Deals promptly with problems as they arise.
- Clarifies divisional policies and priorities to staff and students.

#### 4.1 Personnel

- Participates in the process for hiring staff.
- Supports staff induction for new staff.
- Assists in the execution of divisional policy in the clinical supervision of staff
- Working within the context of the PGM works with staff to develop self-evaluation procedures and professional reflection.
- As a representative of the Board, clarifies and supports divisional policies and priorities to staff, students and parents.

#### 4.2 Business/Financial

- Demonstrates the understanding of the development of adequate procedures for the preparation and administration of the school's budgets and meeting the EIS requirements.
- Demonstrates the understanding of the budgetary needs of the school within established guidelines.

#### 4.3 Physical Plant

- Supports the Principal in ensuring that furnishings, facilities and grounds are generally neat and clean and are well maintained to guarantee the health, safety and well being of students and staff.

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