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**Safe and Caring Schools:
Appropriate Interventions and Disciplinary Consequences**

General

1. Schools will incorporate a continuum of supports including positive and preventative approaches and strategies, as well as consequences corresponding to the nature, severity and frequency of the behaviour or infraction. The consequences are to be considered in conjunction with the age, grade level, exceptional learning needs, and other factors affecting the individuals to whom this process is applied.
2. Schools will provide reasonable accommodation for students who have exceptional learning needs that affect their behaviour, and when disciplining the student, take into consideration the student's ability to comply and the amount of support required.
3. The teacher, principal, superintendent, and school board will ensure a student's exceptional needs, if any, are considered when deciding whether to suspend or otherwise discipline the student.
4. The student discipline policy will be communicated to school staff, parents and students at the beginning of each school year or upon the registration or enrolment of new students during the year.

Appropriate Interventions and Disciplinary Consequences

The following interventions and disciplinary consequences emphasize positive and proactive strategies that foster student learning, as opposed to punitive and reactive strategies. Negative consequences may be necessary when other approaches to problem behaviour are unsuccessful; however, they are not effective when overused.

The principal must ensure that the school discipline and behaviour management policy, including the consequences for violating the school code of conduct, are consistent with these interventions and disciplinary consequences. The principal

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maintains the authority to determine which consequence is appropriate in each situation.

Interventions and consequences may be applied as appropriate to the context, but they need not be applied in the order they appear in this document. Schools may expand upon the list of appropriate interventions and disciplinary consequences if the additional items are consistent with this policy.

1. Informal Discussion

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

2. Parental Involvement

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

3. School Counsellor/Resource Teacher

A school counsellor and/or resource teacher meets with the student with the specific goal of developing a plan for changing attitudes and improving student behaviour. Parent(s) should be informed.

4. Formal Interview

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

5. Withdrawal from Classroom Setting

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

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6. **Removal of Privileges**
Privileges such as access to the playground, cafeteria, library, extracurricular activities, and/or bus transportation are removed under certain circumstances. Parent(s) will be informed.
7. **Restitution/Compensation**
The student and/or parent(s) are required to compensate for damages incurred to school division property by the intentional or negligent act of a child. Such compensation may be monetary in nature but could take alternative forms such as community service.
8. **Behaviour Intervention Plan**
In some instances, the student is required to meet specific behavioural standards in order to avoid more severe consequences. Such expectations are developed among the school, the parent(s), and the student. Outcomes are clarified in order to meet the behaviour standards agreed upon. Such an agreement is documented, with copies provided for all concerned parties, including classroom teachers, administrators, parents/guardians.
9. **Education Support Services**
A referral may be made to Education Support Services personnel who can assist school personnel in the remediation of inappropriate student conduct. Such involvement may include a level of counseling or clinical supports for the student that is beyond the school's capabilities. Parental permission must be obtained for assessments and/or interventions.
10. **Outside Agency/Community Involvement**
A referral to an outside agency or a community resource may be necessary to address a student's behaviour (e.g., a physician, adolescent or adult mental health services). In all cases, parental permission must be obtained.
11. **Risk / Threat Assessment**
The school will respond to all student threats to self or others through administrative action and/or school division risk and threat assessment protocols. Outside agency and/or police involvement may be requested. Parent(s) will be informed.
12. **Police Notification**
Police notification does not mean that police will lay charges in every situation; however, police should be notified for serious incidents that happen at school, during school-related activities in or outside school, or in other

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circumstances if the incident has a negative impact on the school environment. School boards should identify the types of incidents that require mandatory and discretionary police notification and ensure that principals are aware of protocols respecting police notification. Parents will be notified unless police direct otherwise.

13. Student Suspension

Alternatives should be considered before suspension (e.g., classroom strategies, in-school alternatives, school-wide programs, and alternative and/or off-site locations).

Use of Suspension

Suspension is determined to be the appropriate disciplinary consequence when a student's unacceptable conduct or disruptive behaviour is found to be injurious to the school environment and/or deemed an imminent safety risk to students and staff. The St. James-Assiniboia School Division emphasizes minimizing the use of suspension due to the negative outcomes associated with the practice and commits to limiting, reducing, and subsequently phasing out exclusionary practices; thus, ensuring that all students have a safe and orderly learning environment.

1. Authority to Suspend

Principals, teachers, the Superintendent/CEO (or designate), and the school board are permitted, with different degrees of authority, to suspend a student.

A teacher may suspend a student from the classroom, and the principal or Superintendent/CEO (or designate) may suspend a student from the school if:

- if the student engages in disruptive behaviour
- suspension is the consequence for that behavior under the school's disciplinary management regulation and the school's code of conduct

A school board may suspend from a school any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment. In its decisions, the board may choose to identify possible solutions and recommend preferred alternatives.

2. Periods of Suspension

- A teacher may suspend a student from the classroom for not more than two days.

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- The principal may suspend a student from the school for not more than a week.
- The Superintendent/CEO may suspend a student from the school for not more than six weeks.

3. Definitions and Terminology

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

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

Exclusionary Practices: Exclusionary discipline encompasses any type of school disciplinary action that removes or excludes a student from their usual educational setting. Although exclusionary discipline practices might typically be viewed on a continuum of severity, the degree of exclusion for any reason should be commensurate with the least restrictive environment and not be punitive. Exclusionary practices should be exercised with due diligence such that students are not faced with undue hardship or alienation, as they may not hold the same perception. Exclusionary practices include the following:

- withdrawal from the classroom setting for less than half a school day for disciplinary purposes but under the direct supervision of school personnel.
- detention
- removal of privileges
- removal from school bus ridership
- exclusion time-out
- being sent home early or late start
- in-school suspension
- out-of-school suspension
- expulsion
- seclusion

Within this range of exclusionary practices, suspension, expulsion, and seclusion are considered to be most restrictive.

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Expulsion: An extreme exclusionary discipline practice (refer JKE and JKE-R).

Seclusion: A safety response, never to be used as a punishment, consequence, disciplinary action, or a way to force compliance (refer to JLIG and JLIG-R).

Informal Removals/Being Sent Home: Instances when a student is sent home due to behavioural disruptions for the purpose of a “reset” or “fresh start”, must be documented in the student information system when a student’s day is reduced outside of the student-specific planning process.

- Schools must provide all students with the same minimum number of hours of instruction, and document in the student-specific plan (SSP) any reduction or alternations in the school day, including a plan to return to full-time instruction.
- When removals from the classroom and/or school form a recurring pattern, the student-specific planning process should be initiated to identify a student’s learning needs and develop, implement, and evaluate appropriate educational interventions.

School staff will inform legal guardians and plan for safety when a student is sent home for disciplinary reasons.

4. Enhancing Proactive and Preventative Practices

The Companion Guide for Safe And Caring Schools (MEECL, 2023) identifies evidence-based positive approaches and proactive strategies that limit, reduce, and phase out exclusionary practices.

The Student Specific Plan process is utilized to meet the unique needs of individual students and to determine, implement, and evaluate appropriate educational interventions.

The following positive and preventative approaches and strategies, as well as consequences corresponding to the nature, severity, and frequency of the behaviour or infraction are delineated as follows:

- Positive School Climate
 - Enhancing School Climate as outlined in the Safe and Caring School Documents by Manitoba Education
 - Creating and supporting positive behaviour in the classroom

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- Strengths-Based Practices
 - Social-Emotional Learning (SEL)
 - Positive Behavioural Interventions and Supports (PBIS)
 - Culturally Relevant and Responsive Practice
 - Restorative Practice and Restitution
 - Trauma-Informed Practice

- Alternative to Suspensions
 - Restorative practice such as peace/community circle
 - Behaviour contract
 - Group brainstorming among student, school staff, and legal guardian(s) and/or extended family
 - Referral to school-based and Divisional supports
 - Referral to community-based service
 - Mentoring
 - Wrap-Around support
 - Flexible daily schedule as documented in a student-specific plan.
 - In-school suspension
 - Continued learning at a designated off-campus location.

- Alternative/Off-Campus Locations
 - The shift away from a traditional school environment to classes that have lower enrollment, greater flexibility, and are often more grounded in one-to-one support may be effective for the student. Students sometimes learn in an alternative or off-campus location to provide the school and family with time to work together to determine the most appropriate programming. This may be short term, a few days or weeks, or it could be longer, depending on the services and structures that are provided by the school division. What is most important is that the student does not experience any interruption in their learning, and that they still feel part of their school and in an alternative age-appropriate classroom within the school educational community.
 - alternative age-appropriate classroom within a school
 - alternative program within a school
 - an off-campus program linked to the student’s home school.
 - remote or online learning—supported by professionals from the school division and to be used judiciously.

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5. Discretion and Consideration

Procedures in determining whether suspension is an appropriate disciplinary consequence include:

- Providing reasonable accommodations when disciplining a student.
- Consideration of student’s state of development, ability to comply, and the amount of support required
- Provision of a continuum of supports, including positive and preventative approaches and strategies, as well as consequences corresponding to the nature, severity, and frequency of the behaviour or infraction
- Consideration of the student’s special learning needs and abilities including whether the student is able to access the information, understands the policy or rules, and the disciplinary actions used for the majority of students are appropriate for the student.
- When selecting appropriate consequences, staff should be sensitive to any student who has been the target of unacceptable conduct, as well as to the student who engaged in the misconduct. These factors encourage those with the authority to suspend to avoid disciplining students who did not act deliberately.

Additional factors that should inform the decision to suspend include the following:

- The information gathered from the student, reporting staff, and others who may have witnessed or been affected.
- Whether a process should be initiated for determining the risk of threat to self or others, and the risk of recurrence.
- Possible motivation or underlying reason(s) that led to the incident (e.g., setting events, antecedent)
- Previous disciplinary incidents
- Previous interventions and their effectiveness
- Student’s background and support network
- Alternative approaches not previously employed.
- Whether the suspension will be a breach of probation, if applicable

The decision to suspend may also include the following.

- A discussion with the legal guardian(s)
- A discussion with the in-school team and/or divisional-level staff

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*Suspension is an inappropriate and counterproductive response to absenteeism; therefore, is prohibited as a response to absenteeism (refer to JE and JE-R).

*Suspension duration must not incrementally increase based on the number of suspensions a student has previously received.

6. Suspension Procedures

The following outlines procedures for all types of suspension.

Notification to Legal Guardians:

If the student is suspended, the legal guardians must be promptly notified of the reason and period of suspension by:

- The principal of the school, if the student is suspended by a teacher or the principal
- The Superintendent/CEO or designate, if the student is suspended by the Superintendent/CEO or designate

Within 24 hours of the decision to suspend, a written letter will be sent to the legal guardians with information that includes the following:

- The student’s name, birthdate, and student MET number
- The nature of the suspension (in-school or out-of-school)
- The reason(s) for the decision to suspend in relation to the code of conduct and divisional policy
- The period of suspension (with beginning and end dates)
- Information regarding the re-entry process
- The date, time, and location of the re-entry meeting
- Information regarding the opportunity for legal guardians to be provided with accommodations such as an
- interpreter or having a supporting person accompany them to the re-entry meeting
- The name and contact information of the school/division staff who will serve as the legal guardian’s initial contact for the purpose of arranging appropriate educational programming and maintaining regular contact with the student
- Information regarding the legal guardian’s right to make an appeal and the appeal procedures of the school board
- Clarity of any other restrictions

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Written Report:

Within 24 hours following the decision to suspend, the principal will give the Superintendent/CEO or designate a written report that includes the following:

- The student’s name
- The period of suspension
- A description of the behaviour for which the student was suspended.

The report must be entered in the school division’s Student Information System within 48 hours of the suspension.

Access to Educational Programming during Suspension:

- The school must offer and arrange educational programming for students who are suspended for more than five days.
- Educational programming may range from work at home to alternative courses at a different location or remote learning, depending on the student’s needs, length of suspension, or age.
- During suspension, access to learning should be maximized by providing students with the resources they need and by utilizing universal design principles.
- Accessing learning in an alternate, supervised environment must be viewed as an opportunity to offer continuity of learning, maintain connection to the school community, and build skills rather than convey a sense of punishment or discipline.

Out-of-School Suspension (OSS)

Students will not be permitted to be present at school and, at the discretion of the principal, may not be permitted to participate in school-sponsored activities, whether they occur inside or outside the school, on the school bus, or on school property.

Following a decision to suspend a student out of school, the principal will ensure that expectations are communicated with the student, legal guardians, classroom teacher(s), in-school team, and relevant school/divisional staff with details such as the following:

- Period of suspension (beginning and end dates)
- Name of the school/division staff who will serve as initial contact for any questions/concerns.
- Arrangement of appropriate educational programming and regular contact with professional staff (e.g., virtual, telephone, in person)
- Clarification of expectations noting any restrictions
- Information regarding the time, date, and location of the re-entry meeting

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- Additional people or agencies and their contact information and any expectations set forth (if relevant)

Schools must develop a student-specific plan for a student who has been suspended out of school more than two times during a school year or out of school for more than 5 days.

A multi-faceted approach that may involve community agencies, organizations and associations, other education authorities, and regional health and children’s services authorities should be considered, and the respective agencies should be invited to student-specific planning process for the student.

In-School Suspension (ISS)

Students will be supervised in an educational environment with restricted contact to peers during the instructional day.

- They may be restricted from attending one or more classes and/or school-sponsored activities, whether they occur inside or outside the school or on the school bus.
- Provided there is no safety risk to students or staff, the Superintendent/CEO, principal, or designate may determine if the student can continue to participate in school-sponsored activities with direct supervision, whether they occur inside or outside the school, in order to maintain connection, relationships, and a sense of belonging.

Following the principal’s decision to suspend the student, the principal will ensure arrangements are made and communicated to the student, legal guardians, classroom teacher(s), in-school team, and relevant school/divisional staff with details such as the following:

- Date(s), including the expected date of return to classroom learning with peers.
- Location of alternative supervised learning environment
- Expectations for contact with professional staff (who, when, purpose)
- Expectations for non-structured times (e.g., lunch/breaks, extracurricular, transportation, arrival/dismissal), noting any restrictions to peers/activities.
- A structured plan outlining the appropriate educational programming the student is to be engaged in during the suspension.
- Details of the re-entry process

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- A meeting with the student prior to the date of re-entry to communicate expectations and to develop strategies to repair relationships.

Suspension from Class by a Teacher

A suspension from class by a teacher is to be considered an in-school suspension. A teacher who suspends a student from class must promptly document and report the suspension to the principal.

Following the teacher's decision to suspend the student from class, the teacher will adhere to the following procedures:

- Notify the principal, who will inform the legal guardians of the reason and duration of the suspension, which may not exceed two days.
- Provide the principal with a written report outlining the antecedent event(s) and reason for suspension from class, and action(s) taken by the teacher.
- Arrange for a supervised learning environment and ensure appropriate educational programming continues.
- Discuss with the principal the re-entry process, as well as who will communicate this to legal guardians.
- Meet with the student, principal, and legal guardians prior to re-entry to communicate expectations and to develop strategies to repair the relationship.

7. Re-entry Process

The re-entry process should involve the student, legal guardians, and appropriate school team members, include timelines, and ensure re-entry occurs on the day following completion of the suspension. If a legal guardian is unable or refuses to attend the re-entry meeting, schools must document the reasons for refusal and/or actions undertaken by the school to obtain consent and/or resolve concerns. The completion of schoolwork must not be used as a condition of re-entry. Suspension must not be prolonged due to the legal guardian's inability to be present at the re-entry meeting.

The purpose of a re-entry process is to provide an opportunity to debrief and restore a sense of safety and belonging for all. Important elements include the following:

- Review the reason for the suspension.
- Review the school's code of conduct.
- Clarification of expectations

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- Determination of programming needs (e.g., academic support, increased opportunities to attend to social-emotional learning and regulation)
- Develop a Student Specific Plan for a student who has been suspended out of school more than two times during a school year.
- Review planning needs if a student-specific plan is already in place.
- Safety plan that structure transitions, resources, and environmental considerations to be in place for a safe return.
- Determine whether individual counselling and/or divisional supports are needed (i.e., determine and support student’s protective factors)
- Refer to community-based/agency supports, if required
- Designate staff to case manage (i.e., ensure planning needs are met and follow-up is embedded for ongoing support)
- Review recommendations and update plans as necessary.
- Encourage the repair of relationships with those who may have been harmed or affected.

8. Appeal Process

Students and legal guardians must follow the established appeal process:

- If the teacher made the disciplinary decision, an appeal must be made to the teacher. Then to the principal if not resolved, then to the Superintendent/CEO if not resolved, and finally to the Board of Trustees.
- In the case of a student who has been suspended more than five days, the Board of Trustees must permit the student and their legal guardian(s) to make representations to the Board of Trustees about the suspension. The school board may confirm the suspension, modify it, or reinstate the student.

Board of Trustees appeal procedures must include the following considerations:

- Advise legal guardians of their right to make a formal appeal (within 14 days) of decisions about their children’s educational programming and of their right to be accompanied by a supporting person.
- Address the appeal at the next scheduled school board meeting or sooner.
- Ensure procedures support and maintain confidentiality
- Provide those affected with the opportunity to give or provide a written statement.

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- Document in the cumulative file component of the pupil file any information about behavioural misconduct and disciplinary measures meted out, including suspension relating to the student.
- Record the decision of an appeal in the pupil file.

9. Documentation

Each event of suspension must be documented. Documentation must include:

- Information about the misconduct.
- Disciplinary measures issued.
- The actions undertaken by the school in relation to a student.

A copy of the documentation is to be placed in the pupil file and entered in the divisional Student Information System.

Procedures for documenting suspension should consider the following:

- Consultation with the Superintendent/CEO or designate.
- Maintenance of accurate information.
- A record of communication between staff and the student and legal guardians.
- A record of the re-entry meeting.
- A process to identify students with multiple/recurring suspensions.
- A consistent manner to document attendance in the divisional information system for students who are suspended.

10. Monitoring and Review

All schools must keep records on the nature and duration of all suspensions both in and out of school. Data must be reviewed at the school and divisional levels annually or sooner (i.e., following regular reporting periods). Data collection should be used to:

- inform the annual review of the school’s code of conduct and emergency procedures,
- plan for safety and belonging,
- enable schools and the division to understand circumstances around the use of suspension while facilitating the implementation of more effective strategies to support educational programming and responses.
- monitor and analyze suspension rates and trends.

Schools and Division must have a designated group to review school and division-wide suspension data.

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A brief divisional report will be provided to the Board in September by the Superintendent/CEO. The report will include the number of in-school and out-of-school suspensions, incident types as listed in PowerSchool, the number of CFS involved student suspensions and the number of serious incidents by level (early, middle, senior) and by school.

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