
Board Governance Policy Cross Reference: [1, 5, 12, 13](#)

Administrative Procedures Cross Reference:

[Behaviour Management Model - Restitution](#)

[Harassment](#)

[Emergency Preparedness](#)

[Offsite Programs and Activities](#)

[Respect for Human Diversity](#)

[Responsible Use of Information and Communication Technologies for Students](#)

[Smoke and Vapour Free Environments](#)

[Violent Threat Risk Assessment](#)

Form Cross Reference:

Legal/Regulatory Reference:

[Appropriate Disciplinary Consequences in Schools Regulation \(92/2013\)](#)

[Appropriate Educational Programming Regulations](#)

[Education Administration Act](#)

[Manitoba Human Rights Code](#)

[Provincial Code of Conduct: Appropriate Interventions and Disciplinary Consequences](#)

[Public Schools Act](#)

[Safe and Caring Schools: Taking Action Against Bullying](#)

[Safe Schools Charter of Manitoba](#)

[Youth Criminal Justice Act](#)

The Interlake School Division (ISD) is committed to safe and caring schools where all students, from every background, feel a sense of safety, belonging, and respect, and receive the high-quality education they need to feel successful and reach their potential. The Division subscribes to the standards set by provincial and federal legislation and is committed to providing safe and nurturing learning environments for all students, staff, and members of the community who learn in, work at, or visit ISD schools.

The ISD accepts its responsibility to implement effective measures to deal with inappropriate behaviours by students. This includes the establishment of preventive procedures, provision for early intervention strategies and the administration of consequences as appropriate under the provisions of the [Public Schools Act](#), the [Education Administration Act](#) and their regulations, the [Safe Schools Charter of Manitoba](#), ISD administrative procedures, and other federal statutes such as the [Youth Criminal Justice Act](#).

Students are expected to practice appropriate behaviour at all times. Principles such as positive self-esteem, individual and social responsibility, respect for property and the rights and values of others shall form the foundation for appropriate behaviour. When behaviour is inappropriate, interventions, responses and consequences should assist students to understand the fundamental values essential to the well-being of both the individual and society, and to accept the consequences for their actions. The Division embraces the philosophy of Restitution in its [Behaviour Management Model](#) with the intent to help students make positive behavioral choices. Focusing on helping students learn a better way to be is more effective and sustainable than focusing on misdemeanors and punishment.

All schools in the Division have established school beliefs and bottom lines to support restitution practices. School beliefs in all schools are centred on respect, responsibility, and safety. A bottom line is any action that compromises a school belief, and, as such, bottom lines are established to support school beliefs. If a student violates a bottom line and is not prepared to fix their mistake, then a consequence follows.

All students, staff, and parents/caregivers are expected to work together in ways that ensure success for all learners. In order to achieve this goal, it is expected that everyone involved with ISD schools and communities will respect and abide by the stated standards and expectations as set out in the ISD and school codes of conduct. All ISD schools are required to communicate their school's code of conduct to their respective communities.

Definitions

Bullying: "A damaging social process that is characterized by [a real or perceived] imbalance of power driven by social, societal, and institutional norms. It is often repeated and manifests as unwanted interpersonal behaviour among students or school personnel that causes physical, social, psychological, and emotional harm to the targeted individuals or groups, and the wider school community." (UNESCO)

It may be direct or indirect; it may take place through written, verbal, physical, and sexual forms of expression. Various forms of electronic communication may be used (See: cyberbullying). Bullying is behaviour that is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation, or property. It is also behaviour that is intended to create, or should be known to create, a negative school environment for another person.

Case manager: A member of the school-based student support team designated by the principal to coordinate the team’s collaborative work to meet individual student needs through the student-specific planning process and student-specific plan (SSP) development and monitoring.

Cyberbullying: Bullying behaviour by means of various electronic communication, including social media, text messages, direct messages, websites, email, or using AI-generated content (e.g., audio, images, video, or text).

Cyber flashing: When a person receives uninvited requests for sexual images or messages, or is sent unsolicited sexual images or messages. (Canadian Centre for Child Protection, “Online Sexual Violence”)

Doxing: Publicly releasing someone’s personal, identifying information, such as their name, address, phone number, email address, or school, online without their consent.

Expulsion: When a determination is made that a student has engaged in severe behaviour that is found to be injurious to the school environment and/or deemed an imminent safety risk to students and staff, and the student must be removed on a long-term basis. An out-of-school suspension lasting longer than six weeks shall be considered an expulsion. Expulsions may be administered by the school board only. Expulsions may occur from the school the student is attending, but not from the entire school division. If a student is expelled, the expulsion will last until the school board rescinds the expulsion or the end of the current school year, whichever comes first.

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

In-school team: The core team, other school staff, and parent(s)/caregiver(s) who have the knowledge and skills to identify student needs and develop and implement a plan to meet those needs.

Managed move: The transfer of a student to a new school or program that is characterized by careful planning and full support by both the outgoing school and receiving school or program.

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

Parent(s)/caregiver(s): Refers to parents and caregivers and is used with the recognition that in some cases only one parent /caregiver may be involved in a child’s education or that the significant adult in the life of many students may not be their parent. The term may also apply to a student who has reached the age of majority.

Reasonable accommodation: The school’s obligation to address students’ diverse needs that stem from the protected characteristics specified in Manitoba’s Human Rights Code, such as physical or mental disabilities, and that affect the individual’s ability to access educational/school services or

facilities. The measures to accommodate diverse needs will be reasonable and required unless they demonstrably cause undue hardship due to cost, risk to safety, impact on others, or other factors.

Sextortion: When someone threatens to release personal sexual images or videos of another person unless demands are met, often for money, more sexual content, or sexual favours. (Canadian Centre for Child Protection, “Sextortion”)

Swatting: The deliberate, malicious, and illegal act of reporting a false crime or emergency to evoke an aggressive response from first responders or law enforcement agencies to attend someone’s residence or place of work.

A. School Code of Conduct

[The Public Schools Act](#) requires that the Principal of each school, in consultation with the school advisory committee, establish a school code of conduct for students and staff. Staff are expected to comply with the code of conduct as they support students in managing and taking responsibility for their behaviour. Student safety is paramount in the considerations for implementing a school code of conduct.

Principals are required to ensure that the annual review of the school’s code of conduct and emergency response plan is completed by October 31 of each year.

Each school’s code of conduct must include the following:

- a statement that students and staff are respectful and observe the code of conduct
- a statement that the following will result in an intervention, a response, and/or a consequence:
 - abusing another person verbally, in writing, electronically, or otherwise in the following ways: physically, sexually, emotionally, or psychologically
 - exhibiting bullying behaviour toward another person
 - discriminating on the basis of any characteristic set out in subsection 9(2) of The Human Rights Code
 - using, possessing, or being under the influence of alcohol, cannabis, or illicit drugs at school
- a statement that the following may not occur on school sites:
 - gang activity
 - possessing a weapon, as weapon is defined in section 2 of the Criminal Code (Canada)
- a statement that students and staff must adhere to school policies respecting the appropriate use of the following:
 - the Internet, including the use of AI-generated content (e.g., audio, images, video, or text), social media, text messaging, direct messaging, websites, and email
 - cameras, cell phones, and other electronic or personal communication devices
- the process for determining behaviour intervention, response, or consequence due to non-observance of the code of conduct and the process for appealing such decisions

B. Behaviour That Requires Intervention and Response

There are many behaviours that warrant an intervention and response rooted in caring and support. Some of these behaviours include but are not limited to the following:

- bullying/cyberbullying behaviour
- harassment/discrimination
- threats to others
- theft
- trafficking in drugs or sex
- physical violence/aggression
- sexual assault/aggression
- hazing
- gang activity
- possession of a weapon
- smoking/vaping
- possession of or being under the influence of alcohol, cannabis, or an illicit drug
- harmful use of the Internet and electronic communication including AI-generated content (e.g., audio, images, video, or text), doxing, swatting, cyber flashing, and sextortion
- self- or peer exploitation
- threats and/or harm to self

There is no prescriptive response to the actions listed, beyond approaching both the student engaged in such behaviour and those impacted with care and concern, while also balancing the need for safety of students and staff.

C. Reporting Bullying and Other Harm

All employees or volunteers who have care and charge of one or more students must, if they become aware that a student of a school may have engaged in unacceptable conduct while at school or at a prescribed school-approved activity, report the matter to the Principal of the school as soon as reasonably possible.

Dependent on the circumstances and at the discretion of the Principal, the Principal shall determine who will notify parent(s)/caregiver(s) related to unacceptable conduct. The notification may come from a teacher, from a member of the school-based student support team, or from a school administrator and must include the following:

- the nature of the behaviour that resulted in harm to the student;
- the nature of the harm to the student;
- the steps taken to protect the student's safety, including the nature of any intervention taken in response to the behaviour.

The school principal is required to disclose more information beyond simply the fact that measures have been taken, but this disclosure does not require particular details. This may mean disclosing, in general terms, that one or more of the following actions were taken:

- an ongoing student intervention plan has been or will be developed
- a staff member has had a discussion with the student
- the student's parent(s)/caregiver(s) have been involved
- the student has had privileges removed
- the student was suspended

D. Rights and Responsibilities of Students

Students have the following rights:

- to expect that appropriate measures shall be taken to ensure that any behaviour intervention, response, or consequence is administered in a manner consistent with respecting human dignity
- to be treated with care and concern irrespective of situation
- to be accompanied by a parent/caregiver or other adult to assist and make representations to the school board in an appeal when the decision has been made to suspend beyond five days
- to be accompanied by a parent/caregiver or other adult to assist and make representations to the school board before a decision is made to expel
- to access appropriate educational programming during suspension and/or expulsion
- to be accompanied by a parent/caregiver or other adult to assist in consultation during the managed move process

Students have the following responsibilities:

- to attend school and classes regularly and punctually (*See Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement* [Manitoba Education and Early Childhood Learning].)
- to observe school and school division behaviour management expectations and intervention and response policies
- to observe the school code of conduct
- to actively participate in behaviour intervention and response planning
- to complete assignments and other related work required by teachers or other employees of the school or school division
- to be respectful of school property and the property of others who are employed by or attending the school
- to assume responsibility if school and/or division property is destroyed, damaged, or lost as a result of an intentional or negligent act

E. Rights and Responsibilities of Parent(s)/Caregiver(s)

Parent(s)/caregiver(s) have the following rights:

- to be informed regularly of the attendance, behaviour, and academic achievement of their child in school
- to be informed of the behaviour management, intervention, and response policies of the school and/or school division
- to accompany their child and assist them in making representations to the school board regarding a suspension of more than five days or before a decision is made to expel the child
- to accompany their child and assist them in collaboration during the managed move process

Parent(s)/caregiver(s) have the following responsibilities:

- to cooperate with teachers and other school and/or division employees to ensure their child observes the school and/or division behaviour management, intervention, and response policies, and the school's code of conduct
- to take all reasonable measures to ensure the student attends school regularly
- to assume responsibility, with the student, where school and/or division property is destroyed, damaged, or lost as a result of an intentional or negligent act of that student
(Note: Teachers and students whose personal property is damaged or lost may bring action under The Parental Responsibility Act.)

F. Responsibilities of Teachers

Teachers have the following responsibilities:

- to maintain a safe and caring environment for students attending or participating in activities that are sponsored or approved by the school, whether inside or outside of the school building
- to treat students with care and concern irrespective of situation
- to comply with the school code of conduct
- to ensure the interventions, responses, and consequences implemented in performing duties to maintain a safe and caring environment are appropriate given the frequency and severity of the code of conduct non-observance and taking into account the student's age and state of development as well as their degree of social-emotional and mental wellness
- to report to the principal non-observance of the code of conduct while at school or at a prescribed school-approved activity as soon as reasonably possible

- to report to the principal, as soon as reasonably possible, harmful use of the Internet, electronic communication, and AI-generated content (e.g., audio, images, video, or text) whether it occurs during school hours or not
- to report to the principal, as soon as reasonably possible, that a student may have engaged in or been impacted by bullying/cyberbullying behaviour, or any other behaviour that would require an intervention and response, whether it occurs during school hours or not
- to seize or cause to be seized and take possession of any offensive/dangerous weapon brought to school by a student and entrust it to the principal
- to promptly document and report to the principal a student suspension from the classroom
- to participate in, when deemed appropriate by the principal, the re-entry process to support student transition
- to participate in, when deemed appropriate by the principal, the managed move process to support student transition

G. Responsibilities of Principals

Principals have the following responsibilities:

- to treat students with care and concern irrespective of situation
- to establish, in consultation with the School Advisory Committee (an existing parent council or advisory council may serve as such a committee provided its membership includes the Principal, a parent of a student attending the school, a teacher from the school, and a member of the student council if one exists and includes grades 9-12), a school code of conduct, and to review that code of conduct at least annually
- to ensure that a school’s behaviour management policies—including behaviour intervention, response, and consequences for non-observance of the school’s code of conduct—are consistent with any ministerial or policy directives
- to supervise or ensure supervision of buildings and grounds during school hours, checking for safety, repairs, and cleanliness
- to remove, or cause to be removed, persons from the school premises who are causing a disturbance or interruption, who are trespassing, or who are present for a purpose not reasonably associated with the normal functioning of the school
- to provide behaviour intervention and response, appropriate to the needs of each student, from the time the student arrives at school until the student departs for the day, except during any period that the student is absent from school at the request of their parent(s)/ caregiver(s)
- to provide behaviour intervention and response for students on their way to and from school, while travelling to and from school, on school division transportation, and while at school-related activities

- to ensure that the interventions, responses, and consequences implemented in performing duties to maintain a safe and caring environment are appropriate, given the frequency and severity of any code of conduct non-observance, and taking into account the students' age and state of development, as well as their degree of social-emotional and mental wellness
- to provide the Superintendents' Department, within 24 hours of a student being suspended, a written report setting out the student's name, the period of suspension, and a description of the incident for which the student was suspended
- to keep a record of each student suspension
- to develop categories of the reasons for which a student may be suspended, and to ensure that each suspension is accordingly categorized
- to keep records on the nature and duration of all suspensions, both in-school and out-of-school
- to ensure that educational programming is available to a student who has been suspended for more than five days
- after consultation with the Superintendents' Department, to participate in, and direct appropriate staff to participate in, the managed move process in order to support student transition

H. Responsibilities of Superintendents

Superintendents have the following responsibilities:

- to inform the student's parent(s)/caregiver(s) of a suspension beyond five days and up to six weeks and the reasons for the suspension where the behaviour has been deemed injurious to the school environment and/or an imminent safety risk to students and/or staff
- to advise the school board of suspensions beyond five days and up to six weeks
- to engage in consultation with the school principal about the appropriateness of a managed move in any capacity
- to advise the school board if and when a student will participate in the managed move process, in any capacity

I. Responsibilities of School Boards

School boards have the following responsibilities:

- to ensure written policy is established respecting the appropriate use of
 - the Internet, including social media, text messages, direct messages, websites, email, and AI-generated content (e.g., audio, images, video, or text)
 - cameras, cell phones, and any other electronic or personal communication devices
- to ensure written policy is established on respect for human diversity and ensure that the policy is implemented in each school—the policy must promote and enhance a safe and inclusive learning environment, the acceptance of and respect for others, a positive school

environment, and the training of teachers and other staff on bullying behaviour prevention and respect for human diversity

- to permit a student and their parent(s)/caregiver(s) to make representations to the school board about a suspension of more than five days
- to confirm or modify the suspension or reinstate the student after receiving such a representation
- to suspend or expel any student who has engaged in behaviour deemed injurious to the school environment and/or is an imminent safety risk to students and/or staff
- to ensure that alternative programming is made available for students of compulsory school age who are expelled

J. Student-Centred Behaviour Intervention and Response Strategies

The code of conduct is designed to build a foundation for responsible student behaviour and create a safe and secure environment for all students. It shall provide clear guidelines for what is appropriate, and that certain bottom line behaviours will not be tolerated.

The Division approach to student discipline is to emphasize positive, proactive strategies and Restitution, as opposed to punitive and reactive strategies. The intent is to foster student learning and to maintain effective learning environments. Consequences may be necessary when other approaches to problem behaviour are unsuccessful; however, they are not effective when overused.

The Principal maintains the authority to determine which intervention, response, or consequence is appropriate in a given situation. Appropriateness may be determined by the frequency and severity of the code of conduct non-observance, the student's age and state of development, and the student's degree of social-emotional and mental wellness. A student's diverse needs will be considered when decisions are made regarding behaviour intervention, response, and consequence. Reasonable accommodation is required for students with diverse needs that affect their behaviour. The response to behaviour will need to consider the student's diverse learning needs and abilities, including the student's ability to access the information, the student's understanding of the policy or rules, and whether the response used for the majority of students is appropriate for the individual student. Options will be considered based on the individual needs of the student. School staff will be sensitive to both a student who is impacted by behaviour that does not meet expectations, as well as the student who engages in the behaviour.

Any student(s) responsible for behaviour or conduct which contravenes the code of conduct and the educational purposes of the Division is/are subject to consequences. The code of conduct applies to all Division and school events including the regular school day, extra-curricular and co-curricular activities, while students are in conveyance and during student interaction with staff.

Corporal punishment, defined as the planned premeditated application of physical punishment, is forbidden in the schools of the ISD. The ISD recognizes that the use of force as a restraint or intervention may be necessary to protect the safety of students or staff members, for the protection of property or to secure order in emergent situations. Where force is applied under these circumstances, staff members exercising this authority must be governed by reasonable restraint.

The following are examples of interventions that may be used in schools. Although they are not always applied in the order in which they appear, they move from proactive to reactive and are progressive when a student has a previous history of behavioural incidents. Schools may expand upon the list of appropriate interventions and disciplinary consequences as long as the additional items are consistent with the [Manitoba's Safe & Caring Schools: Provincial Code of Conduct](#).

1. Discussion with a Trusted Adult

A trusted adult meets with the student to discuss behaviour and strategies to support the student moving forward in a positive way. This meeting could occur once or multiple times. A trusted adult may include a teacher, administrator, school counsellor, learning support teacher, or, where appropriate, a division or school Elder or Knowledge Keeper. Parent(s)/caregiver(s) may be contacted in some circumstances. Students who are 18 years of age or older must give their consent to contact parent(s)/caregiver(s).

2. Parental/Caregiver Involvement

Contact is made with parent(s)/caregiver(s) to discuss the student's specific behaviour and strategies that may be helpful in shifting behaviour in a positive way. It is important that the student, parent(s)/caregiver(s), and school staff understand their individual responsibilities to ensure success moving forward. The contact could vary from a telephone conversation to a formal meeting at the school with parent(s)/caregiver(s), the student, and school staff. All parental/caregiver contact must be documented.

3. Formal Meeting

A meeting is held with the student, parent(s)/caregiver(s), and other relevant members of the student's circle of support, which may include teacher(s), administrator(s), school counsellor, learning support teacher(s), or clinician(s). Elders and Knowledge Keepers may be in attendance where appropriate, and when they are supporting students, families, and schools in this capacity. The school team, along with the student and parent(s)/caregiver(s), may determine that a student-specific plan is required.

4. Restoring Community/Restitution

When a student damages school or division property through an intentional or negligent act, the student and/or parent(s)/caregiver(s) are required to compensate for the damages incurred. Compensation may be monetary and can also include actions that acknowledge responsibility and rebuild a sense of community.

5. **Withdrawal from Classroom Setting**

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

6. **Removal of Privileges**

Privileges such as access to the playground, cafeteria, library, extracurricular activities, and/or bus transportation may be removed under certain circumstances. Parent(s) will be informed.

7. **Detention**

The student is detained at the school for specific unacceptable behaviour. Should a detention extend beyond regular school hours, parent(s) will be informed.

8. **Positive Behaviour Agreement**

A positive behaviour agreement is a collaborative agreement between a student and school staff that clearly describes classroom and school behaviour expectations and sets the student up for success. Expectations are developed by school staff, the student, and parent(s)/caregiver(s). The agreement usually comprises several elements, including a list of behaviour expectations, positive outcomes for engaging in positive behaviour, what will happen as a result of not meeting behaviour expectations, and specific goals set by the student. The key to such an agreement is allowing students to monitor their own progress while building the essential skills necessary for managing their behaviour. The student, parent(s)/caregiver(s), and school staff sign the agreement, and it can be modified over time as necessary.

9. **Student Services Referral**

A referral may be made to school or school division student services personnel who, as part of the school team, can support students, parent(s)/caregiver(s), and staff. This involvement may include consultation with outside agencies. Parental/caregiver permission must be obtained for specialized assessments and/or interventions.

10. **Outside Agency/Community Involvement**

A referral to an outside agency or a community resource may be necessary to support the holistic needs of a student. Examples of outside agencies may include trauma-informed and culturally safe health and mental health services; harm reduction supports and addictions services; victim services; prevention programs; and other responsive programming and services available in the community. In some cases, parental/caregiver permission may be required.

11. **Violent Threat Risk Assessment (VTRA)**

Schools and school divisions have policies and procedures to foster a consistent response to threats that impact the school. Responses to threats consider the student's age and state of development and may include administrative action and/or activation of a violence threat risk assessment. Threats are characterized as an expression of intent to do harm or act out violently against someone or something, and may be spoken, written, drawn, posted online, or made by

gesture. Student baseline behaviour is considered within the analysis of the threat, and departures from baseline behaviour help determine the level of risk and subsequent actions taken to mitigate these risks. The school will respond to all student threats to self or others through administrative action and/or [Violent Threat Risk Assessment](#) protocols or [Emergency Preparedness](#) plans. Outside agency and/or police involvement may be requested. Parent(s)/guardian(s) will be informed.

12. **Police Notification**

Police may be notified when serious incidents happen at school, during in- or out-of-school–related activities, or in other circumstances if the incident has a negative impact on the school environment. Notification does not mean that charges are being sought. Parent(s)/caregiver(s) will be informed unless police direct otherwise.

K. Use of Exclusionary Practices as a Behaviour Intervention, Response, and Consequence

Regardless of the name used or the intended purpose, exclusionary practices should be exercised with caution. Examples of exclusionary practices may include the following:

- prolonged withdrawal from the classroom setting, with parent/caregiver notification
- detention at the school—if a detention extends beyond regular school hours, parent(s)/caregiver(s) must be informed
- removal of privileges such as access to the playground, cafeteria, library, and/or extracurricular activities under certain circumstances and for a finite period of time
- time out
- removal from school bus ridership, with parent/caregiver notification
- being sent home early, with parent/caregiver notification

Student Suspension

A suspension from the classroom or school building may be determined as an appropriate consequence when a student’s behaviour is found to be injurious to the school environment and/or deemed an imminent safety risk to students and staff. Alternatives must be considered before suspension (e.g., classroom strategies, in-school alternatives, school-wide programs, and alternative and/or off-site locations).

A separate Administrative Procedure has been developed to provide background information and guidance on student suspensions. See [AP 3265 - Student Suspensions](#) for more information.

In the case of a student who has been suspended for more than five days, the school board must permit the student and their parent(s)/caregiver(s) to make representations to the school board about the suspension. The school board may confirm the suspension, modify it, or reinstate the student.

Student Expulsion

The Public Schools Act and the Appropriate Disciplinary Consequences in Schools Regulation, M.R. 92/2013, allow school boards to expel students.

If a student engages in severe behaviour that is injurious to the school environment and/or is an imminent safety risk to students and staff, it may be determined that the student must be away from the school environment on a long-term basis, and is therefore, expelled.

An out-of-school suspension lasting longer than six weeks shall be considered an expulsion. Expulsions may be administered by the school board only.

Expulsions may occur from the school the student is attending, but not from the school division entirely. If a student is expelled, the expulsion will last only until the school board rescinds the expulsion or the end of the current school year, whichever comes first.

A case management approach is required to coordinate any supports needed and to provide a stable point of contact to establish and maintain relationships with students who are expelled and their parent(s)/caregiver(s). As such, the principal must designate a case manager to respond to and work with the student and their parent(s)/caregiver(s).

Throughout the expulsion, a mechanism for daily contact with the student must be developed to support their continued learning, safety, and well-being as well as to maintain a connection to the school community. This contact may be the responsibility of the case manager or another trusted adult at the school. Examples of daily contact include a phone call or virtual meeting, an email or text message, or a message through an educational platform used by the school.

The school division will be required to provide data on expulsions to the department.

During an expulsion, the school division is required to provide the student with alternative programming.

Alternative programming includes the following:

- providing the student appropriate supports to perform schoolwork at home
- permitting the student to enrol in a different school in the school division or school district, or a different program in the same or a different school
- facilitating the student's participation in an activity or program that is an approved activity or program under the Activities and Programs—Learning to Age 18 Regulation, Manitoba Regulation 139/2011
- facilitating the student becoming enrolled in an adult learning centre or in remote learning options administered by the department

When the expulsion comes to an end, a plan for review and re-entry must be developed by the school. If the student will be finishing the school year under an expulsion, the review and re-

entry process must take place before the end of the current school year, enabling the student to begin the new school year with their peers the following September.

If, at any point, it is decided an expelled student will not return to their current school, the school and school division must engage in a managed move process in order to support the student's continued learning.

In the case of a student who has been expelled, the school board must permit the student and their parent(s)/caregiver(s) to make representations to the school board about the expulsion.

Managed Move

School boards are required to provide appropriate educational programming to all students within their schools. There must be reasonable accommodation of students' special needs unless they demonstrably give rise to undue hardship due to cost, risk to safety, impact on others, or other factors (Appropriate Educational Programming Regulation, MR 155/2005).

While attending the catchment school is appropriate for most students, there are times when it may not be. When feasible, schools and school divisions may wish to engage in a managed move, a supportive and collaborative practice whereby students are transitioned from one school to another school or program. Developing a process for such a practice is important to ensure this option is available to all students, as the resources of the school and school division permit.

A managed move may occur for multiple reasons and may offer the student the opportunity to move to a new school or program. The transfer to the new school or program is carefully planned, taking into account the student's diverse learning and behaviour needs, and ensuring the student is fully supported by both the outgoing school and receiving school or program.

The managed move process differs from school of choice in that the move is initiated by the outgoing school or division and must involve the student, parent(s)/caregiver(s), both the outgoing and receiving schools, and any relevant support agencies.

The carefully planned transfer of a student may

- occur within schools in a school division
- occur between school divisions
- facilitate the student becoming enrolled in an adult learning centre
- facilitate the student's participation in an activity or program (in or out of division) that is approved under Activities and Programs—Learning to Age 18 Regulation, M.R. 139/2011

The managed move will be preceded by information sharing between the in-school teams of the outgoing school and the new school or program and may include data on prior and current academic attainment, academic potential, a risk/threat assessment, advice on effective risk management strategies, and attempted interventions such as, where relevant, multi-agency support or any assessments that were done or explored prior to the managed move. The timely transfer of files will accompany the managed move process. It is also important for the new school to ensure the student is provided with an effective school or program entry strategy through a student-specific plan (SSP) as overseen by a case manager.

In cases where the school division, student, and parent(s)/caregiver(s) determine that a managed move is an appropriate course of action, and a student will attend a school or program outside the division, a transportation plan must be developed jointly with the parent(s)/caregiver(s). In many cases, partnerships between school divisions indicate the sending school division is responsible for transportation. Collaboration with the receiving school division will be required.

A managed move may be for a finite period of time, as agreed upon by the outgoing school, receiving school or program, and the student and parent(s)/caregiver(s). It is important that the move be mutually agreed upon by all parties to ensure a supported transition process.