

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
SUPPORTING STUDENT BEHAVIOUR	JK

I. POLICY

The Louis Riel School Division (LRSD) supports safe, inviting, and inclusive learning environments according to the mandate of the [Public Schools Act \(Manitoba\)](#), the [Education Administration Act \(Manitoba\)](#), supporting regulations, and LRSD [Policy ADD: Safe Schools](#).

The Louis Riel School Division's core understanding of student behaviour is that a student's specific behaviours are predictable and understandable when we examine the student's previous experiences, diagnoses, skills and the context (situational demands) in which the behaviour occurs. When a student exhibits concerning or serious behaviours, we understand that they behave this way because they are lacking specific skills and have difficulty coping with the demands of the situation. The purpose of adult intervention is to decrease or stop the concerning or serious behaviour and to teach or create the conditions for expected behaviours.

II. GUIDELINES

When supporting and responding to student behaviour, student's unique needs, developmental stage and age will be considered providing opportunities for learning and growth that maintain students' dignity and promote positive relationships.

Pedagogy, practices and strategies to support student behaviour will:

- be informed by current educational and behavioural research;
- comply with
 - [Public Schools Act \(Manitoba\)](#);
 - [Education Administration Act \(Manitoba\)](#);
 - [Appropriate Educational Programming Regulation 155/2005](#);
 - [Appropriate Disciplinary Consequences in Schools Regulation 92/2013](#);
 - [Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion \(2021\)](#); and

Adopted:	January 17, 2003	Legal References: Public Schools Act (Manitoba) , Section 41(1)(a.1) , 47.1 , 47.1.1 ; Education Administration Act ; Appropriate Disciplinary Consequences in Schools Regulation 92/2013 ; Appropriate Educational Programming Regulation 155/2005
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- [Manitoba Education: Appropriate Educational Programming – Standards for Student Services Programming: Standards for Student Services](#), which includes the Student Specific Planning process;
- be developed collaboratively with the appropriate school staff, parents/guardians and community support personnel;
- employ a whole school approach to creating positive supportive, safe, intellectually engaging classroom settings in which all students can be successful;
- teach social and emotional skills using developmentally appropriate supports and learning opportunities;
- reflect an understanding of the underlying factors of student engagement and create the conditions for student emotional, academic and intellectual engagement; and
- reflect an understanding of the risk and protective factors that can affect student behaviour.

III. PROCEDURES

When a student exhibits concerning or serious behaviour the unique needs of each student, divisional Administration Protocols, as well as the procedures below will guide behaviour support planning based on the professional judgment of the Principal (or designate).

1. A process has been developed to guide school principals and school teams in determining the most appropriate responses to behaviour which includes data collection, evaluation of data, and planning (see [Supporting Student Behaviour Supporting Document](#)).
2. Gathering historical, personal, and contextual information when determining the seriousness of behaviour provides useful information to develop plans for the student's success. Additional information about risk and resiliency factors or mental health status is also gathered if required. Divisional support processes such as the Consultation Team Meeting and the Individual Student Support Team Meeting are used to assist with planning.
3. The School Support Team may require time to gather information about a student, or contextual information about an incident in order to develop an appropriate intervention plan. When such time is necessary, strategies to maintain the student's attachment to their school need to be implemented to minimize disruption to schooling and maintain important student-adult relationships. Educational programming remains the responsibility of the school even when the student is not in attendance. The Principal, Classroom Teacher and/or Student Support Teacher will provide learning materials appropriate to the individual student and their supports while not in attendance.

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4. Out of school suspensions to facilitate planning should be limited to five (5) school days or less. Exceptions to this must be approved by the Superintendent of Schools (or designate).
5. The use of seclusion may only be employed as a safety response as a last resort and only after proactive strategies, de-escalation interventions, and less restrictive measures have been exhausted. If seclusion is used, LRSD Safe and Caring Schools: [Use of Seclusion administrative protocol](#) for the use of seclusion and reporting requirements must be followed.
6. LRSD will monitor, evaluate and review the data related to the use of seclusion as outlined in [Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion](#) (Manitoba Education, 2021) and in accordance with [Policy ILBA – Review of Divisional Programs](#) and [Policy ILC/KCBB – Collection and Use of Data](#).
7. Intervention plans are to be developed collaboratively with input from the appropriate School Support Team members, parents, and the student, whenever possible. The purpose of the plan is to reduce the likelihood of future concerning behaviours. Once the student returns to regular educational programming, the plan needs to be monitored regularly during scheduled follow-up meetings and adjusted as necessary.
8. In the event of disagreement, parents/guardians shall follow:
 - a. the [Louis Riel School Division Protocol for the Resolution of Concerns](#); or
 - b. [Policy JBB – Appropriate Educational Programming: Dispute Resolution](#) in cases where concerns arise regarding appropriate educational programming for students with a Student Specific Plan.

Supporting Documents:

- [Policy JBA – Appropriate Educational Programming](#)
- [LRSD Supporting Student Behaviour Support Document](#)
- [Intervention Letter Template](#)
- [Safe and Caring Schools – Use of Seclusion Administrative Protocol](#)
- [Interview Guides When Working with Concerning Behaviour](#)

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