



ST. JAMES-ASSINIBOIA SCHOOL DIVISION

MISSION STATEMENT

We are a leading an innovative learning community that will enable students to succeed as life-long learners in an ever-changing world. In fulfilling our purpose and journeying towards our vision, St. James-Assiniboia School Division will aim to provide a meaningful, inclusive, and caring educational environment so that students are prepared to be responsible citizens in a democratic society.

AGENDA

Meeting of the St. James-Assiniboia School Division Board of Trustees

Bruce Chegus Boardroom, Aidan Conklin Building, 2574 Portage Avenue

April 2, 2024

7:00 p.m.

Meeting No. 04-24

Organizational By-Law 329-23 govern meeting procedures of the St. James-Assiniboia School Division Board in accordance with the Public Schools Act, Sec. 33: "each school board shall pass by-laws establishing rules of procedure for the guidance of the school board in the conduct of its meetings."

CALL TO ORDER/ATTENDANCE

The community of St. James-Assiniboia has deep Indigenous roots. These lands and waters are the traditional territories of the Anishinaabeg, the Ininewak, the Dakota, the Dene, and Anishinewak peoples. It is the birthplace and homeland of the Red River Métis nation. It is also home to members of the Inuit nation. Our community is bound by Treaty One.

Our water flows from Shoal Lake 40 First Nation in Treaty Three, and our buildings are powered by Northern Manitoba in Treaty Five. We are all tied together through the treaties that were signed across these lands. These treaties come with a responsibility- to the land, the waters, the animals, and each other. We are committed to honour and learn about the true history of this place, and to do our parts to move our community forward in a true spirit of justice and reconciliation.

RECESS TO COMMITTEE OF THE WHOLE IN-CAMERA

RETURN TO REGULAR MEETING

ADOPTION OF MINUTES

Board Meeting of March 5, 2024

REPORT ON EDUCATION

Athlone School – A Vertical Professional Learning Community in Mathematics

TRUSTEE STATEMENTS

1. Board Chair Holly Hunter – City of Winnipeg’s Standing Policy on Community Service March 11, 2024
2. Trustee Tara Smith – École Assiniboine Project Fair
3. Trustee Angela Dunn – MSBA Convention

HEARING OF DELEGATIONS

There are no registered delegations.

COMMITTEE REPORTS

Community Engagement Committee - March 12, 2024
Human Resources/Governance Committee – March 12, 2024
Committee of the Whole Finance/Facilities – March 19, 2024
Committee of the Whole Education – March 19, 2024

TRUSTEE COMMITTEE UPDATES

Meeting with the Assiniboia Chamber of Commerce – March 5, 2024
Early Childhood Development Committee – March 11, 2024
Retirement Committee – March 14, 2024

REPORT OF THE SUPERINTENDENT/CHIEF EXECUTIVE OFFICER

REPORT OF THE SECRETARY-TREASURER/CHIEF FINANCIAL OFFICER

CORRESPONDENCE

Action Correspondence

There are no action correspondence items.

Information Correspondence

1. River East Transcona School Division 2024-2025 Budget
2. Louis Riel School Division 2024-2025 Budget
3. Pembina Trails School Division 2024-2025 Budget
4. Seven Oaks School Division 2024-2025 Budget
5. Manitoba School Boards Association (MSBA)
 - a. E-News March 20, 2024
 - b. 19th Annual Aboriginal Education Research Forum May 15 & 16, 2024
 - c. Non-Teaching Pension Plan Service Provider Change
 - d. Student Citizenship Awards Package Reminder
 - e. Diverse Minds Creative Writing 2024 Reminder
6. Manitoba Education and Early Childhood Learning
 - a. Bill 21 – The Public Schools Amendment Act
 - b. Solar Eclipse, Monday, April 8, 2024
7. Minister of Education and Early Childhood Learning
 - a. Canadian Agriculture Literacy Month Letter and Proclamation March 2024
 - b. InformNet 2024-2025 School Year

8. Deputy Prime Minister, Chrystia Freeland, Letter of Response re: Budget 2024 Nutrition Funding
9. Assiniboia Chamber of Commerce, Thank You Card

UNFINISHED BUSINESS/BUSINESS ARISING FROM THE MEETING

1. First Reading – Borrowing By-Law 333-24

AGENDA-BASED QUESTIONS FROM THE PUBLIC

(This time is allocated to hearing questions from the public regarding items on this agenda.)

TRUSTEE PD SUMMARIES

There are no trustee PD summaries.

NEW BUSINESS

1. Trustee Tara Smith – Total Revenue Generated from the Collection of Fees
2. Trustee Craig Glennie – Notice of Intent to Reverse Motions 14-11-20 & 16-11-20 Regarding Live Broadcasting of Public Board Meetings

RECESS TO COMMITTEE OF THE WHOLE IN CAMERA

REPORT OF THE COMMITTEE OF THE WHOLE

ADJOURNMENT

St. James-Assiniboia School Division

COMMUNITY ENGAGEMENT COMMITTEE REPORT - NO. 5 – 23-24

March 12, 2024

MEETING HELD: Tuesday, March 12, 2024, at 11:45 a.m. via Microsoft Teams

PRESENT: Tara Smith, Chair
Angela Dunn, Trustee
Craig Glennie, Trustee
Fiona Shiells, Trustee
Cheryl Smukowich, Trustee
Holly Hunter, Chair of the Board
Jordana Buckwold, Assistant Superintendent
Michelle Lancaster, Communications Officer

REGRETS: NIL

DISCUSSIONS AND RECOMMENDATIONS

1. Call to Order / Attendance

Trustee Tara Smith called the meeting to order at 11:45 a.m. Attendance recorded above.

2. Approval of Agenda

The agenda was approved as distributed.

3. Intersectoral Consultation with Regional Agencies

The Committee advised that they will continue to collaborate with the Assiniboia Chamber of Commerce to develop and grow relationships, and network with local businesses.

The Community Engagement Committee recommends:

“That the Assiniboia Chamber of Commerce calendar of events be referred to the Committee of the Whole to review established networking dates.”

4. Annual Re-Affirmation of Organizational By-Law

Upon review of the Organizational By-Law, the Community Engagement Committee discussed having the Committee of the Whole meet on the first Tuesday of the month and the public Board Meeting take place on the third Tuesday of the month.

The Community Engagement Committee recommends:

“That a review of the format of the Board and Committee meeting dates for 2024-2025 be referred to the Human Resources/Governance Committee.”

5. Plan Agenda for Next IAC Meeting

The Committee discussed their role in bringing forth items to the Indigenous Advisory Council agenda. Further, that Communication on Indigenous Education in Schools be an item on the next IAC meeting agenda.

6. Workforce Working Group

This item was discussed within Item 3: Intersectoral Consultation with Regional Agencies.

7. Community Talking Points

This item was deferred to the April 9, 2024 Community Engagement Committee meeting.

8. Date of the Next Meeting

The next meeting is Tuesday, April 9, 2024 at 11:45 a.m.

9. Adjournment

The committee adjourned at 12:28 p.m.

Minutes submitted by Tara Smith, Committee Chair

Minutes recorded by Jordana Buckwold, Assistant Superintendent



ST. JAMES-ASSINIBOIA SCHOOL DIVISION

REPORT OF THE HUMAN RESOURCES/GOVERNANCE COMMITTEE

No. 02-24

#1809011

Meeting Held: Tuesday, March 12, 2024, Teams, 5:30 p.m.

Present: Cheryl Smukowich, Committee Chair
Holly Hunter, Board Chair
Sandy Lethbridge, Board Vice Chair
Michael Cabral, Trustee
Rachelle Wood, Trustee

Carrie Melville, Secretary-Treasurer/Chief Financial Officer
Carrol Harvey, Director, Human Resources
Bruce Brown, Assistant Secretary-Treasurer

Regrets: Jenness Moffatt, Superintendent/Chief Executive Officer

DISCUSSION AND RECOMMENDATIONS:

1. Call to Order/Attendance

The meeting was called to order at 5:30 p.m. Attendance recorded above.

2. Approval of the Agenda

The agenda was approved as circulated.

3. Personnel Report to the Board

The Committee reviewed the personnel report updated to March 8, 2024.

4. Procedures for Appeals to Boards

The Committee reviewed a Procedures for Appeals to Boards document that was prepared by the Manitoba School Board Association for consideration. The Committee expressed interest in having a representative from MSBA speak to the Board regarding the document.

The Human Resources/Governance Committee Recommends:

That the Procedures for Appeals to Boards document be referred to the Committee of the Whole for discussion.

5. Negotiations Team Quorum

The Committee discussed quorum for Negotiation Teams.

6. Reaffirmation of the Organizational By-Law

The Committee discussed Section 8 – Agenda Format of the Organizational By-Law and considered two alternatives for the land acknowledgement that occurs at the beginning of each Board meeting. The Committee agreed that the second alternative, which allows flexibility in the land acknowledgement, would be included in an amending by-law. The Committee will review considerations submitted from other standing committees at the April 9, 2024, meeting and put forward an amending by-law at that time.

7. State of Equity in Education 2023 Reports

The Committee reviewed the State of Equity in Education 2023 Reports as well as Calls to Actions identified in the Winnipeg Indigenous Executive Circle 2023 Report.

The Human Resources/Governance Committee Recommends:

That Senior Administration submit a report to the Committee of the Whole – Education in September 2024 on what has already been accomplished and what is the target date of implementation for each of the Calls to Action in the Winnipeg Indigenous Executive Circle and Newcomer Education Coalition’s State of Equity Report 2023.

The meeting was adjourned at 6:14 p.m.

Next Meeting: Tuesday, April 9, 2024, at 5:30 pm.

Report presented by Cheryl Smukowich, Chair, Human Resources/Governance Committee
Minutes recorded by Carrie Melville, Secretary-Treasurer/Chief Financial Officer

ST. JAMES-ASSINIBOIA SCHOOL DIVISION**REPORT OF THE COMMITTEE OF THE WHOLE
FINANCE/FACILITIES – No. 05-24**

Meeting Held: Tuesday, March 19, 2024, Teams meeting, 5:05 p.m.

Present: Holly Hunter, Chair
Sandy Lethbridge, Vice Chair (5:20 p.m.)
Michael Cabral, Trustee
Angela Dunn, Trustee
Tara Smith, Trustee
Cheryl Smukowich, Trustee
Rachelle Wood, Trustee

Carrie Melville, Secretary-Treasurer / Chief Financial Officer
Jordana Buckwold, Assistant Superintendent
Bruce Brown, Assistant Secretary-Treasurer
Mari Aguirre, Director, Facilities and Operations

Regrets: Craig Glennie, Trustee
Fiona Shiells, Trustee
Jeness Moffatt, Superintendent / Chief Executive Officer

DISCUSSION AND RECOMMENDATIONS

1. Call to Order/Attendance

The meeting was called to order at 5:05 p.m. Attendance as recorded above.

2. Approval of Agenda

The agenda was approved as circulated.

3. Draft Budget Presentation Survey

The Committee reviewed suggested revisions to the annual Draft Budget Presentation Survey and reached a consensus that the new survey would be used following the 2025/2026 presentation.

4. Financial Statement - January 2024

The Committee reviewed the Financial Statement for the period ended January 2024.

5. RM of Headingley Pathway

The Committee discussed a concern raised by the RM of Headingley Council regarding a pathway that was damaged by a School Division contractor. The Secretary-Treasurer/CFO will follow up on the matter with the RM of Headingley Administration Office.

- 6. Manitoba Education and Early Childhood Learning Correspondence:**
a) **École Assiniboine School – Hygiene Room – Additional Project Support**
b) **St. James Collegiate – MUA Replacement – Tender Award Authority**
c) **Lincoln Middle School – Elevator, Ramp and Lift – RFP (Tender) Award Authority and Project Support**

The Committee reviewed correspondence from Manitoba Education and Early Childhood Learning.

- 7. Donation Request – Grant’s Old Mill**

The Committee reviewed a request from the St. James-Assiniboia Pioneer Association / Grant’s Old Mill for financial assistance.

The Finance/Facilities Committee recommends:

That a grant in the amount of \$1,000 be approved for Grant’s Old Mill.

- 8. Summer Student Grids**

The Committee reviewed summer student grids for 2024.

The Committee of the Whole Finance/Facilities recommends:

That summer student grids as discussed, be approved.

Adjournment: 5:47 p.m.

Next Meeting: Committee of the Whole Finance/Facilities
Tuesday, April 16, 2024 at 5:00 p.m.

Report submitted by Holly Hunter, Board Chair
Minutes recorded by Bruce Brown, Assistant Secretary-Treasurer

ST. JAMES-ASSINIBOIA SCHOOL DIVISION

REPORT OF THE COMMITTEE OF THE WHOLE EDUCATION – No. 03-24

Meeting Held: Tuesday, March 19, 2024, 2574 Portage Avenue Board Room, 5:00 p.m.

Present: Holly Hunter, Chair
Sandy Lethbridge, Vice Chair (5:15 p.m.)
Michael Cabral, Trustee
Angela Dunn, Trustee
Tara Smith, Trustee
Cheryl Smukowich, Trustee
Rachelle Wood, Trustee

Present: Carrie Melville, Secretary-Treasurer / Chief Financial Officer
Jordana Buckwold, Assistant Superintendent, Education and Administration

Regrets: Craig Glennie, Trustee
Fiona Shiells Trustee
Jenness Moffatt, Superintendent / Chief Executive Officer

DISCUSSION AND RECOMMENDATIONS

1. Attendance

As per above.

2. Approval of Agenda

3. Assessment Practices in Senior Years Schools

The Committee received an update on the structure of semester one final assessments. The Committee had the opportunity to engage in a presentation with instructional coaches to learn more about the development and implementation of senior years common assessments in literacy and numeracy.

4. Safe and Caring Schools – A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension

The Committee reviewed the following policies and regulations that have been revised to align with the policy directive from Manitoba Education and Early Childhood Learning. The summary of additions and deletions to the policy and regulations are as follows with the exception to Regulation IJNDC-R Acceptable Student Use of Digital Technologies and Electronic Communication that Trustees determined required further revisions. Administration will review the feedback provided for Regulation IJNDC-R and bring it back to the next Committee of the Whole Education meeting.

Policy IKEAA Academic Honesty:

- Under the example of plagiarizing is the addition of the words ‘or Artificial Intelligence generated content’.
- At the bottom of page 1 and last paragraph on page 2 is the addition of the words ‘intervention or consequence’.
- Removal of the examples of consequences on page 2 and replace with a reference to Regulation JKD-R Safe and Caring School Appropriate Interventions and Disciplinary

Consequences.

- Removal of the last line in paragraph three that reads 'At the beginning of each school year, schools are to communicate this information in school newsletters, websites and course outlines.'

Policy JICH Drug and Alcohol Use by Students:

- On page two replace the word conduct with administer.
- Combine sections 3.1 Consumption/Suspicion of Alcohol and Other Illicit and Non-Illicit Drugs and 3.2 Possession of Alcohol, and Other Illicit Drugs and Non-Illicit Drugs and Drug Paraphernalia
- Under the heading The First Infraction, remove bullet point ii) that reads "Advise the student of the consequences should there be a subsequent infraction" and replace bullet point viii) with 'Refer to Regulation JKD-R for appropriate interventions and disciplinary consequences.'
- Under the heading Subsequent Infractions, remove bullet point ii) that reads 'Suspend the student for five days and request that the Superintendent extend the suspension up to six (6) weeks.'
- Under section 3.3 replace bullet point iv) with a reference to Regulation JKD-R Safe and Caring School Appropriate Interventions and Disciplinary Consequences.

Policy JICI Weapons and Violence in Schools:

- At the end of paragraph four add 'and will respond with appropriate interventions and disciplinary consequences as per Regulation JKD-R.'
- Remove paragraph 5 that reads 'Expulsion from school, by Board Motion, will be considered in cases where students commit harmful, threatening, or actual acts of violence, or other unlawful acts, including bringing weapons to school.'

Policy JKD Safe and Caring Schools: Appropriate Interventions and Disciplinary Consequences:

- Add Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension – Manitoba Education and Early Childhood Learning 2023 to the list of appropriate resources that the Board references.

Regulation JKD-R Safe and Caring Schools: Appropriate Interventions and Disciplinary Consequences:

- Remove the entire section with the following headings:
 - Suspension from the Classroom – Teacher
 - Suspension from the School – Principal
 - Superintendent
 - Appeals of Disciplinary Decisions
- Add section titled 'Use of Suspension' with the following sub-headings:
 - Authority to Suspend
 - Periods of Suspension
 - Definitions and Terminology
 - Enhancing Proactive and Preventative Practices
 - Discretion and Consideration
 - Suspension Procedures
 - Re-entry Process
 - Appeal Process
 - Documentation
 - Monitoring and Review

The Committee of the Whole recommends:

That Policy IKEAA Academic Honesty, JICH Drug and Alcohol Use by Students, JICI

Weapons and Violence in Schools and JKD Safe and Caring Schools – Appropriate Interventions and Disciplinary Consequences be approved. (Appendix A)

5. Early Development Instrument 2022-2023

The Committee reviewed the Early Development Instrument 2022-2023 report that was provided by Manitoba Education and Early Childhood Learning. This is the first report received since 2018-2019 and the data will be reviewed with stakeholders at the early childhood partnership session in June 2024 to better understand and plan for the needs of our students and families.

6. Time Sensitive Correspondence

The following time sensitive correspondence was shared:

- a. E-News March 6, 2024

Adjournment: 7:20 p.m.

Next Meeting: April 16, 2024 at 7:00 p.m.

Report submitted by Holly Hunter, Board Chair

Minutes recorded by Jordana Buckwold, Assistant Superintendent

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JKD-R

ACADEMIC HONESTY

As per policy JK Student Conduct, St. James-Assiniboia School Division provides students with a learning environment that will prepare students for becoming responsible citizens. Students are expected to exhibit self-discipline and be responsible for their behaviour. To this end, and in accordance with the *Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention* (Manitoba Education, 2010), the Division expects that all students will demonstrate integrity, ethical conduct and academic honesty in all assessments, research, class work and homework assignments.

The Division will not tolerate academic dishonesty, which includes the following:

- Cheating: e.g. copying others work, using cheat sheets, any methods whereby a student gains an unfair advantage
- Deception: e.g. misrepresenting contributions to group work, providing false information in order to obtain an extension on deadlines
- Plagiarizing: e.g. submitting or misrepresenting someone else’s work **or** Artificial Intelligence generated content as one’s own

The principal and teachers are responsible for ensuring that expectations for academic honesty are communicated and reinforced frequently and consistently with all students.

Teachers, in consultation with the principal, will determine whether a breach of academic honesty has occurred. In circumstances where it has been determined that the student has engaged in dishonest behaviour the principal and/or teacher will:

- inform the student’s parent/guardian promptly
- document the incident in the student’s file
- ensure that the student completes the work honestly

The principal and teacher may determine an additional intervention or consequence as per Regulation JKD-R Safe and Caring Schools Appropriate Interventions and Disciplinary Consequences.

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In determining an appropriate intervention or consequence the Division expects that the principal and the teacher will consider the nature of the assignment, age and maturity of the student, and the potential impact of the consequence on subsequent learning and motivation. In all cases, both the principal and the teacher will ensure that support is provided to teach students how to demonstrate academic honesty.

(Source: Manitoba Education 2010 & Manitoba Education and Early Childhood Learning 2024)

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#85040

JICHA

DRUG AND ALCOHOL USE BY STUDENTS

The St. James-Assiniboia School Division is committed to providing appropriate programming and interventions for drug and alcohol related issues. The division recognizes that drug and alcohol use interferes with student learning.

The purposes of this policy are;

- a) to ensure that alcohol and drugs are not brought into the school, and
- b) to ensure the safety of our students and staff.

This Policy is organized into three major sections:

1. Prevention
2. Intervention for students with identified alcohol or drug issues
3. Disciplinary actions regarding drug and alcohol related infractions

1.0 Prevention

1.1 The Objectives of Prevention Curriculum and Programming

- a) To help students develop and maintain effective and responsible decision-making and communication skills.
- b) To assist students in developing and maintaining a healthy and productive lifestyle.
- c) To establish feelings of positive self-esteem and personal competence in our students.
- d) To provide students with information and knowledge about the risks associated with drug and alcohol use.
- e) To provide students meaningful alternatives to the use of alcohol and drugs.
- f) To help students understand the harmful health, social, personal, and legal consequences of drug and alcohol use.
- g) To help reduce the proportion of students who drink under age or misuse drugs.
- h) To help reduce harmful consumption levels and practices among students who do use alcohol or other drugs.

The Division will continue to provide opportunities for staff members to enhance their knowledge and skills with respect to alcohol and drug education.

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The Division will administer surveys from time to time to determine if the prevention objectives are being met.

2.0 Intervention

The objectives for an intervention program are:

- a) To encourage students to make healthy, responsible decisions related to alcohol and other drug use.
- b) To reduce consumption practices amongst students.
- c) To offer assistance to students affected by their own or others' use of alcohol or other drugs.

Referrals will be handled in a respectful and confidential manner. Referral information will not be included in the student's cumulative file.

The St. James-Assiniboia School Division is committed to identifying and providing assistance to students requiring support in dealing with drug and alcohol issues. These types of supports could include:

- School counselling services
- School-based support groups
- Educational Support Services
- Addictions Foundation of Manitoba
- Other community programs

3.0 Disciplinary Actions Regarding Drug and Alcohol Related Infractions

The use or possession of alcohol and drugs in the school environment is strictly prohibited. The procedures provided herein will be applied consistently by all members of the school staff under the direction of the principal.

School personnel will ensure that the student and parent(s) or legal guardian(s) are made aware of the nature and consequences of the student's actions. Students 18 years of age and older are legally responsible for their actions.

3.1 Consumption/Suspicion and/or Possession of Alcohol and Other Illicit and Non-Illicit Drugs (e.g. Cannabis)

The First Infraction

The principal will do the following:

- i) Confiscate any alcohol or other drugs present.
- ii) Contact the parent(s) or legal guardian(s) to advise of the situation and disciplinary procedures.

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- iii) Conduct a search of the student's locker and personal effects if necessary.
- iv) Contact the police for assistance or advice if necessary.
- v) Arrange for the safe departure of the student from the school property. Assistance may be required from parent(s), emergency contacts or police.
- vi) Arrange for appropriate follow-up with the student and/or parent(s) and legal guardian(s). This may include referral to school-based and/or community-based counselling services.
- vii) Refer to Regulation JKD-R for appropriate interventions and disciplinary consequences.

Subsequent Infractions

The principal will do the following:

- i) Refer to First Infractions list above (i –vii).
- ii) Require the student to attend a session and/or subsequent sessions with Addictions Foundation of Manitoba or other appropriate agency.

3.2 Supplying/Selling of Alcohol, Other Illicit and Non-Illicit Drugs (e.g. Cannabis) and Drug Paraphernalia

The principal will do the following:

- i) Confiscate any alcohol or other drugs or drug paraphernalia present.
- ii) Contact the police.
- iii) Notify the parent(s)/guardian(s).
- iv) Refer to Regulation JKD-R for appropriate interventions and disciplinary consequences.

The school will assist the parent(s), students or legal guardian(s) to arrange for both school-based or community-based assessment and counselling services.

If a school administrator reports a student to the police as a result of alcohol or drug issues, the administrator shall inform the parent(s)/guardian(s) that the police have been notified.

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#1807773

JICM
JICM-R
JKD-R**WEAPONS AND VIOLENCE IN SCHOOLS**

The St. James-Assiniboia School Division is responsible for ensuring a safe respectful and positive learning environment.

The St. James-Assiniboia School Division will not tolerate harmful, threatening or actual acts of violence, or other unlawful acts on its property or in its buildings, or vehicles, and will ensure that action be taken against offenders of this policy as appropriate:

- a) under the Public Schools Act, including suspension and/or expulsion, and/or
- b) under the Criminal Code and other penal statutes.

The St. James-Assiniboia School Division will not tolerate the possession of weapons by persons, or the presence of weapons on its property, or in its buildings or lockers or vehicles, and will ensure that action be taken against offenders of this policy as appropriate:

- a) under the Public Schools Act, including suspension and/or expulsion, and/or
- b) under the Criminal Code and other penal statutes.

School administrators will exercise appropriate action in circumstances involving violence or weapons as per policy JICM (Risk Threat Assessment) and JICM-R (Assessing Violence Potential: Protocol for Dealing with Student Threats and High Risk Behaviours) and will respond with appropriate interventions and disciplinary consequences as per JKD-R.

If a school administrator reports a student to the police as a result of violence or weapons, the administrator shall inform parent(s)/guardian(s) that the police have been notified.

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LL# 397744

JICH

SAFE AND CARING SCHOOLS: APPROPRIATE INTERVENTIONS AND DISCIPLINARY CONSEQUENCES

School environments, where all students feel safe and respected, allow students to reach their full potential and develop appropriate self-discipline.

Progressive discipline is the process of supporting the development of social/democratic responsibility and the development of an internal focus of control. This is accomplished through a positive and proactive climate in a school, clear and concise expectations, and clear, concise, compassionately enforced limits.

The purpose of discipline in the context of the learning and social settings of a school is to support a student in developing the internal resources to manage behaviour and interactions within a framework of respectful and responsible responses. Any actions taken by teachers and administrators shall be initiated in the spirit of supporting the student in developing capacity for functioning appropriately and effectively in the school community.

The disciplining of students should be corrective rather than punitive in nature, and to this end the staff is encouraged to determine the cause of misbehaviour and to try to rectify it through various means including consultation and collaboration with other staff members, parents, and the student(s) concerned. When disciplinary action is required, the principal shall administer, or cause to be administered, such disciplinary measures as may be necessary and as would be exercised by a kind, firm and judicious parent.

The Board references as appropriate resources for its schools the following documents:

- Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension – Manitoba Education and Early Childhood Learning 2023
- Safe and Caring Schools: Provincial Code of Conduct Appropriate Interventions and Disciplinary Consequences – Manitoba Education and Training 2017
- Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms – Manitoba Education 2011
- Towards Inclusion: From Challenges to Possibilities, Planning for Behaviour – Manitoba Education, Training, and Youth 2001
- Restitution: Restructuring School Discipline by Dianne Gossen, 1996
- Appropriate Educational Programming in Manitoba: Standards for Student Services, 2006

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LL# 340546

JICI
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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 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

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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.

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.

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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 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 (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 (or designate) may suspend a student from the school if:

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- 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.
- The principal may suspend a student from the school for not more than a week.
- The superintendent 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

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- seclusion

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

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

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- 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.
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

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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

*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 or designate, if the student is suspended by the superintendent 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)

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- 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

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

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

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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
- 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.

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- 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.
- 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

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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.

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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