



# BRANDON SCHOOL DIVISION

March 11, 2022

## NOTICE IS HEREBY GIVEN OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES

TO BE HELD MONDAY, MARCH 14, 2022  
6:00 P.M. (In-Camera) 7:30 P.M. (Public)

J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE

1031 - 6TH STREET, BRANDON, MANITOBA

D. Labossiere  
Secretary-Treasurer

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### AGENDA

#### **1.00 AGENDA/MINUTES:**

##### **1.01 Approval of Agenda**

##### **1.02 Adoption of Minutes of Previous Meetings**

- a) Board Meeting, February 28, 2022.  
Adopt.
- b) Special Board Meeting, March 7, 2022.  
Adopt.

#### **2.00 IN CAMERA DISCUSSION**

##### **2.01 Student Issues**

- Reports
- Trustee Inquiries

##### **2.02 Personnel Matters**

- Reports
  - a) Staffing Activity Report
- Trustee Inquiries

**2.03 Property Matters/Tenders**

- Reports
- Trustee Inquiries

**2.04 Board Operations**

- Reports
- Trustee Inquiries

**3.00 PRESENTATIONS AND COMMUNICATIONS****3.01 Presentations for Information****3.02 Communications for Information**

- a) Correspondence from the Honourable Wayne Ewasko, Minister of Education and Early Childhood Learning, February 17, 2022, to Alan Campbell, President, Manitoba School Boards Association (MSBA), advising that Bill 45, The Public Schools Amendment and Manitoba Teachers' Society Amendment Act was proclaimed into force on January 31, 2022. The amendments to The Public Schools Act and The Manitoba Teachers' Society Act create a streamlined bargaining framework where all items are negotiated at a central table. As the Act requires the Minister to appoint an employer bargaining representative to represent the employers' organization, and given the MSBA's existing role in supporting bargaining, the Minister appoints MSBA as the employer bargaining representative. Divisions should work with MSBA to develop a bargaining strategy, which will be used to bargain the next round of collective agreements. (Appendix 'A')
- Receive and file.

**3.03 Communications for Action****4.00 REPORT OF SENIOR ADMINISTRATION****- From Report of Senior Administration**

- a) Review Report of Senior Administration – March 14, 2022.

**5.00 GOVERNANCE MATTERS****5.01 Reports of Committees**

- |                                   |              |
|-----------------------------------|--------------|
| a) <u>Committee of the Whole:</u> |              |
| Finance and Facilities            | K. Fallis    |
| Personnel and Policy              | S. Bambridge |

**5.02 Delegations and Petitions (Max. 15 minutes)****5.03 Business Arising**

- From Previous Delegation
- From Board Agenda
- MSBA Issues

- a) e-bulletin – March 9, 2022 (Appendix 'B')

**5.04 Public Inquiries (Max. 15 Mins)**

**5.05 Motions**

**5.06 Bylaws**

**5.07 Giving of Notice**

**5.08 Trustee Inquiries**

**6.00 ANNOUNCEMENTS**

- a) NEXT REGULAR BOARD MEETING/COMMITTEE OF THE WHOLE – 7:30 p.m. (public), Monday, April 11, 2022, Boardroom.

**Due to COVID-19:**

- Brandon School Division Board Meetings take place in person and allow public attendance, however, to accommodate space limitations and physical distancing, we ask that those wishing to attend pre-register with Bernadene Sangster, Executive Assistant, at sangster.bernadene@bsd.ca, or (204) 729-3114 by 4:00 p.m. the Friday prior to the Board meeting.
- Members of the public wishing to make a presentation, a delegation or a petition are asked to contact Ms. Sangster no later than 4:00 p.m. on the Tuesday prior to the Board meeting.
- Face mask use is mandatory.
- We invite everyone to watch live streaming of the Board meetings on our website: <https://www.bsd.ca/page/8192/board-meeting-dates-live-streaming>

**7.00 ADJOURNMENT**



# BRANDON SCHOOL DIVISION

MINUTES OF THE REGULAR MEETING/COMMITTEE OF THE WHOLE OF THE BOARD OF TRUSTEES, THE BRANDON SCHOOL DIVISION, HELD IN THE J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE, 1031 - 6TH STREET, BRANDON, MANITOBA, AT 6:00 P.M., MONDAY, FEBRUARY 28, 2022.

**TRUSTEES PRESENT:** L. Ross, Chairperson J. Gobeil, Vice-Chairperson  
C. Ekenna K. Fallis  
B. Foley (by phone) D. Kejick (arrived at 6:20 p.m.)  
L. Letain J. Murray

**ALSO PRESENT:** D. Labossiere, Secretary-Treasurer  
M. Gustafson, Superintendent/CEO  
S. Gilleshammer, Assistant Superintendent  
J. Zilkey, Assistant Superintendent  
B. Sangster, Recording Secretary  
T. Curtis, Live Streaming Video Operator

**REGRETS:** S. Bambridge

The Chairperson called the In-Camera portion of the meeting to order at 6:06 p.m.

## **AGENDA**

### **1.00 AGENDA/MINUTES:**

#### **1.01 Approval of Agenda**

Senior Administration added three (3) items for In-Camera.

Ms. Letain – Mr. Gobeil  
That the agenda be approved as amended.  
Carried.

#### **1.02 Adoption of Minutes of Previous Meetings**

a) The Minutes of the Board Meeting held February 14, 2022 were circulated.

Ms. Bambridge – Ms. Kejick  
That the Minutes be approved as circulated.  
Carried.

b) The Minutes of Budget Deliberations held February 22, 2022 were circulated.

Ms. Letain – Mr. Gobeil  
That the Minutes be approved as circulated.  
Carried.

Ms. Fallis – Ms. Letain

That the Board do now resolve into Committee of the Whole In-Camera. (6:07 p.m.)

Carried.

## **2.00 IN CAMERA DISCUSSION (COMMITTEE OF THE WHOLE):**

### **2.01 Student Issues**

#### **- Reports**

- a) Mr. Mathew Gustafson, Superintendent/CEO, provided information on a Student Matter and answered Trustee questions.
- b) The Superintendent/CEO provided information on a Student Matter.

#### **- Trustee Inquiries**

### **2.02 Personnel Matters**

#### **- Reports**

- a) Staffing Activity Report was presented.

#### **- Trustee Inquiries**

### **2.03 Property Matters/Tenders**

#### **- Reports**

#### **- Trustee Inquiries**

### **2.04 Board Operations**

#### **- Reports**

- a) The Superintendent/CEO, provided information on a Board Operations Matter and received direction from the Board.

#### **- Trustee Inquiries**

Mr. Gobeil – Ms. Kejick

That the Committee of the Whole In-Camera do now resolve into Board. (6:54 p.m.)

Carried.

The Chairperson called the Public portion of the meeting to order at 7: 04 p.m. with a traditional heritage acknowledgement.

With agreement from the Board, Trustee Ross added another land acknowledgement:

*"We acknowledge that the land of the Ukraine, belongs to the Ukraine"*

## **3.00 PRESENTATIONS AND COMMUNICATIONS:**

### **3.01 Presentations For Information**

Trustee Ross reviewed the 2022-2023 Budget Presentation.

The following individuals made presentations regarding the proposed 2022-2023 Budget:

1. Jamie Rose, President, CUPE Local 737 – regarding Support Staff Professional Development and the Augmentative Communication Educational Assistant

2. Glenda Zelmer, Teacher/Counsellor, Crocus Plains Regional Secondary School – regarding the Health Care Aide Program
3. Tanya LaBuick, Brandon Chamber of Commerce – Budget Submission Brief
4. Cale Dunbar – President, Brandon Teachers' Association – regarding overall staffing reductions
5. Kelly Fuhr – EAL Teacher, Welcome Centre – Spoke on her role at the Welcome Centre
6. Donna Wilson – Speech Language Pathologist – regarding the role of Speech Language Pathologists and the Augmentative Communication Educational Assistant position
7. Michelle Carlson – Parent – regarding the Health Care Aide Program and Specialist positions
8. Kim Longstreet – regarding the Brandon Community Drug and Alcohol Education Coalition Coordinator position

The following individuals sent emails that were read following the in-person presentations:

- Julie Fraser – Health Care Aide Program
- Lili Jardine – Youth Revolution Program Coordinator
- Solange Machado – Brandon Community Drug and Alcohol Education Coalition and Youth Revolution Program Coordinator
- Vanda Mitri - Brandon Community Drug and Alcohol Education Coalition Coordinator; Reading Recovery
- Rhonda Wlock – Health Care Aide Program
- Jill Brown - Health Care Aide Program

Trustees thanked all those who presented and sent emails regarding the 2022-2023 Budget.

### **3.02 Communications For Information**

### **3.03 Communications For Action**

## **4.00 REPORT OF SENIOR ADMINISTRATION**

Mr. Mathew Gustafson, Superintendent/CEO, provided highlights on the following items from the February 28, 2022 Report of Senior Administration:

### **A) Administrative Information**

- Celebrations:
  - Anishinaabe Language Project
  - Manitoba Education and Early Childhood Learning – 2021-2022 Teachers' Idea Fund
  - Valentine Pet Cards
- Information Items:
  - Correspondence from Manitoba Education and Early Childhood Learning
    - Program for International Student Assessment (PISA) 2022
    - 2021-2022 Skills Strategy Equipment Enhancement Fund (SSEEF) Grant
    - 2021-2022 French Second Language Revitalization Program
    - Fair Use / Fair Dealing Week
- Presentations:
  - Attendance Monitoring and COVID-19 Case Prevalence – S. Gilleshammer

### **B) Business Arising for Board Action**

- Information for Discussion and Correspondence:

- COLA Rate Adjustments to Collective Bargaining Agreements – D. Labossiere
- The Manitoba Public School Employees Dental and Extended Health Plan Benefits – D. Labossiere

Mr. Gobeil – Ms. Letain

That the February 28, 2022 Report of Senior Administration be received and filed.

Carried.

## **5.00 GOVERNANCE MATTERS**

### **5.01 Reports of Committees**

- a) Education and Community Relations Committee Meeting  
The written report of the Education and Community Relations Committee meeting held on February 14, 2022 was circulated.

Mr. Ekenna – Mr. Gobeil

That the Report be received and filed.

Carried.

- b) Finance and Facilities Committee Meeting  
The written report of the Finance and Facilities Committee meeting held on February 14, 2022 was circulated.

Ms. Fallis – Mr. Murray

That the Report be received and filed.

Carried.

### **5.02 Delegations and Petitions**

#### **5.03 Business Arising**

- From Previous Delegation
- From Board Agenda

#### **- MSBA Matters**

- a) e-bulletin – February 23, 2022

### **5.04 Public Inquiries (max. 15 minutes)**

### **5.05 Motions**

08/2022 Ms. Fallis – Ms. Letain

That the Auditor's Engagement Letters regarding the Audit for the fiscal year ended June 30, 2022, between the Brandon School Division and BDO Canada LLP, Chartered Accountants, be approved and that the Secretary-Treasurer be authorized to affix their signature thereto.

Carried.

09/2022 Ms. Letain – Mr. Gobeil

That the Letter of Agreement (LOA) between The Brandon School Division and CUPE Local 737, with respect to COLA Rate Adjustments being established at 3.3% for the 2021-2022 School year, be approved, and that the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures thereto.

Carried.

10/2022 Mr. Ekenna – Ms. Letain

That the Appendix A – Rate Adjustments between The Brandon School Division and The Brandon Teachers' Association, with respect to COLA being established at 3.3% for the 2021-2022 School year, be approved, and that the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures thereto.

Carried.

11/2022 Mr. Murray – Ms. Kejick

That the Collateral Agreement and the Letter of Agreement between The Brandon Teachers' Association and The Brandon School Division with respect to the Extended Health and Dental Plan premiums for the 2021-2022 school year be approved; and the Chairperson and Secretary-Treasurer be authorized to sign same.

Carried.

#### **Late Motion:**

12/2022 Mr. Gobeil – Ms. Kejick

That the low tender from Brandon Heating and Plumbing (1998) Ltd. in the amount of \$1,323,176.68 (excluding GST) for the Earl Oxford School Boiler Replacement project be accepted.

Carried.

#### **5.06 Bylaws**

#### **5.07 Giving of Notice**

#### **5.08 Trustee Inquiries**

#### **6.00 ANNOUNCEMENTS**

- a) NEXT REGULAR BOARD MEETING/COMMITTEE OF THE WHOLE – 7:30 p.m. (public), Monday, March 14, 2022, Boardroom.
- b) Upcoming Budget Date
  - Final Budget Approval – 7:00 p.m., Monday, March 7, 2022, Boardroom.

#### **Due to COVID-19:**

- Brandon School Division Board Meetings take place in person and allow public attendance, however, to accommodate space limitations and physical distancing, we ask that those wishing to attend pre-register with Bernadene Sangster, Executive Assistant, at [sangster.bernadene@bsd.ca](mailto:sangster.bernadene@bsd.ca), or (204) 729-3114 by 4:00 p.m. the Friday prior to the Board meeting.



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## **7.00 ADJOURNMENT**

Mr. Gobeil – Ms. Fallis

That the Board do now adjourn (9:39 p.m.)

Carried.

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Chairperson

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Secretary-Treasurer



# BRANDON SCHOOL DIVISION

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES, THE BRANDON SCHOOL DIVISION, HELD IN THE J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE, 1031 - 6TH STREET, BRANDON, MANITOBA, AT 7:00 P.M., MONDAY, MARCH 7, 2022.

**TRUSTEES PRESENT:**

L. Ross, Chairperson	J. Gobeil, Vice-Chairperson
S. Bambridge	C. Ekenna
K. Fallis (by phone)	B. Foley
D. Kejick	L. Letain
J. Murray	

**ALSO PRESENT:**

- D. Labossiere, Secretary-Treasurer
- M. Gustafson, Superintendent/CEO
- S. Gilleshammer, Assistant Superintendent
- J. Zilkey, Assistant Superintendent
- E. Jamora, Assistant Secretary-Treasurer
- B. Sangster, Recording Secretary
- T. Curtis, Live Streaming Video Operator

The Chairperson called the Public portion of the meeting to order at 7: 02 p.m. with a traditional heritage acknowledgement

## AGENDA

### 1.00 AGENDA/MINUTES:

#### 1.01 Approval of Agenda

Ms. Bambridge – Ms. Letain  
That the agenda be approved as circulated.  
Carried.

#### 1.02 Adoption of Minutes of Previous Meetings

### 2.00 IN CAMERA DISCUSSION (COMMITTEE OF THE WHOLE):

#### 2.01 Student Issues

- Reports
- Trustee Inquiries

#### 2.02 Personnel Matters

- Reports
- Trustee Inquiries

#### 2.03 Property Matters/Tenders

- Reports
- Trustee Inquiries

**2.04 Board Operations**

- Reports
- Trustee Inquiries

**3.00 PRESENTATIONS AND COMMUNICATIONS:****3.01 Presentations For Information****3.02 Communications For Information****3.03 Communications For Action****4.00 REPORT OF SENIOR ADMINISTRATION**

Mr. Denis Labossiere, Secretary-Treasurer, provided highlights on the following items from the March 7, 2022 Report of Senior Administration:

A) Business Arising for Board Action

- Information for Discussion and Correspondence:
  - 2022-2023 Financial Budget – D. Labossiere

Mr. Gobeil – Ms. Letain

That the March 7, 2022 Report of Senior Administration be received and filed.

Carried.

**5.00 GOVERNANCE MATTERS****5.01 Reports of Committees****5.02 Delegations and Petitions****5.03 Business Arising**

- From Previous Delegation
- From Board Agenda

- MSBA Matters

**5.04 Public Inquiries (max. 15 minutes)****5.05 Motions**

13/2022 Mr. Gobeil – Ms. Kejick

That the Final Budget for 2022-2023 and the 2022 Special Levy be approved as follows:

Total Operating Expenses	\$ 114,491,500
Total Capital Expenses	\$ 5,315,500
Total Expenditures	\$ 119,807,000

2022-2023 Special Requirement \$ 51,172,061

2022 Special Levy to be raised from Municipalities \$ 49,093,369

Discussion took place regarding the reduction of the Comprehensive Health Care Aide Program and the Brandon Drug and Alcohol Education Coalition Coordinator position. Trustees asked questions for clarification.

Carried. (8-1, Ekenna opposed)

14/2022 Mr. Murray – Ms. Bambridge

That the amount of \$171,700 from the Operating Fund Accumulated Surplus be allocated for the 2022-2023 Budget Deficit.

Carried.

15/2022 Mr. Foley – Mr. Ekenna

That the amount of \$116,700 from the Operating Fund Accumulated Surplus be allocated for the following expenses: Trustee Elections - \$47,900, Vehicle Replacement - \$50,000 and additional costs for two (2) modular classrooms at Vincent Massey High School - \$18,800.

Carried.

16/2022 Mr. Ekenna – Ms. Letain

That the amount of \$37,600 from the New School Capital Reserve be allocated for additional costs for four (4) modular classrooms at Maryland Park School.

Trustees asked questions for clarification.

Carried.

Trustee Murray thanked the Senior Administration Team for their hard work and the information they provided. He also thanked Trustee Ross, Board Chairperson, who led the Board through a very difficult budget day.

## **5.06 Bylaws**

## **5.07 Giving of Notice**

## **5.08 Trustee Inquiries**

## **6.00 ANNOUNCEMENTS**

- a) NEXT REGULAR BOARD MEETING/COMMITTEE OF THE WHOLE – 7:30 p.m. (public), Monday, March 14, 2022, Boardroom.

### **Due to COVID-19:**

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<https://www.bsd.ca/page/8192/board-meeting-dates-live-streaming>

## **7.00 ADJOURNMENT**

Ms. Bambridge – Ms. Letain

That the Board do now adjourn (7:42 p.m.)

Carried.

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Chairperson

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Secretary-Treasurer



**MINISTER  
OF EDUCATION AND EARLY CHILDHOOD LEARNING**

Room 168  
Legislative Building  
Winnipeg, Manitoba R3C 0V8  
CANADA

February 17, 2022

Alan Campbell  
President  
Manitoba School Boards Association  
president@mbschoolboards.ca

Dear Alan Campbell:

Bill 45, The Public Schools Amendment and Manitoba Teachers' Society Amendment Act was proclaimed into force on January 31, 2022.

The amendments to The Public Schools Act and The Manitoba Teachers' Society Act create a streamlined bargaining framework where all items are negotiated at a central table, between The Manitoba Teachers' Society (on behalf of all teachers' associations) and an appointed employer representative (on behalf of all school boards).

The Act requires the Minister to appoint an employer bargaining representative to represent the employers' organization. Given the Manitoba School Boards Association's (MSBA) existing role in supporting bargaining, I am pleased to appoint MSBA as the employer bargaining representative.

The new provincial bargaining framework will help streamline the bargaining process by moving away from the previous process, which saw collective agreements bargained separately by each of the 37 school divisions/districts and the Manitoba Institute of Trades and Technology, and teachers' associations. It does not however change the existing relationships between the employer and employees or the role of the parties in the bargaining process.

Government is not the employer and is not at the bargaining table. School divisions/districts should work with MSBA to develop a bargaining strategy and continue to budget and plan for wage increases as in previous years.

As all school divisions/districts have agreements in place with their teachers until June 30, 2022, the new provincial bargaining framework will be used to bargain the next round of collective agreements.

Thank you for your continued collaboration as we move towards a streamlined bargaining process. We look forward to supporting MSBA in this role as the new bargaining framework is implemented.

Sincerely,

Wayne Ewasko  
Minister  
Education and  
Early Childhood Learning

- c. Dana Rudy, Deputy Minister, Education and Early Childhood Learning  
Chairs of School Boards  
Manitoba Institute of Trades and Technology



# BRANDON SCHOOL DIVISION

## Report of Senior Administration to the Board of Trustees

March 14, 2022

### A. Administrative Information

#### I. CELEBRATIONS

##### 1. MAJOR PRODUCTION

After being sidelined by COVID-19 for a year, Vincent Massey High School is excited to announce their upcoming musical, "You're a Good Man, Charlie Brown". The show will run from March 23-25 at the Westman Centennial Auditorium.

##### 2. TEAL UP (MONTH OF THE MILITARY CHILD) – APRIL 28, 2022

Teal Up is a Canadian initiative that recognizes the resiliency of children whose parents are members of the Canadian Military. The Teal Up campaign began last year in Shilo, Manitoba, and this year they are sharing the campaign across the country.

The colour teal was chosen because it includes all branches of the Military (blue for Air Force, green for Army, and blue/white for Navy). The dandelion is included in the logo as it is the official flower of Military children (who, like dandelions, can adapt easily and bloom everywhere the wind carries them).

Youth are encouraged to tie a piece of teal ribbon along fences in various areas as a visual representation in support of Teal Up, and everyone is encouraged to wear teal on April 28.

##### 3. SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) FOR GIRLS AT CROCUS PLAINS REGIONAL SECONDARY SCHOOL

Crocus Plains Regional Secondary School hosted its fourth annual *Science, Technology, Engineering, and Math (STEM) for Girls Event* from March 7 – 11, 2022. The scheduling coincided with International Women's Day on March 8, in celebration of the contributions of women to STEM.

*"Accepting the Challenge"*



Presentations were planned for each day of week, led by Crocus Plains teachers:

- March 7 – Christopher Sarkonak, Physics Teacher
- March 8 – Cheryl Sklaruk-Delorme, Chemistry Teacher
- March 9 – Shelby Henderson, Design Drafting Teacher
- March 10 – Andrea Bucklaschuk, Science/Math Teacher
- March 11 – Cheryl Klimack, Computer Science Teacher

## **II. SUSPENSIONS**

<u>SCHOOL</u>	<u>NO./STUDENTS</u>	<u>INAPPROPRIATE BEHAVIOUR</u>	<u>ASSAULTIVE BEHAVIOUR</u>	<u>DRUGS AND ALCOHOL</u>
Elementary	0 total	-	-	-
High School	15 total	12	2	1
		*6 vaping	*0 weapons	

\* Infractions may fall under more than one category.

## **III. COMMUNITY CONNECTIONS AND SCHOOL VISITS**

The following community connections and school visits were made by Senior Administration:

- February 23, 2022 – Brandon Community Drug and Alcohol Education Coalition meeting – Jon Zilkey
- February 23, 2022 – Maj. S. D. Youngson, Chief of Staff, Canadian Forces Base Shilo – Jon Zilkey
- February 24, 2022 – Brandon Local Immigration Partnership consultation session – Mathew Gustafson
- February 25, 2022 – Betty Gibson School – Susan Gilleshammer
- February 25, 2022 – Maryland Park School – Susan Gilleshammer
- March 1, 2022 – Principal Learning Network meeting – Mathew Gustafson
- March 2, 2022 – Network of Safety – Enhanced School-Based Mental Health and Addictions Enhancement – Susan Gilleshammer
- March 2, 2022 – Waverly Park School – Susan Gilleshammer
- March 3, 2022 – Kirkcaldy Heights School – Susan Gilleshammer
- March 4, 2022 – Manitoba Association of School Superintendents Spring Members Meet – Mathew Gustafson, Jon Zilkey

- March 4, 2022 – meeting with Cale Dunbar, President, Brandon Teachers' Association – Mathew Gustafson
- March 7, 2022 – Crocus Plains Regional Secondary School – Jon Zilkey
- March 7, 2022 – Meadows School – Jon Zilkey
- March 8, 2022 – meeting with Léger Research re: K-12 Education Funding Model Review – Dr. Linda Ross, Mathew Gustafson, Denis Labossiere, Jon Zilkey, Susan Gilleshammer
- March 8, 2022 – École New Era School – Jon Zilkey
- March 8, 2022 – St. Augustine School – Jon Zilkey

#### **IV. INFORMATION ITEMS**

##### **1. CORRESPONDENCE FROM MANITOBA EDUCATION AND EARLY CHILDHOOD LEARNING**

###### **MANITOBA ARTS EDUCATION GRANT**

For Information .....M. Gustafson

Correspondence has been received from Honourable Wayne Ewasko, Minister of Education and Early Childhood Learning, regarding the Manitoba Arts Education Grant. The following schools submitted successful applications for arts projects:

- Alexander School has been awarded \$450
- École Harrison has been awarded \$450
- Vincent Massey High School has been awarded \$350

###### **2022/2023 SCHOOL YEAR CALENDAR**

For Information .....M. Gustafson

Correspondence has been received from Julia Tetrault, Executive Director, Governance and Policy Branch, regarding the 2022/2023 School Year Calendar. The correspondence outlines parameters that school divisions must adhere to in establishing their specific school year calendar.

The school year calendar will consist of 194 days. The post Labour Day start date for students and teachers is Tuesday, September 6, 2022 and the school year ends on Friday, June 30, 2023. Spring Break shall be one week beginning on Monday, March 27, 2023 to Friday, March 31, 2023.

School Divisions are required to complete the School Calendar Form no later than May 6, 2022.

## **2. EARLY YEARS, MIDDLE YEARS, AND HIGH SCHOOL ATHLETICS – HIGHLIGHTS FROM SEMESTER ONE**

For Information .....J. Zilkey

Blake Stephens, Physical Education and Health Education Specialist, provided information regarding highlights from various Early Years, Middle Years, and High School Athletics events over the course of Semester One (September 2021 – January 2022). Please see Appendix A.

## **3. SCHOLARSHIP AGREEMENT CHANGES FOR THE 2021/2022 SCHOOL YEAR**

For Information .....D. Labossiere

The following scholarship agreement changes and completed/withdrawn agreements have been requested by the contributors for the 2021/2022 school year:

### Changes:

- Canada India Friendship Association Scholarship: added Western Civilization to list of accepted courses that students have pursued;
- CUPE Local 737 Scholarship: updated the date of the agreement to expire in 2022/2023;
- Guild Insurance Group Lend A Hand Scholarship: changed the name of the scholarship from the Guild Insurance Brokers Lend a Hand Scholarship to the Guild Insurance Group Lend A Hand Scholarship;
- Maple Leaf Foods Scholarship: updated the date of the agreement for the 2021/2022 school year;
- Parker/Bruederlin Health Care Aide Scholarship: updated the date of the agreement to continue indefinitely;
- Scottish Rite Masons of Brandon / The H. L. Crawford Brandon Collegiate War Memorial Scholarship: updated the date of the agreement to continue indefinitely; and
- The Brandon Teachers' Association Tri-High Scholarship: updated the date of the agreement to expire 2025/2026.

Completed/Withdrawn:

- RBC Business Award; and
- Vionell Holdings Partnership Scholarship.

This is provided as information.

**4. K-12 EDUCATION / PUBLIC HEALTH UPDATE ON COVID-19 RESPONSE**

For Information .....M. Gustafson

Mathew Gustafson, Superintendent / Chief Executive Officer, will provide an update on current COVID-19 response measures from Manitoba Education and Early Childhood Learning and Public Health.

**V. PRESENTATIONS**

**1. ATTENDANCE MONITORING AND COVID-19 CASE PREVALENCE**

For Information .....S. Gilleshammer

Susan Gilleshammer, Assistant Superintendent – Student Services, will provide a report on attendance monitoring and COVID-19 case prevalence in Brandon School Division for the period February 28 – March 11, 2022.

**2. ADMINISTRATIVE PROCEDURE 4565 – STANDARDS FOR SECLUSION AND RESTRAINT IN SCHOOLS**

For Information .....S. Gilleshammer

Susan Gilleshammer, Assistant Superintendent – Student Services, will provide an overview of a new Administrative Procedure and associated Administrative Forms:

- Administrative Procedure 4565 – Standards for Seclusion and Restraint in Schools (Appendix B)
- Administrative Form 4565Fa – Use of Physical Restraint and Seclusion in Schools (Appendix C)
- Administrative Form 4565Fb – Tracking of Student During Seclusion (Appendix D)

## **B. Business Arising for Board Action**

### **I. INFORMATION FOR DISCUSSION AND CORRESPONDENCE**

#### **1. STAFFING ACTIVITY REPORT**

For Information .....J. Zilkey

Included in the agenda package for the Board of Trustees is the Staffing Activity Report, a listing of resignations and employment approved by the Superintendent/Chief Executive Officer and Secretary-Treasurer since the last meeting.

**This report from members of the Brandon School Division Senior Administration is submitted respectfully for your consideration, action, and information.**

**Mathew Gustafson  
Superintendent/Chief Executive Officer**



# BRANDON SCHOOL DIVISION

Date: March 14, 2022  
 To: Brandon School Division Board of Trustees  
 From: Blake Stephens, Physical Education and Health Education Specialist  
 Re: Early Years, Middle Years, and High School Athletics –  
 Highlights from Semester One (September 2021 – January 2022)

Brandon School Division is fortunate to have coaches who volunteer countless hours to teach student athletes not only sport-specific skills, but also life skills such as sportsmanship, teamwork, commitment, cooperation, and fair play.

## Early Years and Middle Years

At the Early Years and Middle Years level, things looked different as we charted a course in our division this year. Sports resumed in most buildings, depending on the number of cohorts, number of players wanting to play, comfort level of volunteers, and provincial directives that were updated regularly. Some schools opted for intramurals only, playing amongst themselves during the lunch hour. Other schools joined with one or two schools to provide students with the experience of representing their school in a sport.

There were no jamborees or tournaments except for the Middle Years Golf Jamboree, which was organized to ensure school groups golfed together and cohorts did not mix.

MIDDLE YEARS ATHLETICS		
Sport	Teams	Participants
Grades 7 and 8 Golf		
• Girls and Boys	All K-8 schools	108

## High School

At the high school level, approximately 320 student athletes from three of the Brandon School Division high schools competed in athletic events during the first semester.

The following tables provide a summary of each event during this period, including:

- a list of all Brandon School Division League Champions
- high school teams who competed at the Provincial Championships
- results from the Provincial Championships

*Accepting the Challenge*

<b>BRANDON SCHOOL DIVISION – CITY HIGH SCHOOL LEAGUE CHAMPIONS</b>	
<b>Sport</b>	<b>School</b>
Volleyball	
• Grade 9 Girls	Vincent Massey High School
• Grade 9 Boys	Vincent Massey High School
• Junior Varsity Girls	Vincent Massey High School
• Junior Varsity Boys	Vincent Massey High School
• Varsity Girls	Vincent Massey High School
• Varsity Boys	Vincent Massey High School

<b>BRANDON SCHOOL DIVISION SCHOOLS COMPETING IN THE MANITOBA HIGH SCHOOLS ATHLETIC ASSOCIATION (MHSAA) PROVINCIAL CHAMPIONSHIPS</b>	
<b>Sport</b>	<b>School</b>
Volleyball	
• AAAA Teams	
○ Junior Varsity Girls	Vincent Massey High School
○ Junior Varsity Boys	Vincent Massey High School
○ Varsity Girls	Vincent Massey High School
○ Varsity Boys	Vincent Massey High School
• AAA Teams	
○ Junior Varsity Girls	École secondaire Neelin High School
○ Junior Varsity Boys	École secondaire Neelin High School
○ Varsity Girls	École secondaire Neelin High School
○ Varsity Boys	École secondaire Neelin High School

<b>MANITOBA HIGH SCHOOLS ATHLETIC ASSOCIATION (MHSAA) PROVINCIAL CHAMPIONSHIPS RESULTS</b>		
<b>MHSAA Championship</b>	<b>Team</b>	<b>Results</b>
Volleyball		
AAA Teams	Neelin - Junior Varsity Boys	Provincial Champions
	Neelin - Junior Varsity Girls	3 <sup>rd</sup> place
	Neelin - Varsity Girls	4 <sup>th</sup> place
	Neelin - Varsity Boys	Lost in quarterfinals
AAAA Teams	Vincent Massey - Junior Varsity Girls	Lost in 1 <sup>st</sup> round
	Vincent Massey - Junior Varsity Boys	Lost in 1 <sup>st</sup> round
	Vincent Massey - Varsity Boys	Lost in 1 <sup>st</sup> round
	Vincent Massey - Varsity Girls	Lost in 1 <sup>st</sup> round

### Other Notes:

Brandon School Division allowed spectators in our venues and provided security to ensure all health guidelines were followed, and the regulations were enforced. The feedback from students, parents, and coaches was overwhelmingly positive. The season wasn't perfect, but students had an opportunity to play and compete in a safe environment, which was not possible for the past two seasons due to the impact of COVID-19.

Brandon School Division does not have a League Championship for football. This season, Crocus Plains Regional Secondary School and Vincent Massey High School played in a league with schools from Steinbach and Portage la Prairie. École secondaire Neelin High School had an exhibition season, scrimmaging amongst themselves and playing one exhibition game against Virden Collegiate Institute.

Brandon School Division has varsity hockey programs at Crocus Plains Regional Secondary School and Vincent Massey High School, with a total of 48 players. These teams play in the Westman High School Hockey League, (WHSHL) and the season runs from October to mid-March.

Curling continues to experience growth. Brandon School Division is sending representatives to the MHSAA Curling Championships in early March (Neelin – Boys; Vincent Massey – Girls). The results will be included in the second semester report.





## **Administrative Procedure 4565**

# ***Standards for Seclusion and Restraint in Schools***

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**Board Governance Policy Cross Reference:** [1](#), [11](#), [12](#), [13](#)

**Administrative Procedures Cross Reference:**

[Code of Conduct](#)

[Respectful Workplace](#)

[Workplace Accident Reporting](#)

[Workplace Safety and Health Duties/Responsibilities for Safety and Health](#)

[Workplace Safety and Health - Investigating Workplace Incidents and Refusals to Work](#)

**Form Cross Reference:**

Use of Physical Restraint and Seclusion in Schools

Tracking of Student During Seclusion

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**Legal/Regulatory Reference:**

[Canada Department of Justice](#)

[The Public Schools Act](#)

[Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion](#)

[Section 43 of the Criminal Code](#)

[Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans \(IEPs\)](#)

[The Legislative Assembly of Manitoba – The Safe Schools Charter](#)

[United Nations Convention on the Rights of the Child](#)

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**Date Adopted:** March 2022

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### **General Principles**

Brandon School Division is committed to inclusion for all people. In reference to [Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion](#), all students have a right to appropriate educational programming in a safe, caring, and inclusive environment. A positive, whole-school approach to

planning for safety and belonging is to be combined with a supportive response to meeting the safety needs of all people in our schools.

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

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

## Definitions and Terminology

### Seclusion

- Seclusion is the involuntary confinement of a student alone in a room or area where the student cannot freely exit or is physically prevented from leaving. This generally occurs in a room with a door that has a lock that is engaged, or if not engaged, the door is otherwise blocked or held shut. Seclusion can be used in association with physical restraint.
- Seclusion is a safety response used *only* in situations when a student's behaviour has escalated to the point where it poses an immediate risk of serious physical harm to self or others, and only after proactive strategies, de-escalation interventions, and less restrictive measures have been exhausted.
- Seclusion is one of the most intrusive interventions used in response to student behaviour. It has been shown to have a detrimental impact on students. Seclusion may put students at risk for physical injury, psychological trauma, damaged relationships, and increased challenging behaviour. Seclusion has a negative impact on school staff, students, parents/legal guardians, and the school climate.
- Seclusion is never used:
  - as part of a student-specific plan to manage/change student behaviour;
  - as a substitute for appropriate educational programming or effective behavioural intervention planning;
  - as a punishment, a consequence, a disciplinary action, or a way to force compliance;
  - to protect property at risk for damage when there is no immediate risk of serious physical harm to self or others; or

- when a student is non-compliant, confrontational, or verbally aggressive but there is no immediate risk of serious physical harm to self or others.
- Seclusion is not to be confused with the use of sensory spaces. Sensory space is an umbrella term that encompasses a broad variety of therapeutic spaces (e.g., calming space, sensory modulation/integration room, multi-sensory room). A sensory space is used proactively to meet a student's sensory needs and promote self-regulation. It is a therapeutic intervention that is written into a student-specific plan based on the recommendation of a specialist who monitors its use.
- Seclusion is not to be confused with "time out" practices. Time out occurs when access to reinforcement is removed for a period of time following the occurrence of an identified problem behaviour in order to reduce or stop that behaviour. Time out may involve removing a student from sources of positive reinforcement as a consequence of specific undesired behaviour. It is one option along a continuum of behaviour interventions supporting behaviour change.
- While these practices may share some properties of seclusion, they do not constitute seclusion as understood within these guidelines.

### **Physical Restraint**

- Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head freely to secure and maintain the safety of the person or the safety of others.
- Physical restraint is a safety response used only when a student poses an immediate risk of serious physical harm to self or others.
- Physical restraint can be associated with seclusion because it is often used to transport a student to an environment where they are secluded; however, they are separate procedures, and one may occur without the other.
- Physical interventions should not exceed what are reasonable or proportionate under the circumstances ([Canada Department of Justice](#)) and should be discontinued as soon as the immediate risk of serious physical harm to the student or others has dissipated.
- Physical restraint should not be confused with physical guidance. Physical guidance is the use of touch to prompt a student when teaching a skill, redirecting attention, or providing comfort.
- Physical restraint should not be confused with physical escort. Physical escort is the temporary touching or holding of a student's hand, wrist,

arm, shoulder, or back for the purpose of prompting and accompanying a student who is acting out to walk to a safe location.

Section 43 of the Criminal Code provides a defence to conduct that may not be covered by other available defences. It states:

Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

- In 2004, the Supreme Court of Canada considered whether section 43 is constitutional and consistent with the Canadian Charter of Rights and Freedoms. In a case called *Canadian Foundation for Children, Youth and the Law v. Canada (Attorney General)*, the Supreme Court of Canada found that section 43 was constitutional but significantly narrowed its application to the use of minor force that is reasonable under the circumstances and provided the following guidelines:
  - Parent/caregivers can only use corrective force (or physical punishment) that is minor or “transitory and trifling” in nature. For example, spanking or slapping a child hard enough that it leaves a mark or bruise would not be considered “transitory and trifling” and would not be reasonable.
  - Teachers cannot use force for physical punishment under any circumstances. Teachers may be permitted to use reasonable force toward a child in appropriate circumstances, such as to remove a child from a classroom.
  - Physical punishment cannot be used on children younger than two-years old or older than twelve-years old.
  - Physical punishment cannot be used on a child in anger or in retaliation for something a child did.
  - Objects, such as belts or rulers, must never be used on a child and a child must never be hit or slapped on the face or head.
  - Any use of force on a child cannot be degrading, inhumane, or result in harm or the prospect of harm.
  - Physical punishment cannot be used on a child who is incapable of learning from the situation because of a disability or some other factor.
  - The seriousness of the child’s misbehaviour is not relevant to deciding whether the force was reasonable. The force used must be minor, no matter what the child did.

It is important to recognize that many forms of physical punishment of children are not consistent with the guidelines set out by the Supreme Court of Canada and are considered crimes in Canada. Abusive and harmful conduct is not protected by section 43.

## **Prevention**

All efforts to address challenging behaviours should be directed at preventing the use of seclusion and physical restraint. The Division requires the use of a whole-school, positive behavioural approach to ensure that students are taught the skills needed to engage in positive behaviour. The Division ensures that staff are regularly provided learning opportunities to improve their understanding of behaviour and the skills needed to support and manage behaviour in ways that best protect students' safety and dignity. This ensures their inclusion in educational settings and their access to appropriate educational programming.

For students whose behaviour needs cannot be met through a whole-school approach, the school's student support team will work with the student and their parents/legal guardians to develop a student-specific plan. Student specific plans will be based on assessments of the function of challenging behaviours. Student-specific plans will include teaching of behavioural management skills and positive replacement behaviours, and any environmental adjustments needed to support positive behaviour and reduce the likelihood of crises or emergency situations. Staff working with students with individualized plans to meet behaviour needs should be trained in de-escalation strategies intended to prevent challenging behaviours from escalating to crises.

Some approaches and supports used by the Division include:

- reviewing current student specific programming to make necessary adjustments;
- multi-disciplinary student intervention teams that support and guide Functional Behaviour Assessments and Behaviour Intervention Plans;
- the Division works collaboratively with community services including Child and Adolescent Treatment Center, Department of Families and Housing, Public Health, Brandon Police Service, Child and Family Services Agencies, Westman Immigrant Services, etc.;
- ongoing training and services provided by Divisional clinicians; and
- Non-Violent Crisis Intervention through Crisis Prevention Institute (CPI), etc.

## Seclusion and Physical Restraint

### Knowledgeable and Skilled Staff

- Seclusion and physical restraint are to be implemented *only* by staff who have training in the use of these procedures.
- If seclusion and/or physical restraint are to be used within a school, it is expected that trained and appropriately certified professionals (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) are consulted on the use of seclusion or physical restraint as a general safety procedure or an emergency measure prior to their use.
- At least two staff members within the Division are to be designated as responsible for training for and oversight of the use of these procedures.
- Superintendents and School Leaders are expected to include among their staff, individuals with training in conflict de-escalation, crisis de-escalation, non-violent crisis intervention and implementing positive behaviour interventions to facilitate defusing conflict and crisis situations.
- School staff are to be given regular opportunities for training in implementing positive behaviour interventions to facilitate defusing conflict and crisis situations. School staff are expected to undertake training in implementing positive and proactive strategies to reduce the need for crisis response strategies.
- School staff who work with a child/student in situations where there is a potential for imminent danger of serious harm to the child/student or others are expected to have practical training in prevention and de-escalation strategies, recognizing situations where imminent harm is likely to occur and safely implementing crisis responses when warranted.

### Seclusion and Physical Restraint are Emergency Responses of Last Resort

- If a student's behaviour has escalated to the point where it poses an immediate risk of serious physical harm to self or others, staff and people who have care and charge of the student should immediately call for assistance from the principal or other school leader ([The Public Schools Act](#)) and those staff members who have adequate knowledge and training to de-escalate and manage the event. Stressors should be removed from the environment when possible.
- Seclusion and physical restraint are only used as a last resort emergency or crisis procedure to maintain safety before contacting

emergency responders, if necessary. Consideration may be given to contacting emergency response team prior to using the last resort of seclusion and physical restraint.

- School and Divisional emergency response procedures are followed in the event that further safety measures are necessary.
- Seclusion is one of the most intrusive (McLean et al.) interventions used in response to student behaviour. It has been shown to have a detrimental impact on students. This includes physical injury (in some cases death has occurred) (National Disability Rights Network: Kutz), psychological trauma (CCBD: Ferleger), damaged relationships, and increased challenging behaviour (Ferleger).
- If necessary, other students in the vicinity should be moved in a calm, orderly manner to a safe distance. The student in crisis should not be left alone. The environment should be scanned for potential dangers. Objects that could cause immediate serious physical harm should be removed if it is safe to do so. Attention should be given to procedures for safe evacuation.
- Seclusion and/or physical restraint are to be used only in emergency or exceptional situations where:
  - the behaviour of a student poses imminent danger of serious physical harm to self or others;
  - less restrictive interventions are not possible or have been ineffective at ending such imminent danger or harm; and
  - when the threat of imminent danger can be diminished by using seclusion or physical restraint.
- Seclusion and/or physical restraint are to be used only for as long as necessary and be discontinued when the student no longer presents an immediate threat to themselves or others.
- Seclusion and/or physical restraint are measures of last resort employed to protect the safety of students and staff. These practices are never to be employed to protect property or prevent disruptive behaviour.

### **Requirements for Instances of Seclusion and/or Physical Restraint**

- Seclusion and physical restraint are to be implemented *only* by staff who have adequate knowledge and training in the use of these procedures.
- Restraint or seclusion should never be undertaken by one teacher alone; a witness/observer must be present at the outset of the process.
- When, in accordance with the limitations described above, it is deemed necessary to use seclusion and/or physical restraint, the following requirements are to be observed to minimize the risk of harm to students and staff:



- all seclusion environments are safe, humane and abide by all building, safety and fire codes;
- seclusion and physical restraint practices employed must *not* restrict a student's breathing;
- seclusion and/or physical restraint procedures are conducted in a manner that reduces harm to a child/student and others;
- there is continual visual and aural monitoring of any student throughout the period of seclusion or physical restraint. Occasional checks are not appropriate;
- staff observing the student must be able to communicate with the student at all times;
- the student must be able to communicate their basic human needs and have those needs met;
- seclusion must not be used when a student is engaging in severe self-injurious behaviours;
- a staff member must be assigned as an observer and note-taker to record a factual account of the event. This staff member may not be the individual tasked with monitoring and communicating with the student; and
- all reasonable efforts to preserve a student's dignity must be taken whenever seclusion and/or physical restraint are employed.

## Reporting and Documentation

### Reporting

Any event that involves the use of seclusion or physical restraint must be reported following the event to the School Leader and the parent or legal guardian. The school's Assistant Superintendent or designate will be notified of the event. The above reporting will be completed as soon as possible, or within 24 hours. [Form 4565Fa Use of Physical Restraint and Seclusion in Schools](#).

### Documentation

Each event of the use seclusion and/or restraint must be documented to include, at a minimum, the following:

- student name;
- where and when the event of seclusion and/or physical restraint occurred;
- antecedents leading up to the instance of seclusion and/or physical restraint;



- witnesses;
- a clear description of the student's behaviour;
- a description of interventions used prior to the implementation of seclusion and/or physical restraint;
- who was at risk of immediate serious physical harm that resulted in the use of seclusion and/or physical restraint;
- name of staff member making the decision to use seclusion and/or physical restraint;
- names of other staff members involved and their role in the seclusion and/or physical restraint event;
- a chronology noting observations of the student's behaviour during seclusion;
- a log that reports how the student was monitored during seclusion and by whom;
- start time and end time of the seclusion and/or restraint;
- a description of any harm to students, staff, or others;
- criteria for ending seclusion and/or restraint and how this was communicated to the student;
- immediate post-seclusion and/or restraint actions;
- details of contact with parent(s)/legal guardian(s); School Leader; the school's Assistant Superintendent or designate; and Superintendent/CEO;
- date of planned debriefing(s);
- date of planned student support team meeting(s);
- a copy of the documentation must be placed in the pupil file and entered into the Divisional student information system.

## Debriefing

As crisis interventions of last resort, seclusion and physical restraint inherently are part of events that are highly stressful and may have detrimental impacts on students and staff. Support is to be provided to students who have experienced seclusion and/or physical restraint in order to re-integrate into the school community and to restore a sense of safety and belonging. A debriefing process will also support the student's family and any staff or other members of the school community affected by events that include instances of seclusion and/or physical restraint.

Debriefing meetings are to occur with parent(s)/legal guardian(s), the student, and school staff involved in the seclusion event. The student's parent(s)/legal guardian(s) and the student may have the opportunity to be accompanied and assisted by a person of their choosing during the debriefing. Debriefings should be in-person and take place as soon as possible after the event. Additional debriefings should be made

available to others in the school who were impacted physically and/or emotionally by the event.

In addition to the protective and restorative effects of debriefing meetings, such meetings are intended to involve careful review of the events to ensure adherence to standards for managing such crises, to refine and review student specific plans and supports, and to identify any ways to reduce the likelihood of future crises or improve the safe management of any future crises.

Debriefings are led by the School Leader (or designate) who has training/experience in leading a debriefing process. The debriefing should focus on how the use of seclusion and/or physical restraint could have been prevented and should identify what can be done to avoid seclusion and/or physical restraint if a similar event occurs in the future. A summary of the debriefing(s) and any outcomes decided upon is placed in the pupil file and the Divisional student information system.

The student support team must meet (or be formed) as soon as reasonably possible after the seclusion event to:

- examine what happened;
- examine the functions behind the student's behaviours;
- engage in the student-specific planning process ([Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans \(IEPs\)](#)) to write or revise the student-specific plan identifying what needs to be changed to decrease the chance of the behaviour recurring (e.g., changes to environment, changes to positive behaviour strategies, alternative responses to the student's behaviour); and
- identify staff development or training needs and initiate a plan for addressing these needs.

### **Monitoring and Review**

The Division will annually review and evaluate data collected from all instances of seclusion and/or physical restraint over the previous year and compare this information with data collected in previous years. This process will evaluate support for students' behavioural needs, aid in identifying and deploying needed resources and training, and track progress in reducing crisis events, especially those involving seclusion and/or physical restraint.

This annual review process shall include:

- a review of incident reports to identify any patterns or trends to inform decision making;
- a review of harm incurred by students and staff;

- identification of repeated use of seclusion for an individual student, multiple uses within the same classroom, or multiple uses by the same individual that would trigger a review by the school and the Division and may indicate a need for additional training and/or support;
- assessment of adherence to Administrative Procedure 4565 – Standards for Seclusion and Restraint in Schools;
- identification of staff professional support and training needs;
- assessment of environmental considerations;
- evaluation of the effectiveness of policies and procedures in decreasing seclusion using indicators established in consultation with the safety and health committee, parents/legal guardians, students, and community-based service providers;
- identify any needed updates to seclusion and physical restraint policies and/or procedures to ensure consistency with any new developments and/or new practices ([The Legislative Assembly of Manitoba – The Safe Schools Charter](#)).

Assistant Superintendent, Student Services is responsible for an annual report and review. The information in the report is used to guide proactive measures for students' supports.



## Administrative Form 4565Fa

### *Use of Physical Restraint and Seclusion in Schools*

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**Administrative Procedures Cross Reference:**  
Standards for Seclusion and Restraint in Schools

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**Date Adopted:** March 2022

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**Student's Name:** Click or tap here to enter text. **Date of Birth:** Click or tap here to enter text.

**Student's Grade:** Click or tap here to enter text. **School:** Click or tap here to enter text.

**Date of Incident:** Click or tap here to enter text.

**Staff Members Involved:** Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

**Observer / Recorder:** Click or tap here to enter text.

**Principal (or Designate):** \_\_\_\_\_

**Parents/Guardians:** \_\_\_\_\_

**Assistant Superintendent:** \_\_\_\_\_

**Superintendent or Designate:** \_\_\_\_\_

Please ensure that you complete the appropriate area for a physical restraint or use of seclusion, and complete the debriefing section. **For use of seclusion, please ensure that you attached form 4565Fb – Tracking of Student During Seclusion.**

☐ **Physical Restraint**

**Precipitating incident/event and time:** Click or tap here to enter text.

**Description of incident/action taken and time:** Click or tap here to enter text.

**Decision/plan – time:** Click or tap here to enter text.

☐ **Use of Seclusion**

**Time in:** Click or tap here to enter text.

**Time out:** Click or tap here to enter text.

**Where and when the event of seclusion occurred:** Click or tap here to enter text.

**Antecedent(s) leading up to the situation:** Click or tap here to enter text.

**Clear description of the student's behaviour:** Click or tap here to enter text.

**Interventions used prior to the implementation of seclusion:** Click or tap here to enter text.

**Who was at risk of immediate serious physical harm before seclusion?** Click or tap here to enter text.

**Name of staff member making the decision to use seclusion:** Click or tap here to enter text.

**What adults/students were involved in the seclusion event?** Click or tap here to enter text.

**What was their role?** Click or tap here to enter text.

**Was there any use of other restrictive measures (e.g., restraint):** Click or tap here to enter text.

**Describe any harm to students, staff or others before seclusion.** Click or tap here to enter text.

**What was the criteria for ending seclusion and how was this communicated to the student?** Click or tap here to enter text.

**Immediate post-seclusion actions:** Click or tap here to enter text.

## Debriefing

Debriefing with student – time: Click or tap here to enter text.

Debriefing with staff – time: Click or tap here to enter text.

When were parents/guardians debriefed? Click or tap here to enter text.

Meeting with parents/guardians and student – time (if a meeting is not arranged, please explain the reasons why): Click or tap here to enter text.

When was School Leader debriefed? Click or tap here to enter text.

Staff Member Name	Present During Incident	Consulted During Incident
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>



## Administrative Form 4565Fb

### *Tracking of Student During Seclusion*

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**Administrative Procedures Cross Reference:**  
Standards for Seclusion and Restraint in Schools

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**Date Adopted:** March 2022

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**Staff Members Involved:** Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

**Observer / Recorder:** Click or tap here to enter text.

Time	How was the student monitored?	Who was monitoring the student?	Observations

Time	How was the student monitored?	Who was monitoring the student?	Observations





# BRANDON SCHOOL DIVISION

## Finance and Facilities Committee Minutes

Monday, February 28, 2022 – 6:00 p.m.  
Boardroom, Administration Office

Present: C. Ekenna B. Foley (by phone)  
K. Fallis L. Letain  
J. Gobeil D. Kejick (arrived at 6:20 p.m.)  
J. Murray L. Ross

Also Present: D. Labossiere  
M. Gustafson  
S. Gilleshammer  
J. Zilkey

Regrets: S. Bambridge

### 1. COMMITTEE ITEMS

#### A. Tender – Earl Oxford School Boiler Replacement Project

Mr. Denis Labossiere, Secretary-Treasurer, spoke to this item, noting that the Province has approved project support and authorized the Division to proceed with the project. Trustees asked questions for clarification.

Trustees agreed to the recommendation as presented.

#### Recommendation:

That the low tender from Brandon Heating and Plumbing (1998) Ltd. in the amount of \$1,323,176.68 (excluding GST) for the Earl Oxford School Boiler Replacement project be accepted.

#### B. Review Monthly Reports (January)

The Secretary-Treasurer provided the Reports for the month of January and answered Trustee questions.

#### Projections

Mr. Labossiere reviewed the Summary of Forecasted Variances and noted that he recently received the 2021-2022 A1 Report (Funding Adjustments) from the Province. The Division is projecting an operating surplus of \$3.1 million due to the additional one-time funding of \$3.5 million provided by the Province for incremental costs for wage pressures due to settlements of collective agreements.

The reports were accepted as circulated.

### 2. OPERATIONS INFORMATION

- The Secretary-Treasurer provided an update on the following:
  - i. Minister of Education and Early Childhood Learning – SSEE Grant Approval – Crocus Plains Regional Secondary School

- ii. Education Funding Branch – Crocus Plains Roof Replacement Project – Initial Project Support

Respectfully submitted,

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K. Fallis



# BRANDON SCHOOL DIVISION

## Personnel and Policy Committee Minutes

Monday, February 28, 2022 – 6:00 p.m.  
Boardroom, Administration Office

Present: C. Ekenna B. Foley (by phone)  
K. Fallis L. Letain  
J. Gobeil D. Kejick (arrived at 6:20 p.m.)  
J. Murray L. Ross

Also Present: D. Labossiere  
M. Gustafson  
S. Gilleshammer  
J. Zilkey

Regrets: S. Bambridge

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### 1. COMMITTEE ITEMS

#### A) Personnel Matter – In-Camera

Mr. Denis Labossiere, Secretary-Treasurer, provided information on a Personnel Matter. Mr. Labossiere and Mr. Mathew Gustafson, Superintendent/CEO, answered Trustee questions.

#### B) Personnel Matter – In-Camera

The Superintendent/CEO provided an update on a Personnel Matter and answered Trustee questions.

### 2. OPERATIONS INFORMATION

#### A) The Committee received as information and discussed the following:

- MSBA – CPI, Unemployment Rate, Regional Trends update:
  - January 2022

#### B) Letter from the Minister of Education and Early Childhood Learning – Bill 45

#### C) Letter from MSBA – COLA – Teacher Collective Agreement Appendix

#### D) Letter to MSBA from the Minister of Education and Early Childhood Learning – Bill 45

Respectfully submitted,

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S. Bambridge

## e-bulletin

March 9, 2022

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## ONLY 2 MORE SLEEPS UNTIL CONVENTION!

While we were certainly hoping that we could meet in-person in 2022, this year's [annual convention](#) builds upon last year's success in hosting a virtual event.

Convention information kits were distributed to secretary-treasurers last week. In addition to the convention log-in credentials and full program, this digital package contains the [Report of the Nominating Committee and Candidate Profiles](#). We encourage you to learn more about the trustees vying for positions on the Association's 2022-23 Provincial Executive.

Also in this kit are the [Resolutions and Special Business booklet](#), the [Zoom instruction guide](#) and a convention evaluation form. Your responses and feedback are important to us, so please take the time to help MBSA plan future conventions by completing the fillable PDF evaluation form or by accessing the [online version](#).

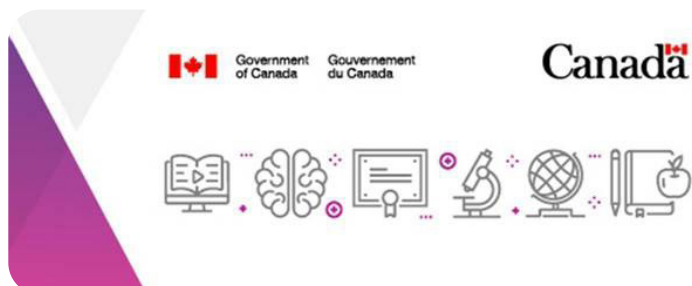


## AWARD NOMINATION EXTENSION

The nomination period for the 2022 competition for the Prime Minister's Awards for Teaching Excellence, Teaching Excellence in STEM and Excellence in Early Childhood Education is being extended until April 21, 2022 due to the COVID-19 pandemic.

Canada's educators are showing unparalleled resilience and commitment to students in the face of COVID-19. If you know an educator who has gone above and beyond, nominate them for a Prime Minister's Award for Teaching Excellence, Teaching Excellence in STEM, or Excellence in Early Childhood Education.

[Download](#) your nomination package today and submit your nomination electronically or by mail by April 21, 2022.



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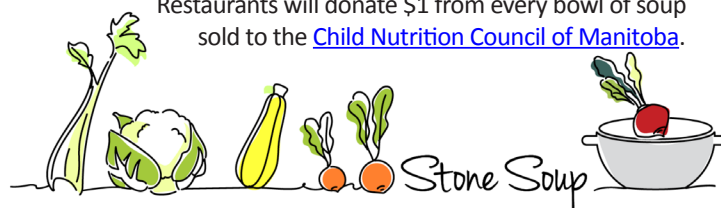
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## STONE SOUP WEEK 2022

The week of March 14 - 20 marks the 10th annual Child Nutrition Council of Manitoba's Stone Soup Fundraiser.

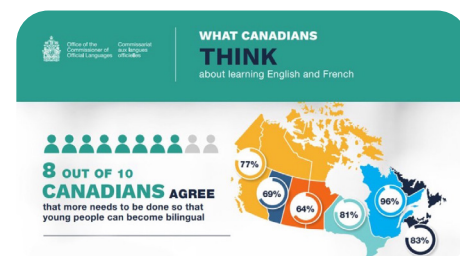
Proceeds from the event support Manitoba school meal and snack programs. Check out the impressive [list of participating restaurants](#) across the province to view their signature soup menu offerings.

Restaurants will donate \$1 from every bowl of soup sold to the [Child Nutrition Council of Manitoba](#).



## CANADA'S OFFICIAL LANGUAGES SURVEY

The results are in from a recent survey on Canadians' attitudes toward official bilingualism and the *Official Languages Act*.



The survey findings show that Canadians' support for official languages is very high, at 87%. This is consistent with 2016 results and indicates that public support for official languages is resilient over time and official bilingualism remains a core value for Canadians.

The full survey [report](#), a series of [infographics and summary](#) are available on the Office of the Commissioner of Official Languages [website](#).

## RESOURCES TO HELP US ALL BE BETTER DIGITAL CITIZENS

Media Smarts, Canada's Centre for Digital and Media Literacy has compiled a list of helpful [resources](#) for learning about, practicing and encouraging good digital citizenship. Educators, parents and trusted adults, can use these resources to help guide children and youth by having conversations about digital literacy.



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