



ST. JAMES-ASSINIBOIA SCHOOL DIVISION

MISSION STATEMENT

In fulfilling our purpose and journeying towards our vision, St. James-Assiniboia School Division will provide a safe and caring educational environment to prepare all students to be responsible citizens in a democratic society.

AGENDA

Meeting of the St. James-Assiniboia School Division Board

Board Room, Aidan Conklin Building, 2574 Portage Avenue

March 22, 2022

7:30 p.m.

Meeting No. 06-22

Organizational By-Law 316-21 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 St. James-Assiniboia School Division acknowledges that we are on Treaty One Land, the traditional territory of the Anishinaabe, Ininiw, and Dakota and homelands of the Red River Métis Nation.

ADOPTION OF MINUTES

Board Meeting of March 8, 2022

REPORT ON EDUCATION

Learning About Students' Reader Identity Through Reading Conferences - Literacy Coaching Team

TRUSTEE STATEMENTS

There are no Trustee Statements

HEARING OF DELEGATIONS

There are no Delegations

COMMITTEE REPORTS

Community Engagement Committee – March 7, 2022

Governance Committee – March 10, 2022

Personnel Committee – March 15, 2022

Education Committee – March 15, 2022

TRUSTEE COMMITTEE UPDATES

Awards and Scholarships Committee – March 10, 2022

REPORT OF THE SUPERINTENDENT

REPORT OF THE SECRETARY-TREASURER/CHIEF FINANCIAL OFFICER

CORRESPONDENCE

Action Correspondence

There is no Action Correspondence

Information Correspondence

1. Manitoba School Boards Association (MSBA)
 - a. E-News March 9, 2022
 - b. Manitoba Accessibility Office – How to Update an Accessibility Plan for Public Sector Organizations
 - c. CSBA Congress Call for Papers
 - d. Kelsey School Division, Director of Transportation and Maintenance Job Posting
 - e. Brandon School Division, Manager of Facilities Job Posting
 - f. Border Land School Division Superintendent Job Posting
 - g. Mountain View School Division CEO/Superintendent Job Posting
2. Seven Oaks School Division 2022-2023 Budget Press Release
3. Lord Selkirk School Division 2022-2023 Budget Press Release

UNFINISHED BUSINESS/BUSINESS ARISING FROM THE MEETING

1. First Reading – Borrowing By-Law 319-22

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 Bruce Chegus – New Board Member Orientation Policy and Regulation

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 – 21-22

March 22, 2022

MEETING HELD: Tuesday, March 7, 2022 at 5:00 p.m. via Microsoft Teams

PRESENT: Nicole Bowering, Chair
Bruce Chegus, Trustee
Jennifer Lawson, Vice-Chair of the Board
Cheryl Smukowich, Board Chair

Mike Wake, Superintendent
Jenness Moffatt, Assistant Superintendent, Education (K-12), Student Services and Administration
Cory Cameron, Information Officer

REGRETS: Holly Hunter, Trustee

DISCUSSIONS AND RECOMMENDATIONS

1. Call to Order / Attendance

Trustee Nicole Bowering called the meeting to order at 5:00 p.m.

Attendance recorded above.

2. Approval of Agenda

The agenda was approved as distributed.

3. Virtual Community Forums

a. The Committee discussed options and recommends moving forward on planning a community forum in May 2022, pending further information regarding pandemic protocols to determine an in-person or virtual format.

b. The Committee also discussed enhancing community connection and communication by sharing a brief overview of Board activity in 2021-2022.

The Community Engagement Committee Recommends:

That the Community Engagement Committee plan a Community Event for May 2022, ensuring that this plan can accommodate any public health orders that may exist at that time,

And further;

That the Community Engagement Committee prepare a Community Information Newsletter on Board activity to be distributed to SJASD homeowners,

And further;

That the Community Information Newsletter discussion be referred to the Finance and Facilities Committee for financial consideration to complete this project.

4. Multi-Year Strategic Planning Policy

An update was provided to the Committee. This item will remain as a pending item on the Community Engagement Committee agenda, pending referral from the Governance Committee.

5. Community Representation

This will remain an item on the Community Engagement agenda, pending the outcome of the 2022-23 Budget planning process.

6. Virtual and In-Person Board Meetings

The Board will be resuming in-person meetings on March 8, 2022, where our community can pre-register to attend and ask agenda-based questions of the Board. A virtual broadcast of the Board meetings will continue live, with the link accessible on the webpage.

Public questions resulting from the Board meeting will be taken away for follow-up, after the conclusion of the event.

7. Date of the Next Meeting

The next meeting is Monday, April 4, 2022 at 5:00 p.m.

8. Adjournment

The committee adjourned at 7:52 pm.

Minutes submitted by Nicole Bowering, Chair

Minutes recorded by Jenness Moffatt, Assistant Superintendent, Education (K-12), Student Services and Administration



ST. JAMES-ASSINIBOIA SCHOOL DIVISION

REPORT OF THE GOVERNANCE COMMITTEE No. 02-22

#1647889

Meeting Held: Thursday, March 10, 2022, Teams, 5:00 p.m.

Present: Bruce Chegus, Committee Chair
Craig Glennie, Trustee
Sandy Lethbridge, Trustee (5:09 p.m.)

Jennifer Lawson, Board Vice Chair
Cheryl Smukowich, Board Chair (left at 6:31 p.m.)

Mike Wake, Superintendent
Carrie Melville, Secretary-Treasurer/Chief Financial Officer
James Dunlop, Assistant Secretary-Treasurer

Regrets:

DISCUSSION AND RECOMMENDATIONS

1. Call to Order/Attendance

As per above.

2. Approval of the Agenda

Item 6. Decision Making Matrix was deferred to the April 5, 2022 Committee meeting and the agenda was approved.

3. Multi-Year Strategic Planning Process

The Committee discussed the multi-year strategic planning process with the primary objective being to give a high-level overview of the strategic plan and a timeline as outlined in draft policy ADE. Communication of the strategic plan and a schedule of interaction with schools will be outlined in Regulation ADE-R. The new policy will cross reference with Policy AE and Regulation AE-R. The Committee also reviewed amendments to policy AE to address the Truth and Reconciliation Commission's Calls to Action.

The Governance Committee Recommends

That draft policy ADE Multi-Year Strategic Planning and Priorities be approved.

And further;

That revisions to policy AE Commitment to Accomplishment Planning Model be approved.

4. Standing Committee Restructuring Proposal

The Committee reviewed the Standing Committee Restructuring Proposal. Administration presented two restructuring options that create more flexibility and allow more time to focus on community outreach.

The Governance Committee Recommendations

That the Proposal be referred to the Committee of the Whole In Camera Agenda for discussion.

5. Superintendent/Board Evaluation

The Committee made the overarching observation that the evaluation process will need to align and be based upon the Superintendent's roles and responsibilities and the process will be linked to the Division's goals and Multi-Year Planning process. The Committee reviewed Appendix D: A Framework for Superintendent and Board Evaluation, from the MSBA Leading Together Resource Guide which breaks down the evaluation into three categories. The Committee also discussed the need for a short-term evaluation of the Superintendent while the new evaluation tool is being finalized. The Superintendent will craft a self-reflection evaluation for use by the Board in its evaluation in April.

The meeting adjourned at 7:24 p.m.

Next Meeting: Tuesday, April 5, 2022 at 5:00 p.m.

Report presented by Bruce Chegus, Chair, Governance Committee
Minutes recorded by James Dunlop, Assistant Secretary-Treasurer

#1634169

AE
AE-R**MULTI-YEAR STRATEGIC PLANNING AND PRIORITIES**

To encourage systematic planning and co-ordination, the trustees of the St. James-Assiniboia School Division will determine a perpetual strategic plan, for a four-year period. It is the intention of the Board that its strategic plan should inform the processes of budget planning and performance review. Educational programs of the Board shall be established within the framework of the Board's strategic plan, and consistent with those of the Ministry of Education.

The strategic plan will be comprehensive, data-driven document that will establish long-term strategic priorities designed to achieve the Board's Vision and Mission. Accordingly, the Board shall adhere to the procedures and guidelines in respect of the Strategic Planning process set out below.

Four-Year Planning Cycle

1. Following inauguration, the Board shall renew its Vision, Mission and Values through a consultative process.
2. Prior to the December Board meeting in the year following the election of the Board for its term of office, a strategic plan shall have been established and approved at a Board meeting as the Four-Year Strategic Planning Cycle for implementation in January of the year immediately following.
3. The Superintendent or designate shall develop, in accordance with Policy AE 'Commitment to Accomplishment Planning Model', the strategic directions containing plans of action in support of the strategic plan taking into consideration the input provided during information gathering for the strategic plan with:
 - a. trustees,
 - b. senior administration,
 - c. principals,
 - d. staff
 - e. parents, and
 - f. community at large
4. Following the adoption of the strategic plan, the initial strategic directions containing specific expected outcomes and plans of action in support of

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the strategic plan, shall be presented to the Board. The strategic directions will identify direction for all stakeholders and provide a framework for organizing, defining and communicating strategic goals.

5. Interim reviews and up-dates will be conducted as required in the approved Four-year Strategic Planning Cycle ADE-R.

Communication Plan

The Superintendent shall monitor progress of the Multi-Year Strategic Plan and create a communications plan for approval by the Board. The Board shall report regularly to the broader community, providing the public with substantive information about the progress that has been made towards achieving the goals of the Multi-Year Strategic Plan.

The communications plan will set out the multiple ways in which the Board will communicate information about the Multi-Year Strategic Plan, both at the plan's launch and throughout the life cycle of the plan. To launch the plan, a variety of communication tools and methods will be considered for use, including posting the document online, hosting staff and advisory committee meetings, and sending a report home to parents.

Communications with respect to the Multi-Year Strategic Plan shall be visible and communicated often at the school and Board levels. At the Board level, trustees and senior administrators should strive to include Multi-Year Strategic Planning language in the Division's website communications and are encouraged to continually reinforce the priorities and goals of the Multi-Year Strategic Plan – both internally (during meetings, as part of professional development, in classrooms and schools, at school assemblies), and externally (at community events) so that everyone is accountable for the plan's success and sees their contributions reflected in the plan.

School Objectives

Per Regulation AE-R, as part of the school planning process, schools shall develop a School-Based Strategic Plan consistent with the strategic directions in the Four-Year Strategic Planning Cycle for that period.

References:

Policy AD – Educational Philosophy/Mission

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Multi-Year Strategic Planning: A Guide for School Board Trustees, Ontario
Ministry of Education, 2017

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#80641

AE-R

**COMMITMENT TO ACCOMPLISHMENT
PLANNING MODEL**

The St. James-Assiniboia School Division Board of Trustees has developed a Four Year Division Wide Strategic Plan, which includes the Division's purpose, vision, mission statement, values, belief statements and its strategic directions. The Strategic Plan will provide direction for the annual planning activities of Division staff members. Annually, over the course of the plan, these strategic directions and action plans as well as Reports to the Community will be reviewed by the trustees and administration. A Committee of the Whole meeting or workshop will be held each fall, where trustee discussions may take into account various administrative reports, survey results, and other relevant data, as applicable. This meeting/workshop will be used to help make changes/adjustments to the Strategic Plan, where necessary. Administration will also meet to review the strategic directions as well.

The Strategic Plans and directions, along with the Reports to the Community are confirmed by specific Board Motion and released to the Division staff for their guidance in department or school-level planning.

As part of the Strategic Plan the Board of Trustees support members of the Division staff in the honouring of Treaty relationships. Recognizing and honouring historic and modern Treaty relationships is a way to strengthen relationships within the community. Doing this within a school setting, and as a part of programming, emphasizes the importance of Treaty and reconciliation to all staff, students, community members, and parents and guardians. Indigenous education is a priority of the Division and is embodied throughout all facets of the Strategic Plan. The Truth and Reconciliation Commission of Canada supports this: "whether one is First Nations, Inuit, Métis, a descendant of European settlers, a member of a minority group that suffered historical discrimination in Canada, or a new Canadian, we all inherit both the benefits and obligations of Canada. We are all Treaty people who share responsibility for taking action on reconciliation".

School Division Planning Reports

Senior Administration and Coordinators shall prepare separate School Division Planning Reports, Reports to the Community and annual leadership goals. Schools, under the leadership of the principal, shall prepare Comprehensive

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Annual School Plans, school planning reports and reports to the community using the School Planning Reports and Reports to the Community Templates, as required by Manitoba Education.

The following timeline is followed in order that the school division plans and reports are submitted to Manitoba Education, as required. In addition, this timeline allows the School Division to be prepared for the annual budget process, which begins in November of each school year.

Date(s)	Action
October	Senior Administration meets with school-based administration to review strategic plan and school priorities for the following school year.
November	Senior Administration and the Board of Trustees review the progress of the Strategic Plan and approve the priorities within the plan at a Strategic Planning Workshop.
January – March	Budget discussions guided by the Board approved strategic directions.
March	Budget Approved
March – June	School planning for the following school year using board approved budget, strategic directions and priorities from Manitoba Education. Report to the Community and Draft Annual Plans submitted to the Division by June of each year.
September	Annual School Plans and Report to the Community finalized by schools.
October	Annual School Plans and Report to the Community are shared with the community.

References

The Truth and Reconciliation Commission of Canada. (2015a). "Calls to Action."

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Winnipeg, MB: Truth and Reconciliation Commission of Canada.

The Truth and Reconciliation Commission of Canada. (2015b). "Honouring the Truth, Reconciling for the Future: Summary of the final report of the Truth and Reconciliation Commission of Canada."

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**ST. JAMES-ASSINIBOIA SCHOOL DIVISION
REPORT OF THE PERSONNEL COMMITTEE 06-22**

March 22, 2022

Meeting Held: Tuesday, March 15, 2022, Microsoft Teams, 5:00 p.m.

Present: Sandy Lethbridge, Chair
 Jennifer Lawson, Board Vice-Chair
 Bryan Metcalfe, Trustee

 Cheryl Smukowich, Board Chair

 Mike Wake, Superintendent
 Carrol Harvey, Manager, Human Resources
 Cindy Labaty, Manager, Human Resources

Regrets: Craig Johnson, Trustee

DISCUSSIONS AND RECOMMENDATIONS:

1. Call to Order/Attendance

The meeting was called to order at 5:00 p.m. Attendance recorded above.

2. Approval of Agenda

The agenda was approved as distributed.

3. COVID-19 Staffing Update

Administration shared information regarding additional staffing measures implemented to assist with the challenges related to COVID-19.

4. Excluded Staff Member Evaluation Process

No new information was shared with respect to this standing item.

5. Trustees for Principal Recruiting

Trustees were scheduled for upcoming permanent administrative interviews.

6. Diversity Survey Results

Administration shared the results of the Diversity Survey as well as recommendations for next steps including hiring two new administrative positions to lead this work, establishing an Equity Committee to identify and

address systemic barriers and exploring opportunities for further staff development.

7. Hiring of Staff Policies

In line with the Diversity Survey, Administration recommended the use of a new form to be given to all new employees upon hire and available for all current employees to complete self-declaration information.

8. Policy GBGAAA COVID-19 Protocols, Proof of Vaccination & Mandatory Testing

The Committee discussed the current policy around COVID-19 protocols and determined to archive the policy.

The Personnel Committee recommends:

That Policy GBGAAA COVID-19 Protocols, Proof of Vaccination & Mandatory Testing be archived.

9. Job Descriptions

Administration reviewed recommended revisions to job descriptions AP1-9 Manager, Facilities and Maintenance and AP1-10 Assistant Manager, Facilities and Maintenance. The revisions create two Manager positions both reporting to the Superintendent, with the scope of the work for the new Manager of Maintenance, Safety and Accessibility Services to have responsibility for these defined areas of work.

The Personnel Committee recommends:

That the revisions to job descriptions AP1-9 Manager, Facilities and Maintenance and AP1-10 Assistant Manager, Facilities and Maintenance be approved.

10. Personnel Report to the Board

Administration shared the Personnel Report to the Board updated to March 11, 2022.

The meeting adjourned at 5:40 p.m.

Next Committee Meeting: Tuesday, April 19, 2022, 5:00 p.m.

Report presented by Sandy Lethbridge, Chair, Personnel Committee
Minutes recorded by Carrol Harvey, Manager, Human Resources

ST. JAMES-ASSINIBOIA SCHOOL DIVISION

REPORT OF THE EDUCATION COMMITTEE NO. 6 ~ 21-22

LL#1621614

March 22, 2022

Meeting Held: Tuesday, March 15, 2022, Microsoft Teams, 6:00 p.m.

Present: Holly Hunter, Chair
Nicole Bowering, Trustee
Craig Glennie, Trustee
Sandy Lethbridge, Trustee

Cheryl Smukowich, Chair of the Board
Jennifer Lawson, Trustee

Mike Wake, Superintendent
Jenness Moffatt, Assistant Superintendent, Education (K-12), Student Services and Administration

Regrets: NIL

DISCUSSION AND RECOMMENDATIONS

1. Call to Order / Attendance

Trustee Holly Hunter called the meeting to order at 6:00 p.m.
Attendance recorded above.

2. Approval of Agenda

Agenda approved with the pending item, Better Education Starts Today, removed.

3. Winnipeg Police Service SRO Presentation

The following police personnel attended virtually to present on the WPS SRO initiatives: Insp. Bonnie Emerson, Sgt. Darren Motuz, P/Sgt. Chad Goodall, Cst. Diana Cross, and Cst. Brad Johnston.

Insp. Bonnie Emerson provided an overview of the SRO program (history, goals, and objectives), as well as information on WPS training from a trauma informed perspective.

4. Policy Revisions:

The following revised and new policies, regulation and exhibits were reviewed as presented:

- JLIG Standards for Seclusion and Restraint in Schools – Revised
- JLIG-R Seclusion and Physical Restraint – Revised
- JLIG-E-1 Agreement for Use of Physical Restraint – Revised
- JLIG-E-2 Restraint Incident Report Restraint – Revised

Report of the Education Committee, March 15, 2022

- JLIG-E-3 Seclusion Incident Report Restraint – New
- JLIG-E-4 Seclusion Restraint Incident Debriefing and Planning Meetings Report Restraint – New
- JLIG-E-5 Seclusion Log Restraint – New

The Education Committee Recommends:

That policy JLIG Standards for Seclusion and Restraint in Schools be approved,

And Further;

That the following regulation and exhibits be received as information:

- **JLIG-R Seclusion and Physical Restraint**
- **Exhibit JLIG-E-1 Agreement for Use of Physical Restraint**
- **Exhibit JLIG-E-2 Restraint Incident Report Restraint**
- **Exhibit JLIG-E-3 Seclusion Incident Report Restraint**
- **Exhibit JLIG-E-4 Seclusion Restraint Incident Debriefing and Planning Meetings Report Restraint**
- **Exhibit JLIG-E-5 Seclusion Log Restraint**

The meeting adjourned at 7:55 p.m.

Next meeting: April 19, 2022

Report presented by Holly Hunter, Chair, Education Committee

Minutes recorded by Jenness Moffatt, Assistant Superintendent, Education (K-12), Student Services and Administration

LL#109821

JLIG-R
JLIG-E-1, 2

STANDARDS FOR SECLUSION AND RESTRAINT IN SCHOOLS

St. James-Assiniboia School Division is committed to inclusion for all people. All students have a right to appropriate educational programming in a safe, caring, and inclusive environment. A positive, whole-school approach to planning for safety and belonging is to be combined with a supportive response to meeting the safety needs of all people in our schools.

This policy is intended to minimize the use of seclusion and restraint. Seclusion and restraint are safety responses of last resort, to be employed only when a student poses an immediate risk of serious physical harm to self or others and all other prevention strategies, de-escalation measures, and less restrictive measures have been exhausted.

Minimizing the use of seclusion and restraint is consistent with the principle that all decisions by all school staff are guided by the best interest of the child. Minimizing the use of seclusion and restraint helps to protect the rights of students to be free from all forms of physical or mental violence, to be treated with dignity, and to be free from abuse, in accordance with the United Nations Convention on the Rights of the Child.

Definition and Terminology

1. Seclusion

- a. Seclusion is the involuntary confinement of a student alone in a room or area where the student cannot freely exit or is physically prevented from leaving. This generally occurs in a room with a door that has a lock that is engaged, or if not engaged, the door is otherwise blocked or held shut. Seclusion is often used in association with physical restraint.
- b. Seclusion is a safety response used only in situations when a student's behaviour has escalated to the point where it poses an immediate risk of serious physical harm to self or other, and only after proactive strategies, de-escalation interventions, and less restrictive measures have been exhausted.
- c. Seclusion is one of the most intrusive interventions used in response to student behaviour. It has been shown to have a detrimental impact on students. Seclusion may put students at risk for physical injury, psychological trauma, damaged relationships, and increased challenging behaviour. Seclusion has a negative impact on school staff, students, parents/legal guardians, and the school climate.
- d. Seclusion is an intervention of last resort to prevent serious physical harm.
 - i. Seclusion is never used
 1. until all less intrusive, less restrictive interventions have been exhausted.

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2. as part of a student-specific plan to manage/change student behaviour.
 3. as a substitute for appropriate educational programming or effective behavioural intervention planning.
 4. as a punishment, a consequence, a disciplinary action, or a way to force compliance.
 5. to protect property at risk for damage when there is no immediate risk of serious physical harm to self or others.
 6. when a student is non-compliant, confrontational, or verbally aggressive but there is no immediate risk of serious physical harm to self or others.
- e. Seclusion is distinct from use of self-regulation spaces and from time out practices
- i. Seclusion is not to be confused with the use of self-regulation/sensory spaces. Self-regulation/sensory space is an umbrella term that encompasses a broad variety of therapeutic spaces (e.g., calming space, sensory modulation/integration room, multi-sensory room). A sensory space is used proactively to meet a student's sensory needs and promote self-regulation. It is a therapeutic intervention that is written into a student-specific plan based on the recommendation of a specialist who monitors its use.
 - ii. Seclusion should also be distinguished from "time out" practices. Time out occurs when access to reinforcement is removed for a period of time following the occurrence of an identified problem behaviour in order to reduce or stop that behaviour. Time out may involve removing a student from sources of positive reinforcement as a consequence of specific undesired behaviour. It is one option along a continuum of behaviour interventions supporting behaviour change. "Time out" practices do not include involuntary confinement of a student alone in a room or area where the student cannot freely exit or is physically prevented from leaving.

2. Physical Restraint

- a. Physical restraint is an intervention that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head. Physical restraint may never be imposed through any means other than body contact in forms prescribed in training methodologies identified by the division.
- b. Physical restraint is a safety response used only when a student poses an immediate risk of serious physical harm to self or others.
- c. Physical interventions should not exceed what are reasonable or proportionate under the circumstances and should be discontinued as soon as the immediate risk of serious physical harm to the student or others has ended.

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- d. Physical restraint is an intervention of last resort to prevent serious physical harm.
 - i. Physical restraint is never used
 1. until all less intrusive, less restrictive interventions have been exhausted.
 2. as part of a student-specific plan to manage/change student behaviour.
 3. as a substitute for appropriate educational programming or effective behavioural intervention planning.
 4. as a punishment, a consequence, a disciplinary action, or a way to force compliance.
 5. to protect property at risk for damage when there is no immediate risk of serious physical harm to self or others.
 6. when a student is non-compliant, confrontational, or verbally aggressive but there is no immediate risk of serious physical harm to self or others.
- e. Physical restraint is distinct from seclusion, physical guidance, and physical escort
 - i. Physical restraint is frequently associated with seclusion because it is often used to transport a student to an environment where they are secluded; however, they are separate procedures, and one may occur without the other.
 - ii. Physical restraint should not be confused with physical guidance. Physical guidance is the use of touch to prompt a student when teaching a skill, redirecting attention, or providing comfort.
 - iii. Physical escort is distinct from physical restraint. Physical escort is the temporary touching or holding of a student's hand, wrist, arm, shoulder, or back for the purpose of accompanying and inducing a student who is escalated to walk to a safe location. Physical escort does not include any acts intended to immobilize a student or reduce their ability to move any part of their body.

Prevention

All efforts to address challenging behaviours should be directed at preventing the use of seclusion and physical restraint. Prevention will be the key to how the Division arranges and operates schools and classrooms and develops interventions to support all students, including students with disabilities and those with a history of challenging behaviours. To that end, the Division is committed to providing ongoing professional development on the use of effective alternatives to restraint and seclusion, such as Positive Behaviour Interventions and Supports (PBIS), the Low Arousal approach, data-based functional assessment and decision making, and other evidence-based approaches and strategies that can be embedded in the Student Specific Plan (SSP).

For students whose behaviour needs cannot be met through a whole-school approach, the school's student support team will work with the student and their parents/legal guardians to develop a student-specific plan. Student specific plans will be based on

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assessments of the function of challenging behaviours. Student specific plans will include teaching of behavioural management skills and positive replacement behaviours, and any environmental adjustments needed to support positive behaviour and reduce the likelihood of crises or emergency situations. Staff working with students with individualized plans to meet behaviour needs should be trained in de-escalation strategies intended to prevent challenging behaviours from escalating to crises.

Every student and staff member has the right to a safe environment. Training and on-going support in the use of Nonviolent Crises Intervention, de-escalation, and co-regulation techniques will be provided. Any instance of seclusion and physical restraint will be viewed as a prevention failure and trigger a debrief of the event with review and enhancement of the prevention strategies delineated in the SSP. School-team members will consult with the divisional support team or divisional staff to make informed adjustments to prevent future crises. With appropriate, evidence-based adaptations to support students' behavioural needs, the school environment functions as a protective factor, fostering success for all students.

References:

Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion.

Behind Closed Doors: Restraint and Seclusion of Students with Disabilities in Manitoba Schools.

Standards for Seclusion and Physical Restraint in Alberta Schools

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