



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

December 5, 2023

7:00 p.m.

Meeting No. 14-23

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 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 November 7, 2023

REPORT ON EDUCATION

A Snapshot of the Arts in SJASD – Collège Sturgeon Heights Collegiate Production of Little Women

TRUSTEE STATEMENTS

1. Trustee Cheryl Smukowich – Divisional Middle Years and Senior Years GSA Meetings
2. Trustee Tara Smith – Diversity, Equity & Inclusion Committee
3. MSBA Fall General and Regional Meetings

HEARING OF DELEGATIONS

There are no registered delegations.

COMMITTEE REPORTS

Community Engagement Committee – November 14, 2023
Human Resources/Governance Committee – November 14, 2023
Committee of the Whole Education – November 21, 2023

TRUSTEE COMMITTEE UPDATES

Retirement Plan Committee – November 9, 2023
Meeting with NDP MLA's – November 14, 2023

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. CSBA President's Bulletin
 - b. Human Resources Services Flyer
 - c. E-News November 8, 2023
 - d. E-News November 22, 2023
 - e. MHSAA Student Levy Fee Increase for 2024-2025 School Year
 - f. Memo re: Physicians Support – Survey Request
2. Minister of Education and Early Childhood Learning
 - a. Manitoba's Excellence in Education Awards 2023-2024

UNFINISHED BUSINESS/BUSINESS ARISING FROM THE MEETING

1. Second Reading - Consolidated Organizational By-Law 329-23
2. Third/Final Reading - Consolidated Organizational By-Law 329-23
3. First Reading – By-Law 330-23 Amending Organizational By-Law 329-23

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

There are no New Business items.

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. 3 – 23-24

November 14, 2023

MEETING HELD: Tuesday, November 14, 2023, at 11:45 a.m. via Microsoft Teams

PRESENT: Tara Smith, Chair
Angela Dunn, Trustee
Holly Hunter, Chair of the Board
Jordana Buckwold, Assistant Superintendent
Michelle Lancaster, Communications Officer

REGRETS: Craig Glennie, Trustee
Fiona Shiells, Trustee
Jenness Moffatt, Superintendent

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. Community Engagement Items

The Committee reviewed the agenda and discussed the item topics.

The Community Engagement Committee recommends:

That the following items be referred to Committee of the Whole In-Camera:

- **Community Engagement with Local Businesses**
- **Intersectoral Consultation with Regional Agencies**
- **Goals for 2023-24 School Year and the Future of the Community Engagement Committee**

4. Social Media Update

The Committee determined the first Trustee article to be posted on social media and to be included on the Divisional website in a rotating web banner.

5. Date of the Next Meeting

The next meeting is Tuesday, December 12, 2023 at 11:45 a.m.

6. Adjournment

The committee adjourned at 12:00 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. 07-23

#1792543

Meeting Held: Tuesday, November 14, 2023, Board Room, 5:30 p.m.

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

Jenness Moffatt, Superintendent
Carrol Harvey, Manager, Human Resources
Bruce Brown, Assistant Secretary-Treasurer

Regrets: Carrie Melville, Secretary-Treasurer/Chief Financial 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 distributed.

3. Personnel Report to the Board

The Committee reviewed the personnel report updated to November 10, 2023.

4. Support Staff Recruitment Update

An update from the Human Resources Department was provided regarding the current vacant positions and the recruitment plan for such vacancies.

5. Parent Council Policies (KMA, KMAA, KMAB, KMAC)

The Committee reviewed the policies with revisions as presented. A discussion took place around completing a more comprehensive review of the entire parent organization policy package in consultation with Manitoba Association for Parent Councils with a goal to have the review completed by September 2024.

The Human Resources/Governance Committee Recommends:

That revisions to Policies KMA Parent Involvement in Schools, KMAA School Advisory Committees and Booster Clubs, KMAB Guidelines Operation of

Parent Councils and KMAC Guidelines for the Operation of Advisory Councils for School Leadership be approved. (Appendix A)

And further;

That a letter be sent, over signature of the Board Chair, to Manitoba Education and Early Childhood Learning requesting a review of the resource guide entitled School Partnerships, A Guide for Parents, Schools, and Communities last updated in 2005 as the relationships between schools, families and communities have evolved since that time.

6. A/B Policies

The Committee reviewed updated policies as presented. Specific discussion took place around electronic board meetings and the topic of abstention. The topic of abstention requires further discussion with the Committee of the Whole.

The Human Resources/Governance Committee Recommends:

That Policy AD Educational Philosophy/Mission and Policy BCC Trustee Participation at Awards Ceremonies be approved. (Appendix B)

And further;

That the topic of Abstention be referred to the Committee of the Whole In Camera for further discussion.

The meeting was adjourned at 6:19 p.m.

Next Meeting: Tuesday, December 12, 2023 at 5:30 pm.

Report presented by Cheryl Smukowich, Chair, Human Resources/Governance Committee
Minutes recorded by Carrol Harvey, Manager, Human Resources

#1137153

KMA-R
KMAA
KMAB
KMAC**PARENT INVOLVEMENT IN SCHOOLS****PART A: PARENT ORGANIZATIONS****1. Statement of Board Support**

- 1.1 It is the policy of the School Board to ensure the establishment of parent organizations in all schools. Such organizations have proven to be of significant benefit to the educational program offered to our students.
- 1.2 These school parent organizations shall be titled herein, depending on their format:
- a) Parent Advisory Councils (see KMAB), or
 - b) School Advisory Committees (see KMAA), or
 - c) Booster Committees (see KMAA), or
 - d) Advisory Councils for School Leadership (see KMAC)
- 1.3 Under the Public Schools Act the Board of Trustees has ultimate responsibility for policy development and for the total operation of the school division, including instructional activities in schools. The Board discharges this responsibility through designated personnel employed by the Board. Parent organizations, therefore, are advisory and supportive in nature, and shall work with the principal to operate in ways consistent with school division policy.
- 1.4 Parent organizations shall be non-profit organizations associated with individual schools.
- 1.5 This policy, and related policies KMA-R, KMAA, KMAB, and KMAC are intended to ensure that parent organizations are characterized by fair representation of all parents, consistency of organizational structures, and approved financial and business procedures.

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2. Requirement for Principal to Call an Establishment Meeting

2.1 The principal of a school shall call an annual Establishment Meeting to form a parent organization no later than the third week of October.

2.2 The Annual Establishment Meeting shall be publicized as follows:

- a) By special notice in the school communications in the spring of the preceding year
- b) By special notice in the school communications twice in the fall, the second notice no later than one week in advance of the date of the meeting

The Principal of the school shall ensure that all arrangements and preparations are made and shall be the chairperson of the Annual Meeting for the period of the elections.

2.3 The Establishment Meeting shall be held at the school.

2.4 The first order of business at the Establishment Meeting shall be the decision, to be voted on by the parents/ guardians in attendance, regarding the form of parent organization the parents wish to establish.

Before the vote is taken the Principal shall review Division Policies KMA, KMA-R, KMAA, KMAB and KMAC, as well as Regulation 54/96, to help the assembly understand the main features of each form of parent organization.

2.5 If the decision is to form a Parent Advisory Council then the remaining part of the meeting shall be devoted to the election of a Parent Advisory Council Executive, under the procedures and terms outlined in Policy KMAB.

Further, Division policies KMA-R, KMAA, and KMAB shall apply to the operation of the Parent Advisory Council (or one of its subsidiary forms) as applicable.

2.6 If the decision is to form an Advisory Council for School Leadership, then the meeting shall be adjourned, and the Principal

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shall, under the procedures and terms outlined in Regulation 54/96, arrange a second meeting to elect an Executive for the Advisory Council for School Leadership.

Further, Division policies KMA-R and KMAC shall apply to the operations of the Advisory Council for School Leadership, as well as Regulation 54/96.

3. Purpose of Parent Organizations

The purposes of parent organizations (hereinafter referred to as "Parent Organizations") may include the following:

- 3.1 Promote cooperation and communication between the home, school, and community. Promote parental involvement in their schools.
- 3.2 Promote positive relations between the school and its community.
- 3.3 Promote the objectives of the school recognizing the student is the most important and vital component of the educational system.
- 3.4 Promote the welfare of children and support the educational purpose of the school.

4. Forms of Parent Organizations in Schools

4.1 Parent Advisory Council

This form of Parent Organization is characterized by a high level of parent involvement, multiple functions and revenue sources, moderate to high cash flows, and high organizational need. Historically, it has been the common form at K-5 schools, and less common at 6-8 or 9-12 schools.

This form could be selected by schools with a high level of parent involvement and a large and active activity agenda. The quorum of the annual meeting to elect an Executive shall be a number of parents equal to or greater than five percent of the student enrolment of that school.

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If such a quorum cannot be achieved, the principal shall initiate formation of the next level of Parent Organization, a School Advisory Committee.

4.2 School Advisory Committee

This form of Parent Organization is characterized by lower levels of parent involvement, negligible cash flow, and lower organizational need. It functions to create communication and dialogue with the school staff and to provide advice to the principal in an informal setting. This form is rarely seen in K-5 schools, but predominates in 6-8, and 9-12 schools.

This form could be selected when insufficient parents show committed involvement in the Parent Organization. It could be their choice or the choice of a principal faced with too few parents to establish a Parent Advisory Council. The members of a School Advisory Committee experiencing increasing involvement of parents could upgrade at any suitable time to a Parent Advisory Council.

4.3 Booster Committee

This form of Parent Organization is characterized by a high level of specific-interest parent involvement. It focuses on a single activity, such as school band, and has potentially high cash flows and high organizational needs. It also provides advice and support to the principal on the student activity of interest.

This form meets the needs of certain school activities. It could operate reporting directly to the principal, or it could operate as a committee of a School Advisory Committee or Parent Advisory Council and, through one of these bodies, report to the Principal.

4.4 Advisory Council for School Leadership

This form of Parent Organization is established and operated under the terms of Regulation 54/96 and under Division Policy KMAC, and under Division Policy KMA-R regarding financial procedures.

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5. Resource Guide for Manitoba's Parent Advisory Councils

A resource guide for Parent Advisory Councils can be found at [MAPC Resource Guide for Manitoba's Parent Advisory Councils](#).

Guidelines on Operating a Parent Advisory Council can be found at [MAPC Operating a Parent Advisory Council](#).

6. Parent Organizations - Divisional Forums

The School Division, under the sponsorship and leadership of the Chair of the Board, shall arrange a minimum of one meeting per school year **for elected Parent Advisory Council presidents and a representative from the School Advisory Committees**. This meeting should facilitate discussion on matters of interest to Parent Organizations. Further meetings may be called as necessary.

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SCHOOL ADVISORY COMMITTEES AND BOOSTER CLUBS**PART A - SCHOOL ADVISORY COMMITTEES****1. Initiating a School Advisory Committee**

In the event there is insufficient attendance at the annual meeting to elect an Executive, there is no basis for a Parent Advisory Council, and the Principal shall therefore initiate the next level of parent organization, a School Advisory Committee.

2. Purpose of School Advisory Committees

School advisory committees are advisory in nature rather than legislative, and supportive to the educational process of the school.

The Board approves of the formation of School Advisory Committees, in cases where there is not enough parent interest to establish a Parent Advisory Council, to provide for more effective communication between the community, the students and administration of a school on matters of common interest; to advise the school administration on school policies, programs and activities; and to work toward effective school-community relations.

The Terms of Reference of School Advisory Committees shall be:

- a) to provide a regular forum for communication, liaison and exchange of ideas among the members;
- b) whenever desirable, to assist the principal to become knowledgeable about current business, industry and labour practices, and changing employment opportunities for students;
- c) to receive reports from the principal on the school programs, general policies and organization and to advise the principal on future directions;
- d) to receive reports and recommendations from the students and advise on student activities;

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- e) to give the principal valuable feedback on school related matters;
- f) to meet at least two (2) times during each school year;
- g) to keep Minutes of each meeting and forward copies to the Superintendent.

3. Membership of School Advisory Committees:

The School Advisory Committee shall consist of an appointed group of parents which, together with student representatives, shall act in an advisory capacity to the principal of the school. Meetings of the School Advisory Committee shall be held a minimum of twice during the school year and shall be open to all parents and the general public. Such meetings are meant to promote the exchange of ideas among the principal, students, parents and residents. Meeting dates shall be published in school newsletters and posted in the schools.

The members of the School Advisory Committee shall be appointed by the principal prior to the end of October of each year. Any parent or guardian with a student at a school is eligible for that school's School Advisory Committee. The committee shall be as representative as possible of all parents or guardians in the community.

Ideally, some of the members who comprise the School Advisory Committee should change each year. New members are important and should be encouraged to express their interest.

If possible, the School Advisory Committee should be composed of at least eight (8) members, including the school principal. There shall be two (2) students on the committee. The principal of the school shall serve as chairman of the committee. Members of the committee will be appointed by the principal for a one year term.

4. Financial Operations of School Advisory Committees

School Advisory Committees shall follow the same financial procedure as outlined for parent organizations in Policy KMA-R.

PART B - BOOSTER CLUBS or COMMITTEES

Booster Committees or Booster Clubs shall be formed under the direction of the

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principal and follow the same financial procedure as outlined for parent organizations in Policy KMA-R.

APPROVED JUNE 22, 1993 Motion 12-04-93

REVISED September 28, 1993 Motion 16-06-93

REVISED May 24, 1994 Motion 12-05-94

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#1136592

GUIDELINES FOR THE OPERATION OF PARENT ADVISORY COUNCILS

In keeping with the Board's support for the active involvement of parents in schools and the creation of parent organizations, as expressed in Policy KMA - Parent Organizations, the following guidelines are provided for the reference of Parent Advisory Councils. The guidelines suggest rules of procedure and operation which may be helpful to Parent Advisory Councils. Further, the guidelines could form the basis of a constitution which Parent Advisory Councils may wish to adopt.

1. Functions of Parent Advisory Councils

The functions of Parent Advisory Councils may include the following:

- 1.1 to ensure that every program and activity of the Parent Advisory Council recognizes that the student is the most important and vital component in the educational system;
- 1.2 to act as a resource organization to the school, filling those needs not already covered by the government bodies or by other means;
- 1.3 to act as a resource organization to parents, providing information and assistance on school or Divisional activities, and activities which will enable them better to assist their students with their studies;
- 1.4 to facilitate effective communication between the community, the students, and the staff and administration of the school on matters of common interest;
- 1.5 to provide a regular forum for communication, liaison, and exchange of ideas and information among the members of the Parent Advisory Council;
- 1.6 to assist and improve the educational process without usurping administrative authority;

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- 1.7 to receive reports from the Principal regarding school programs, policies, organization, and activities, and to advise the Principal thereon;
- 1.8 to assist the Principal, where applicable, to become knowledgeable about current business, industry, and labour practices, and changing employment opportunities for students;
- 1.9 to receive reports and recommendations from students, where applicable, and to advise the Principal regarding student activities;
- 1.10 to advise on and initiate school-supportive adult activities in the school and community;
- 1.11 to review such Division policy proposals as may from time to time be presented for consideration by the Division's Board of Trustees, and to respond accordingly;
- 1.12 to form affiliations, where deemed appropriate by the Executive, with appropriate school-supportive organizations such as the Canadian Education Association, the Home and School/Parent Teacher Federation, and other similar educational organizations and associations;
- 1.13 to advise the principal about school policies, activities and organization, including
- i. departmental and locally developed curricula
 - ii. cultural and extracurricular activities
 - iii. student discipline and behaviour policies
 - iv. community access to school facilities
- 1.14 to advise the principal about fund-raising and participate in fund-raising activities;
- 1.15 to advise the school board about the process of hiring and assigning principals; and such advice, if offered, to be submitted to the board
- i. in writing
 - ii. before the end of February

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- 1.16 to advise the principal and the school board about an annual budget for the school; and such advice, if offered, to be submitted to the board
 - i. in writing
 - ii. by January 15th

- 1.17 to participate in developing an annual school plan

2. Duties of Parent Advisory Councils

- 2.1 A Parent Advisory Council shall communicate with parents of children attending the school and community members so that it can properly represent their priorities and concerns.
- 2.2 A Parent Advisory Council shall establish a means whereby it is regularly accountable to the school and community for its activities and expenditures.
- 2.3 All agenda items put forth shall pertain to school business and/or must pertain to the mandates set forth by the parent advisory council.

3. Membership of Parent Advisory Councils

- 3.1 All parents and/or guardians of the students attending the school shall be members of that school's Parent Advisory Council, and shall be eligible to vote at all Council meetings, including the Annual Meeting to Elect the Parent Advisory Council Executive.
- 3.2 The Principal (or designate), a minimum of one teacher (and an alternate) elected by the school staff, and a minimum of one student in the case of secondary schools, shall be members of the Council, with voting rights to be determined locally.
- 3.3 Citizens residing within the school's catchment area may be associate members of the Parent Advisory Council. Associate members may attend meetings of the Parent Advisory Council. Associate members shall be non-voting members of the Parent Advisory Council.

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4. Meeting Requirements for Parent Advisory Councils

- 4.1 The Council shall meet a minimum of two times during each school year, once for the Annual Meeting to Elect the Parent Advisory Council Executive and one additional time, for a minimum total of two Council meetings.
- 4.2 Planning for Council Meetings shall be the responsibility of the Executive. It is the responsibility of the chair to ensure that agenda items adhere to the mandate of the Council.
- 4.3 Eligible voters at all Council meetings shall be as described in Section 2, above.
- 4.4 The Principal shall advertise all meetings of the Parent Advisory Council in the school newsletter at least one week in advance of the date of the meeting.
- 4.5 The Principal or designate shall be present at all meetings of the Parent Advisory Council.
- 4.6 Any 20 parents may demand by written submission stating the purpose, that the President call a General Meeting of the Council.
- 4.7 Meeting minutes are a permanent, legal record of the Parent Advisory Council meeting. Minutes must include the name of the group, the date, time and location of the meeting and all individuals present, absences and regrets. Meeting discussions should be recorded as a brief and objective summary of the key points made during the discussion of the agenda item. Minutes should include what was done and not what was said. (e.g.: The entire and exact conversation is unnecessary.) Names should only be recorded when a motion or action item is recorded.

5. Annual Meeting Requirement

- 5.1 The Annual Meeting to elect the Parent Advisory Council Executive (hereinafter called the "Annual Meeting" shall be held no later than the third week of October of each school year.

- 5.2 The Annual Meeting shall be publicized as follows:

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- i. By special notice in the school communications-in the spring of the preceding year.
- ii. By special notice in the school communications twice in the fall, the second notice no later than one week in advance of the date of the meeting

The Principal of the school shall ensure that all arrangements and preparations are made, and shall be the chairperson of the Annual Meeting for the period of the elections.

- 5.3 The Annual Meeting shall be held at the school.
 - 5.4 The eligible voters for the Annual Meeting shall be all members of the Council as described in Section 2, above. The first order of business shall be to determine voting privileges of staff and shall be decided by a vote of parent/guardian members only.
 - 5.5 The quorum of the annual meeting to elect an Executive shall be a number of parents equal to or greater than five percent of the student enrolment of that school. In the event such a quorum is not reached, those assembled, may, by specific resolution for that year only, set aside the requirement for the 5% quorum.
 - 5.6 The purpose of the Annual Meeting is:
 - i. to elect an Executive as defined in section 5 below.
 - ii. To give the newly-elected members of the Parent Advisory Council Executive and the Principal the opportunity to hear from parents regarding possible matters for attention during the coming year.
6. Executive of the Parent Advisory Council

- 6.1 The Executive of the Parent Advisory Council shall consist of a minimum of 5 members:

President
Vice-President
Secretary
Treasurer
Principal

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- 6.2 The school principal is automatically a member of the Executive, and shall be consulted in all matters pertaining to the school. The voting rights of the principal on the executive shall be as determined under section 5.4.
- 6.3 The Parent Advisory Council may elect additional members-at-large as deemed appropriate.
- 6.4 No elected member of the Executive may hold the same office for more than 3 consecutive years.
- 6.5 The Executive shall take direction from the general membership of the Parent Advisory Council.
- 6.6 The Executive shall ensure that proper financial procedures are followed by the organization, as detailed later in this policy.
- 6.7 The Executive shall have the power to conduct the routine and emergency business of the Parent Advisory Council and shall carry out such commitments as may be made by the general membership of the Parent Advisory Council at Parent Advisory Council meetings.
- 6.8 A quorum of the Executive shall be two fifths (2/5) of its members.
- 6.9 Terms of Office of Executive Members:
- i. No elected member of the Executive may hold the same office for more than 3 consecutive years.
 - ii. Any staff member on the Executive shall hold a one-year term (elected annually). The membership of students on the Executive is to be determined locally.
 - iii. If an elected Executive member resigns, or ceases to be a member, the Executive may appoint another member to replace the person at the next Executive Meeting.

7. Duties of Executive

7.1 President

- i. shall chair meetings of the Council and the Executive;

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- ii. shall be ex-officio member of any sub-committees which may be struck by the Council or the Executive;
- iii. shall take direction from the Council regarding Council business, and shall work in close consultation with the school principal;
- iv. shall direct all activities of the Council between regular meetings; and
- v. shall be responsible to the Council.

7.2 Vice-President

shall assume the duties and responsibility of the president during the absence of same; and other duties as may be assigned.

7.3 Secretary

- i. may maintain, in a space at the school provided therefore by the Principal, and in close consultation with the Principal, copies of all records pertaining to the Parent Advisory Council and Executive;
- ii. shall be responsible for any correspondence issued under the direction of the Parent Advisory Council or Executive;
- iii. shall take the minutes at all meetings of the Council and Executive;
- iv. shall, within two weeks after any Council or Executive meeting, provide to the members of the Executive copies of all Council or Executive minutes, and shall forward copies to the Principal, who shall, in turn:
 - v. post one copy for general public information, and
 - vi. retain one copy on file at the school for a seven-year period, for audit purposes and school division reference
- vii. one copy for distribution to trustees
- viii. Meeting minutes are a permanent, legal record of the PAC meeting. Minutes should include what was done and not what was said. Minutes must include the name of the group, the date, time and location of the meeting and all individuals present, absences and regrets. Meeting discussions should be recorded as a brief and objective summary of the key points made during the discussion of the agenda item. The entire and exact conversation of "who said what" is unnecessary. Names should only ever be recorded in the attendance section of the minutes when a motion or action item is recorded. They are not necessary for a summary of the dialogue.

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7.4 Treasurer

Shall be responsible for the financial accounting of the Parent Advisory Council, in the following manner:

- i. shall maintain records of all financial transactions of the Parent Advisory Council
- ii. shall be responsible for banking Council funds, and for arranging banking services
- iii. shall present a financial statement of the Parent Advisory Council's accounts at each meeting of the Executive, and at the Annual Meeting, and shall submit a copy of each financial report to the principal, who shall retain one copy on file at the school for a seven-year period, for audit purposes and school division reference.
- iv. an audit of the accounts of the Parent Advisory Council shall be done concurrently with the school funds audit.

8. Duties of the Principal (or designate)

8.1 Shall be present at all meetings of the Council;

8.2 Shall advise the Council and Executive on Division Policy;

8.3 Shall assist the Council and Executive in conducting Parent Advisory Council business. This may include:

- i. arranging for use of school facilities for meetings and activities, where appropriate;
- ii. providing consultation and advice on the organizational functioning of the Parent Advisory Council;
- iii. providing occasional secretarial service, as available;
- iv. providing normal photocopying requirements of minutes, notices of meetings, and routine correspondence at no charge
- v. assisting the Parent Advisory Council in distributing information to the community, consistent with Board policy, under the review of the principal.

8.4 Shall provide to the Parent Advisory Council general information regarding all school activities, as appropriate

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8.5 Shall, at each Council meeting, present a report on school activities which may include areas such as the following:

- i. Selected Curricula (especially where change has occurred)
- ii. Student Discipline Policy
- iii. School Budget
- iv. School Staffing and Enrolment
- v. Co-curricular Activities

8.6 Shall provide the treasurer advance notice for upcoming audits.

9. Committees of the Executive

9.1 Committees are a useful part of any organization. They may include:

Standing Committee
Ad Hoc Committee
Special Committees

9.2 The chairpersons of the committees shall be determined locally.

9.3 The duties and activities of the committees should be assigned and approved by the Executive Committee.

9.4 Recommendations of committees for action should be reported to the Executive and approved by vote before action takes place.

10. Rules of Order, Quorums, Voting Procedures

10.1 The quorum of the annual meeting to elect an Executive shall be a number of parents equal to or greater than five percent of the student enrolment of that school. In the event such a quorum is not reached, those assembled, may, by specific resolution for that year only, set aside the requirement for the 5% quorum.

10.2 At meetings of the Parent Advisory Council Executive, two fifths of the Executive shall constitute a quorum.

10.3 Both the Council and the Executive shall follow Robert's Rules of Order as adopted by the St. James-Assiniboia School Division (copies available from the Division on request).

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- 10.4 At meetings of both Parent Advisory Council and the Parent Advisory Council Executive, decisions shall be on a majority vote basis, with all members of either the Council or the Executive, as applicable, present entitled to one vote on each matter of business. The president shall cast the deciding vote in the case of a tie.

11. Conducting the Financial Business of the Parent Advisory Council

- 11.1 At least three Executive members, if an Executive exists, or other members if an Executive does not exist are to be established as signing officers.
- 11.2 Two signing officers (if an Executive exists the President or Treasurer and one other) shall be required to sign all cheques written on behalf of the Parent Organization.
- 11.3 No cheques shall be issued to any signatory of a cheque.
- 11.4 No cheques shall be issued or signed unless there is adequate documentation provided, so that the signing officers have full knowledge of the purpose of the payment. Full documentation is required as soon as possible after the expenditure.
- 11.5 Any cheque for over \$ 50.00 shall be issued only by specific resolution of the Executive. (For on-going financial projects a single annual resolution addressing the requirements of the project by setting a maximum payment amount is recommended.)
- 11.6 Before making any major purchase or entering into a contract with any supplier or outside organization, the Executive is advised to consult with the school division, so that such a purchase or contract can be reviewed with respect to legal requirements, tax rebate or tax exemption benefits, and purchase and tendering requirements under the Public Schools Act. Local preference should be considered in major purchases by Parent Advisory Councils.

12. Parent Advisory Council Constitution

- 12.1 In cases where the school does not have on hand an established and duly adopted Constitution, the Parent Advisory Council

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Executive shall, as its first order of business, prepare and present to the next Annual Meeting of the Parent Advisory Council a draft constitution to govern the operation of the Parent Advisory Council.

- 12.2 Any Parent Advisory Council constitution shall adhere to the requirements of this policy, but may otherwise include such additional features as shall be approved by the Parent Advisory Council, by a two-thirds majority, at its next Annual Meeting.
- 12.3 The Principal shall submit a copy of the Constitution to the Superintendent.
- 12.4 Revision of the Constitution shall require a two-thirds majority.

APPROVED JUNE 22, 1993 Motion 12-04-93
REVISED SEPTEMBER 28, 1993 Motions 16-05-93, 16-06-93
REVISED May 24, 1994 Motion 12-05-94
REVISED June 11, 1996 Motion 11-02-96

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#1137156

**GUIDELINES FOR THE OPERATION OF
ADVISORY COUNCILS FOR SCHOOL LEADERSHIP**

This form of Parent Organization is established and operated under the terms of Regulation 54/96; under Division Policies KMA, KMAC; and under Division Policy KMA-R regarding financial procedures. This is an extremely rare parent organization in Manitoba, and functions much like the Parent Advisory Council.

1. Functions of Advisory Councils for School Leadership

The functions of Advisory Councils for School Leadership may include the following:

- 1.1 to ensure that every program and activity of the Advisory Council recognizes that the student is the most important and vital component in the educational system;
- 1.2 to act as a resource organization to the school, filling those needs not already covered by the government bodies or by other means;
- 1.3 to act as a resource organization to parents, providing information and assistance on school or Divisional activities, and activities which will enable them better to assist their students with their studies;
- 1.4 to facilitate effective communication between the community, the students, and the staff and administration of the school on matters of common interest;

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- 1.5 to provide a regular forum for communication, liaison, and exchange of ideas and information among the members of the Advisory Council
- 1.6 to assist and improve the educational process without usurping administrative authority.
- 1.7 to receive reports from the Principal regarding school programs, policies, organization, and activities, and to advise the Principal thereon;
- 1.8 to assist the Principal, where applicable, to become knowledgeable about current business, industry, and labour practices, and changing employment opportunities for students;
- 1.9 to receive reports and recommendations from students, where applicable, and to advise the Principal regarding student activities;
- 1.10 to advise on and initiate school-supportive adult activities in the school and community;
- 1.11 to review such Division policy proposals as may from time to time be presented for consideration by the Division's Board of Trustees, and to respond accordingly;
- 1.12 to form affiliations, where deemed appropriate by the Executive, with appropriate school-supportive organizations such as the Canadian Education Association, the Home and School/Parent Teacher Federation, and other similar educational organizations and associations.
- 1.13 to advise the principal about school policies, activities and organization, including

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- i. departmental and locally developed curricula
- ii. cultural and extracurricular activities
- iii. student discipline and behaviour policies
- iv. community access to school facilities

- 1.14 to advise the principal about fund-raising and participate in fund-raising activities
- 1.15 to advise the school board about the process of hiring and assigning principals; and such advice, if offered, to be submitted to the board
 - i. in writing
 - ii. before the end of February
- 1.16 to advise the principal and the school board about an annual budget for the school; and such advice, if offered, to be submitted to the board
 - i. in writing
 - ii. by January 15th
- 1.17 to participate in developing an annual school plan

2. Duties of Advisory Councils for School Leadership

- 2.1 An Advisory Council shall communicate with parents of children attending the school and community members so that it can properly represent their priorities and concerns.
- 2.2 An Advisory Council shall establish a means whereby it is regularly accountable to the school and community for its activities and expenditures.

3. Membership of Advisory Councils for School Leadership

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See Regulation 54/96, particularly Sections 1, 6(1), and 7(1).

4. Meeting Requirements for Advisory Councils for School Leadership

- 4.1 Any 20 parents may demand by written submission stating the purpose, that the President call a General Meeting of the Advisory Council.

See also Regulation 54/96, particularly Sections 4, 5 and 6.

5. Requirement for Principal to Call an Established Meeting

- 5.1 The principal of a school shall call an annual Establishment Meeting to form a parent organization no later than the third week of October, under the terms and procedures specified in Policy KMA.
- 5.2 The Annual Establishment Meeting shall be publicized as follows:
- a) By special notice in the school newsletter in the spring of the preceding year
 - b) By special notice in the school newsletter twice in the fall, the second notice no later than one week in advance of the date of the meeting
 - c) By Division-wide advertisement in the local newspaper in early September, arranged by the Superintendent or designate on behalf of all schools.

The Principal of the school shall ensure that all arrangements and preparations are made, and shall be the chairperson of the Annual Meeting for the period of the elections.

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- 5.3 The Establishment Meeting shall be held at the school.
- 5.4 The first order of business at the Establishment Meeting shall be the decision, to be voted on by the parents/ guardians in attendance, regarding the form of parent organization the parents wish to establish.

Before the vote is taken the Principal shall review Division Policies KMA, KMA-R, KMAA, KMAB and KMAC, as well as Regulation 54/96, to help the assembly understand the main features of each form of parent organization.

- 5.5 If the decision is to form a Parent Advisory Council (or one of its subsidiary forms) then the remaining part of the meeting shall be devoted to the election of a Parent Advisory Council Executive, under the procedures and terms outlined in Policy KMAB.

Further, Division policies KMA, KMA-R, KMAA, and KMAB shall apply to the operation of the Parent Advisory Council (or one of its subsidiary forms) as applicable.

- 5.6 If the decision is to form an Advisory Council for School Leadership, then the meeting shall be adjourned, and the Principal shall, under the procedures and terms outlined in Regulation 54/96, arrange a second meeting to elect an Executive for the Advisory Council for School Leadership.

See Regulation 54/96, particularly Sections 6(2) and 6(3).

6. Executive of the Advisory Council for School Leadership

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See Regulation 54/96, particularly Sections 6(2), 6(3), 7(1), 7(2), and all of Sections 9 and 10.

7. Duties of Executive

See Regulation 54/96, particularly Sections 10, 11, and 12.

8. Duties of the Principal (or designate) Regarding Advisory Councils for School Leadership

- 8.1 Shall be present at all meetings of the Advisory Council.
- 8.2 Shall advise the Advisory Council on Division Policy:
- 8.3 Shall assist the Advisory Council in conducting Advisory Council business. This may include:
 - i) arranging for use of school facilities for meetings and activities, where appropriate;
 - ii) providing consultation and advice on the organizational functioning of the Advisory Council;
 - iii) providing occasional secretarial service, as available;
 - iv) providing normal photocopying requirements of minutes, notices of meetings, and routine correspondence at no charge
 - v) assisting the Advisory Council in distributing information to the community, consistent with Board policy, under the review of the principal.
- 8.4 Shall provide to the Advisory Council general information regarding all school activities, as appropriate

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- 8.5 Shall, at each Advisory Council meeting, present a report on school activities which may include areas such as the following:
- i) Selected Curricula (especially where change has occurred)
 - ii) Student Discipline Policy
 - iii) School Budget
 - iv) School Staffing and Enrolment
 - v) Co-curricular Activities

- 8.6 Shall provide the treasurer advance notice for upcoming audits.

9. Committees of the Executive

See Regulation 54/96, particularly Section 12.

10. Rules of Order, Quorums, Voting Procedures

See Regulation 54/96, particularly Sections 11 and 12.

11. Conducting the Financial Business of the Advisory Council for School Leadership

- 11.1 At least three Executive members, if an Executive exists, or other members if an Executive does not exist are to be established as signing officers.
- 11.2 Two signing officers (if an Executive exists the President or Treasurer and one other) shall be required to sign all cheques written on behalf of the Parent Organization.

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- 11.3 No cheques shall be issued to any signatory of a cheque.
- 11.4 No cheques shall be issued or signed unless there is adequate documentation provided, so that the signing officers have full knowledge of the purpose of the payment. Full documentation is required as soon as possible after the expenditure.
- 11.5 Any cheque for over \$ 50.00 shall be issued only by specific resolution of the Executive. (For on-going financial projects a single annual resolution addressing the requirements of the project by setting a maximum payment amount is recommended.)
- 11.6 Before making any major purchase or entering into a contract with any supplier or outside organization, the Executive is advised to consult with the school division, so that such a purchase or contract can be reviewed with respect to legal requirements, tax rebate or tax exemption benefits, and purchase and tendering requirements under the Public Schools Act. Local preference should be considered in major purchases by Advisory Councils for School Leadership.
12. Constitutions for Advisory Councils for School Leadership
- 12.1 In cases where the school does not have on hand an established and duly adopted Constitution, the Advisory Council for School Leadership shall, as its first order of business, prepare and present to the next Annual Meeting of the Advisory Council for School Leadership a draft constitution to govern the operation of the Advisory Council.
- 12.2 Any Advisory Council for School Leadership constitution shall adhere to the requirements of this policy, but may otherwise

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include such additional features as shall be approved by the Advisory Council, by a two-thirds majority, at its next Annual Meeting.

- 12.3 The Principal shall submit a copy of the Constitution to the Superintendent.
- 12.4 Revision of the Constitution shall require a two-thirds majority.
- 12.5 See Regulation 54/96, particularly Section 12.

APPROVED June 11, 1996 Motion 11-02-96

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ST. JAMES-ASSINIBOIA SCHOOL DIVISION

Great Schools for Growing and Learning

POLICY: AD

108120

EDUCATIONAL PHILOSOPHY/MISSION

The Division adopts the following statements of educational philosophy:

OUR MISSION

St. James-Assiniboia School Division is a leading and innovative learning community that will enable students to success as life-long learners in an ever-changing world.

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.

FOCUS AREAS AND PRIORITIES

St. James-Assiniboia School Division holds five focus areas and priorities on which every action in the Division will be based: Success for Each Learner, Ma Mawi Anokiitaw Miinawaa (We Will Work Together Again), Mental Health and Wellbeing, Supporting and Celebrating our Students, and Family and Community Connections.

Success for Each Learner

We recognize the importance of each child and their own unique learning needs. Programming and opportunities need to be engaging and relevant to the student. Success is a broad term, and it means different things to different students. At the end of their education journey, we want students to have a sense of dignity, courage, and capability in addition to feeling that they have the skills and abilities to lead them to a future of possibilities. We believe that a strong foundation in literacy and numeracy is critical for future success.

Ma Mawi Anokiitaw Miinawaa / We Will Work Together Again

We believe in creating safe and inclusive environments that are not only representative of Indigenous cultures, languages, and histories, but also demonstrate the commitment to Truth and Reconciliation. It is a priority to build

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partnerships that recognize the importance of Elders, Knowledge Keepers, and other Indigenous peoples playing a prominent role in the teachings that we bring to schools.

Mental Health and Wellbeing

There is a growing need to support the mental health and well-being of all students and staff. The first step in this journey is reaffirming the necessity that our schools are inclusive, represent the diversity of our community, and continuously model a culture of care. Our programming includes intentional strategies to promote strong personal mental and physical health to build resilience. Throughout these priorities, there is a constant thread of connections, partnerships, and a focus on relationships which will strengthen our sense of well-being as a healthy community.

Supporting and Celebrating our Students

Our schools are welcoming, caring, and safe for all children, staff, and families. Students are supported and their successes are continuously celebrated.

Opportunities allow for students to explore their own individual areas of passion and interest to promote engagement and learning. Our Division is comprised of staff and students from diverse communities and we are committed to honouring and celebrating all of our diversity, visible or invisible.

Family and Community Connections

Effective communication is essential in supporting and connecting students and families to schools. Communication references a series of ongoing and connected interactions throughout a student's school year and their educational journey.

Parents and caregivers actively participate and feel involved in school experiences with their children. Community partners create a network of support that enriches the learning for all children.

OUR BELIEFS

The actions and activities of the Board are guided by core values and beliefs identified in consultation with the St. James-Assiniboia community. Local values and beliefs provide the foundation for Board policy.

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The actions and activities of the St. James-Assiniboia School Division are guided by the following core beliefs.

We believe that:

1. Every child has the right to a public education and can learn if provided with support and encouragement.
2. A safe and caring environment is necessary for successful learning.
3. Decisions shall be evidence-based and should be made in the best interest of our students.
4. Our employees and their professional development are critical to the success of the Division
5. Education should be delivered in a fiscally responsible manner.
6. Parent/guardian engagement in a child's education contributes to the success of our students.
7. Schools are an integral community partner.
8. Strategic planning is fundamental to good governance and is necessary to achieve our Vision and Mission. It supports accountability, transparency, and public confidence.

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#113080

BCC-R

TRUSTEE PARTICIPATION AT AWARDS CEREMONIES AND CLOSING EXERCISES

The Board of Trustees of the St. James Assiniboia School Division believes that the focus for awards ceremonies and closing exercises should be on the students. From time to time board member participation at such events will be requested. The following guidelines will assist administration in planning for trustee participation at such events.

High School Graduation

A Ward trustee or designate will be invited to bring greetings on behalf of the Board at the formal graduation exercise. Each year Ward trustees will decide amongst themselves who will bring the greeting. They will also be invited as a platform guest and be asked to participate in the distribution of School Board Awards.

Undergrad Awards ceremonies

Ward trustees or designate will decide amongst themselves who will attend the event. Trustees, as platform guests, will be introduced and asked to participate in the event by assisting with the presentation of School Board awards.

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ST. JAMES-ASSINIBOIA SCHOOL DIVISION**REPORT OF THE COMMITTEE OF THE WHOLE EDUCATION – No. 06-23**

Meeting Held: Tuesday, November 21, 2023, 2574 Portage Avenue Board Room, 5:10 p.m.

Present: Holly Hunter, Chair
Sandy Lethbridge, Vice Chair
Michael Cabral, Trustee
Angela Dunn, Trustee
Fiona Shiells, Trustee
Tara Smith, Trustee
Cheryl Smukowich, Trustee

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

Regrets: Craig Glennie, Trustee
Rachelle Wood, Trustee

DISCUSSION AND RECOMMENDATIONS

1. Attendance

As per above.

2. Approval of Agenda**3. Annual Report on Continuous Improvement Fall 2023**

Superintendent, Jenness Moffatt, shared the Annual Report on Continuous Improvement with the committee and explained the process for synthesis and planning. The purpose of Continuous Improvement planning is to ensure that we, as a division, are striving to monitor learners to improve our practices. Seeking deeper understanding of the challenges and barriers that exist for some students. This means improving our listening skills, work to develop deeper relationships, and work collaboratively with students and families to truly prove, through our metrics of success, that there are meaningful, inclusive, and caring educational environments that serve each student.

4. Policy JE and Regulation JE-R Student Presence and Engagement

The Committee reviewed Policy JE and Regulation JE-R Student Presence and Engagement that were revised to align with the policy directive from Manitoba Education and Early Childhood Learning. Upon review of the policy package, Regulation JHB-R Truancy was identified as needing to be archived as it is no longer relevant.

The Committee of the Whole recommends:

That Policy JE Student Presence and Engagement (Appendix A) be approved.

And further;

That Regulation JHB-R Truancy be archived.

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

The Board reviewed the directive and discussed the development of the forthcoming updated policy.

6. St. James-Assiniboia School Division Diploma

A proposal was made to revise Regulation IEA-R Subject Time Allotments. As a result, the Board will be informed on an annual basis of the number of students receiving credit for the Provincial Community Services School Initiated Project.

7. Basic French Course for Parents

The Board discussed having French Immersion Schools hold an information session for parents on Resources from Canadian Parents for French. Senior Administration were tasked with coordinating this event with applicable schools.

Adjournment: 7:55 p.m.

Next Meeting: December 19, 2023 at 6:00 p.m.

Report submitted by Holly Hunter, Board Chair
Minutes recorded by Jenness Moffatt, Superintendent

#109829

JE-R
JEC-R
JK
JHB-R**STUDENT PRESENCE AND ENGAGEMENT****Philosophy**

The St. James-Assiniboia School Division is committed to providing a full and efficient educational experience for all learners. Students who attend school regularly are more engaged in learning, have a greater opportunity to access school and community resources, have a greater sense of belonging, and are more likely to reach their full potential. Student presence and engagement is required for success.

Student absence is a serious impediment to a student's educational performance and well-being. Absenteeism can have lasting negative impacts on student achievement, graduation rates, transition to post-secondary education, employment, and social inclusion, as well as on the community at large.

Attendance issues are often a first sign that a student is experiencing life challenges, and there is a multitude of contributing factors, ranging from academic, social, economic, and psychological. These include and are not limited to:

- poor health
- poor mental health
- family and work responsibilities
- transportation
- bullying
- homelessness
- undiagnosed cognitive vulnerabilities
- death of a parent or loved one

Objectives

The St. James-Assiniboia School Division is committed to following the foundational principles and conditions as outlined in *Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement* (Manitoba Education and Early Childhood Learning, 2023) as follows:

- Presence and engagement begin with relationships. Reciprocal and respectful relationships with students, families, parents, Elders,

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Knowledge Keepers, communities, organizations, and the school need to be established, nurtured, and cared for.

- Student success and well-being is the collective responsibility of all who are responsible for children and youth.
- Putting students at the centre is the driver of all planning and responses.
- Safe, caring, and inclusive learning environments are foundational to student presence and engagement.
- Student absence requires consistent attention and collective action. Ensuring student presence requires continuity of effort and resources over time.
- Absenteeism has a range of root causes and effects that cross sectors, government departments, and jurisdictions.
- Policies and procedures must work in collective coordination and partnership with schools, organizations, parents, and communities, and across government agencies to support and improve regular daily presence and engagement for all students.
- Best practices will continue to be compiled and shared as this policy directive is implemented.

Definitions

The following definitions are in accordance with guideline 1 of *Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement* (Manitoba Education and Early Childhood Learning, 2023):

Presence: When a student attends and participates in the school or classroom on the days in which they are required. This is an entry point to being able to engage students in the process of learning. Students may be present even if they are not physically within a classroom, depending on their student-specific plan.

Engagement: Students' attitudes towards schooling, their attendance and participation in school activities, disposition towards learning, and working and socializing with others in school. Engagement is expressed in students' feelings that they belong at school, and in their participation in school activities (OECD, 2003).

Regular Attendance: Coming to school and/or participating in learning consistently and on a routine, habitual basis, missing no more than five days for the entire school year.

Absence: Any time that a student is not in class or not participating in a school activity while not being on suspension/expulsion.

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Excused Absence: Any time that a student is not in class or not participating in school activity while not being on suspension/expulsion, with a valid excuse and the mutual consent of a parent and the school principal. In practice, this has also been referred to as a verified absence.

Unexcused Absence: Any time a student is not in class or not participating in school activity while not being on suspension/expulsion, without a valid excuse and parental approval.

Chronic Absenteeism: Where unexcused absences account for 10 or more classes in a single high school course or 10 percent or more of instructional days in kindergarten to Grade 8 in a reporting period.

Severe Chronic Absenteeism: Where unexcused absences account for 20 or more classes in a single high school course or 20 percent or more of instructional days in kindergarten to Grade 8 in a reporting period.

Student-Specific Plan (SSP): A planning, record-keeping, and communication document, as outlined in *Standards for Appropriate Educational Programming in Manitoba* (Manitoba Education and Early Childhood Learning, 2022). Student-specific planning is a process through which members of student support teams meet the unique needs of individual students; it may range from short-term strategies applied in the classroom to comprehensive, individualized programming.

Attendance Improvement Plan (AIP): is a component of a SSP and is implemented by the Student Support Team (comprised of school-based Student Services team, Educational Support Services, and school administration) to support a student whose attendance is of concern.

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#109830

JE
JK
JHB-R

STUDENT PRESENCE AND ENGAGEMENT

The following guidelines are in accordance with *Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement* (Manitoba Education and Early Childhood Learning, 2023):

Proactive & Preventative Attendance Practices

The St. James-Assiniboia School Division seeks a proactive approach that supports students by identifying and solving barriers to student presence and engagement early to prevent further absences and to limit and reduce the risk of chronic absenteeism. Building good habits in the early years has a positive impact on a child's education throughout their later school years.

Taking a proactive response to even a day of absence creates opportunities to provide support and intervention before absenteeism becomes persistent. This includes and is not limited to the following:

- a. School notifying parent(s) via voicemail/automated system; and if absence persists, a personal contact from the teacher or designate to better understand the nature of the absences and proactively identify strategies in response to barriers.
- b. Preventative practices to enhance student engagement, well-being, and success shall include creating a safe, welcoming, and culturally responsive school environment for students. Student engagement with school is strengthened when students experience school as a safe and welcoming environment that recognizes and supports their cultural needs. Refer to the "The Circle of Courage" model, referenced in *Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement* (Manitoba Education and Early Childhood Learning, 2023), as a strong example of a preventative practice.

Documenting, Monitoring, Analyzing and Reporting

Daily attendance recording procedures, as prescribed shall include common metrics on student presence and absence, including whether absences are excused or unexcused.

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Teachers and staff members are required to maintain daily attendance records for each student in their classes. Attendance records must be taken at the beginning of each class period and recorded accurately in the student information system.

The school shall notify the legal guardian of student absences.

The school shall notify the legal guardian regarding the procedures for addressing unexcused absences.

The school division shall ensure that all attendance data is kept confidential and secure, and only accessible to authorized personnel. All attendance data and related documents must be reported regularly to the appropriate authorities, as required by law or regulation.

At intervals prescribed by Senior Administration, the school shall regularly review and analyze attendance data to identify trends and areas for improvement. This may include:

- identifying patterns of absences
- potential interventions to support students who are chronically absent
- communicating with students and their families to determine the reasons for absences
- conducting home visits or other outreach to students who are chronically absent or at risk of dropping out.

In accordance with the division's attendance protocol, a non-punitive outreach approach is used to identify students who are likely to experience or are experiencing chronic or severe chronic absenteeism by monitoring, disaggregating, and responding to student presence and absence data trends at all levels.

Student chronic and severe absence shall be an agenda item at Senior Administration biannual meetings and standing student services team meetings. Meetings must address the following:

- a) Reviewing attendance data at the school, grade, and individual student level.
- b) Identifying trends in attendance and potential areas for improvement.
- c) Discussing strategies and interventions to promote regular attendance for all students.
- d) Developing and implementing individualized plans (AIP) to support regular attendance for all students.

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Response to Absenteeism

The responses to absences must be fair, predictable and non-punitive for all students.

Responses must consider age, grade, and development of the student and that suspension, expulsion, and withdrawals due to absenteeism is prohibited.

The Student Support Team is responsible for the development and implementation of student-specific plans to address absenteeism which includes addressing student-specific barriers affecting attendance, causal factors, implement the attached Attendance Protocol which includes monitoring, roles and responsibilities and timelines. This includes a communication plan with parents, teachers and outside agencies, where appropriate.

Chronic and Severe Absenteeism

Chronically absent students must have an attendance improvement plan (AIP) in place to identify the student-specific barriers affecting attendance and the strategies in place to respond to these barriers. This includes initiating a meeting of the core team, including the parent/guardian. Student-specific planning processes are detailed in Manitoba Education and Early Childhood Learning *Standards for Appropriate Educational Programing*.

Chronic Absenteeism: Unexcused absence of 10 or more classes in a single high school course or 10 percent or more of instructional days in Kindergarten to Grade 8 in a reporting period.

Severe Chronic Absenteeism: Unexcused absence of 20 or more classes in a single high school course or 20 percent or more of instructional days in Kindergarten to Grade 8 in a reporting period.

If the school has been unsuccessful in addressing severe chronic absenteeism for a student, Senior Administration must notify the provincial School and Community Support Unit, as well as notify Child and Family Services if there are concerns about student safety and well-being.

Coordinated Services

The school must designate a case manager to respond to and work with a student and their legal guardian. Reducing barriers to student presence requires personalized assessment planning, coordination and monitoring of students. A case management approach to facilitate this process is required to coordinate

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the complexity of supports and to provide a stable point of contact to establish relationships with chronically absent students and their legal guardians.

Roles and Responsibilities

Students

- are responsible to attend school and classes regularly and punctually
 - must comply with the school's code of conduct, and complete assignments and other related work required by teachers
 - participate in student-specific planning as developmentally appropriate
- Note: It is recognized that elementary-age students are more dependent on their parents to help them attend school regularly.

Parents

- have the right to be informed regularly of the attendance, behaviour, and academic achievement of their child in school, and to participate in planning
- are responsible for cooperating fully with the child's teachers and other employees of the school division to ensure the child complies with the school's code of conduct
- must take all reasonable measures to ensure the child attends school regularly

Teachers

- are responsible for monitoring and recording student attendance
- are responsible for timely communication to the principal and the parent
- identify potential issues related to chronic lateness and/or absenteeism
- promote and support regular attendance
- communicate (verbally and in writing, if needed) with students and parents when concerns related to attendance arise
- document steps taken to communicate with students, parents, and outside agencies when concerns related to attendance arise
- participate in the student-specific planning process

Principals/designates

- are responsible to work with teachers, students, parents, and others, as needed, to promote regular attendance, including identifying supports in response to student absences
- ensure teachers maintain accurate attendance records
- monitor and review student attendance data and oversee the student-specific planning process, including the assignment of a case manager for students experiencing chronic absenteeism
- report chronic/severe absenteeism to the school division

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- invite community agencies, organizations and associations, other education authorities, and regional health and children's services authorities to plan collaboratively in support of appropriate educational programming and planning for students
- lead school-based attendance initiatives

School division

- ensure students who are eligible for enrolment with the division receive regular and appropriate educational programming
- work with schools, parents, and community and other partners to ensure that students are regularly present
- ensure that schools track student attendance accurately, document any students who are chronically absent, and take immediate, sustained action to address causes of chronic absenteeism until the student is regularly present
- work with schools and agencies to identify supports and interventions to help meet both the educational and non-educational needs of students and families to ensure regular school attendance, such as through coordinated services
- ensure culturally safe educational environments and cultural competence among all staff

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