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# Policy Series 1000

## STUDENTS

## Policy Series 1000: Students

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## Policy 1001: Rights and Responsibilities – Students

The Board believes the primary purpose for the Authority is to improve educational opportunities for young people in the two communities of Nelson House. The Board believes each student has the right to expect a high standard of quality education, offered by well-trained, committed professional staff in a humane, caring and understanding environment.

In particular, students have the right to:

1. Expect quality instruction and opportunities for meaningful involvement in learning activities
2. Be treated consistently and fairly by all their teachers
3. Be instructed at their level of understanding and ability, and challenged to grow from there
4. Expect an environment of learning that will show respect and pride for their cultural background
5. Constructively criticize their education and educators without fear of recrimination
6. Expect instruction and encouragement in developing a sound, healthy self-concept
7. Be disciplined fairly and constructively when necessary
8. Be evaluated accurately so they will have a realistic view of what they can expect to accomplish after they leave school
9. Be allowed the chance to develop their own unique skills and aptitudes within the school's ability to provide such training and to recognize the same rights of others.
10. Education Act – Section 2(2) of Public School Act. Appropriate Education Program October 25, 2005 “A School Board must ensure that as far as reasonably practical appropriate Education Programing is available to a pupil in a regular class with his or her peers.

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## Parent's And Student's Rights And Responsibilities

The following statements reference Chapter 58 of the Manitoba Public Schools Act (PSA) and are endorsed by the Board. [See *Part III.2 Parents and Pupil's Access to Schools and Programs.*]

### **Rights and Responsibilities of Parents and Pupils – PSA (58.6)**

Subject to the provisions of this Act and the regulations, a person who is resident in Manitoba is entitled to enrol his or her child in a program in any school in Manitoba and to:

- (a) Be informed regularly of the attendance, behaviour and academic achievement of his or her child in school
- (b) Consult with his or her teacher or other employee of the school division or school district about the child's program and academic achievement
- (c) Have access to his or her child's pupil file
- (d) Receive information about programs available to his or her child
- (e) Be informed of the discipline and behaviour management policies of the school or school division or school district, and to be consulted before the policies are established or revised, and
- (f) Be a member of an advisory council, local school committee or school committee at his or her child's school, and
- (g) Accompany his or her child and assist him or her to make representation to the school board before a decision is made to expel the child.

### **Parent's Responsibilities – PSA (58.7)**

A parent of a child of compulsory school age or who is attending school shall:

- (a) Cooperate fully with the child's teachers and other employees of the school or Authority to ensure the child complies with:
  - (i) School and Authority student discipline and behaviour management policies, and
  - (ii) The school's code of conduct, and
- (b) Take all reasonable measures to ensure the child attends school regularly.

## Responsibility for Damage

If Education Authority School property is destroyed, damaged, lost or converted by the intentional or negligent act of a child, the child and his or her parents are jointly and severally liable to the Board for the loss.

## Student's Rights

A student is entitled to:

- (a) Receive regular testing and evaluation of his or her academic performance and achievement
- (b) Have access to his or her student file, if the student has attained the age of majority, and
- (c) Be accompanied by a parent or other adult to assist him or her and to make representations to the Board before a decision is made to expel him or her.

## Refusal of Access – PSA (58.9 [2])

The Authority may refuse to provide access to all or part of a student file where disclosure could reasonably be expected to:

- (a) Constitute an unreasonable invasion of the privacy of a third party
- (b) Be detrimental to the education of the student
- (c) Cause serious physical or emotional harm to the student or another person
- (d) Be injurious to the enforcement of an enactment or the conduct of an investigation under an enactment.

## Board May Meet In Camera Regarding Expulsion

**Open Meeting of Board** – The Board shall hold its meetings openly, and no person shall be excluded or removed from any meeting except for improper conduct. An exception to this rule is when the Board is meeting in camera for the purpose of hearing representations about and determining whether to expel a student.

### **Student's Responsibilities – PSA (58.10)**

A student is responsible for:

- (a) Attending school and classes regularly and punctually
- (b) Complying with:
  - (i) The student discipline and behaviour-management policies of the school and Authority
  - (ii) The school's code of conduct.
- (c) Completing assignments and other related work required by teachers or other employees of the Authority.
- (d) Treating school property and the property of others employed at or attending the school with respect.

## Policy 1002: Equal Education Opportunities

The Board believes any student from within the school boundaries of the Nelson House Reserve and Métis Community shall have the right to participate fully in regular instruction, extra-curricular and special events organized by the school and Education Authority. This right shall not be impaired because of age, sex, race, religion, national origin, pregnancy, parenthood, and marriage or for any other reason not related to individual capabilities such as cognitive ability and/or physiological disability.

### Guidelines

The Director of Education is charged with responsibility to ensure student rights respecting equal-education opportunities.

## Policy 1003: Entrance/Exit Age

The Board believes entrance to the school system must be determined in the best interests of the child, and this determination should be made in cooperation between parents and teaching staff. The Board recognizes that children develop at different rates – socially, emotionally, physiologically and intellectually – and believes in the importance of childhood and the time needed for each child to develop to optimize his/her success in school.

### Guidelines

Children who have attained the ages of 4 and 5 by December 31 may be accepted for enrolment in nursery or kindergarten respectively. While provisions are made for students whose birth dates occur after September 30 to enter Grade 1, the Board believes late entry is better than early entry.

### Procedures

1. Unless excused by the Director of Education, children who have reached age six (6) by the date school opens are required to attend school and will usually be placed in Grade 1.
2. The Principal may admit a prospective beginner who will attain the age of six (6) years before December 31st of the upcoming school year, provided the parent or guardian, the Grade 1 teacher the Kindergarten teacher (if applicable) and the Principal agree the child is ready for Grade 1. In these cases, school-entrance readiness shall be decided after consideration of the following:
  - a. A recommendation from the Kindergarten teacher if applicable
  - b. Approved readiness testing
  - c. Results of maturity-level checklist (social, emotional and physical)
  - d. Psychological testing as necessary
  - e. The child's physical health and development.
3. The exit age for students with insufficient credits for graduation is 19, at which time they will be transferred to the mature student program operated by the Authority.

## Policy 1004: Non-resident Students

The Board believes its schools operate primarily for the benefit of Nelson House residents. However, non-resident students may be admitted if no detriment is caused to Nelson House students and staff.

### Guidelines and Procedures

1. Persons between the ages of four years and twenty-one years may apply to the Education Authority to attend its schools.
2. The Board shall consider applications provided that:
  - a) Non-resident tuition fees will be honoured
  - b) Adequate classroom space and appropriate teacher load are available
  - c) An agreement is reached between the student, parents, and the Board respecting attitude, behaviour, and commitment.

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## Policy 1005: Student Records

The Board believes up-to-date student records can assist staff in planning to best meet students' needs. Records should provide a well-balanced historical record of a student's achievements and areas needing improvement. The record provides a basis for discussions with students and parents regarding progress related to educational goals.

### Confidentiality

The information contained in the student record file is confidential to staff, students, and parents unless released by the parent or the student at age 18. All information in a student's records shall be normally accessible only to the school staff who are directly involved with the student's program, the parents/guardians or the student if he/she has reached the age of majority. In addition to the right of access, the student and/or his parents have a right to a professional interpretation of the data contained in an official record, if such is required.

### Guidelines

A cumulative record must be maintained for each student in the school. Each file shall be reviewed annually and updated as necessary to maintain an accurate record of the student's education.

#### A. Kinds of Records

The school will normally keep two kinds of student records – a Cumulative Record and a Resource/Confidential File.

1. Cumulative Records
  - a. A bound cumulative record shall be maintained for each student in the school.
  - b. The following data must be included in the cumulative record:
    - i. Official administrative records
    - ii. Educational achievement records
    - iii. Individualized education record, as available.

- c. The following data may be included in the cumulative record:
    - i. Personal activity records
    - ii. Report cards
    - iii. Attendance records
  - d. If a parent, guardian or student who has reached the age of majority wishes to examine his/her Cumulative Record, the Principal or designate should be present during the time the record is examined.
2. Resource/Confidential Files:
- a. Confidential Files will be kept as required, and shall include the following:
    - i. Psycho-social records
    - ii. Records of student conduct and discipline
    - iii. Other material that should remain confidential.
  - b. The confidential file will not be part of the Cumulative Record. This file will be kept separately. Parents or legal guardians shall, on request, receive a copy of confidential reports written by the staff or school administration. The reports shall be released only following a conference involving the author(s) of the report or the head teacher and the parents or guardians. Where applicable, reports written by outside agencies shall not be released without prior written consent of that agency. A record, signed by the parent/guardian acknowledging receipt of the report is to be placed in the Confidential File. At the discretion of the Principal/Resource Coordinator, information in the Confidential File may be released to the school's professional staff or transferred to another school the student is attending.

## **B. Transfer of Files Outside the Authority**

1. Cumulative records may be released to other educational institutions where a student is enrolled upon receipt of the appropriate request.
2. Transfer of confidential files may only be made with the consent of the parent or legal guardian (for students under 18 years of age) or the student (if 18 or older).
3. Photocopies will only be released to outside agencies upon the consent of the parent or legal guardian. No files shall be transferred until the student is enrolled with the outside agency.

## Procedures

1. Both Cumulative Records and Resource/Confidential Files shall be kept in a secure place in the school, however the Resource/Confidential files are to be kept separately from the Cumulative Records.
2. The Principal will ensure that Cumulative Records and Resource/Confidential Files are reviewed annually and at the time of a student's transfer to another educational institution to ensure the contents meet the preceding guidelines. These files are the property of the Education Authority and are to be kept in the school by the Administration/Resource Coordinator.

## Policy 1006: Student Referrals

The Board recognizes its students may need to be referred to outside agencies or individuals for special diagnoses or help not available at the school(s). The Board further believes, when referrals are necessary, parents must provide their permission to make a referral and school staff must ensure the referee's wellbeing and safety.

### Guidelines

1. The Director of Education shall ensure appropriate procedures for student referrals to outside agencies and individuals are developed and followed by school staff and administration.
2. All parents/guardians must be informed of reasons for referral and must agree to the referral in writing.
3. Parents/guardians shall be informed of information, suggestions for action, program recommendations or recommended student assistance resulting from the referral processes.
4. All correspondence received related to the referral shall be maintained in the student Resource/Confidential File and shall only be shared with those staff having responsibility for the student's program, health and safety.
5. The Principal must approve all recommendations for referral and inform the Director of Education.

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## Policy 1007: Student Attendance and Marks

The Board believes all students of compulsory school age must attend school regularly and punctually throughout the school year. Furthermore, the Board believes school attendance is the joint responsibility of students, parents, teachers, the Principal and Director of Education. With a demonstrated positive correlation between student attendance and academic success, it is important for parents/guardians to ensure their children attend classes regularly.

### Guidelines & Procedures

1. The Principal in consultation with staff, students, and the community will develop attendance regulations for the schools and submit them to the Director of Education for approval.
2. Attendance records may be used as part of student-promotion policies of the school and Education Authority.
3. School-attendance regulations, once having Director of Education approval, will remain in effect until a subsequent set of regulations is approved.
4. School-attendance regulations shall be included in the school's Handbook.
5. The Principal shall ensure a monthly summary of student attendance is provided to the Director of Education.
6. A minimum of 80 to 90% attendance is required for graduation.
7. High school students who miss 10% of coursework will not be granted a credit, however, students may opt to continue attending classes to strengthen their knowledge for repeating the course at a later date.
8. There is a correlation between poor attendance and poor marks. Thus it is important for students to attend classes and complete assignments on time. A minimum passing grade is 65% or 70% depending on the course at high-school level.

## Policy 1008: Student Safety and Supervision

The Board believes student safety while at school or on school-sponsored activities is a responsibility best achieved through staff and school-administration efforts. The Principal and staff shall develop and implement supervision schedules whereby all teachers share responsibility for supervising and directing student activities before and after school and during all intermissions both on the playground and in school buildings. Arrangements must also be made for student supervision at extra- or co-curricular activities and school-sponsored events.

### Guidelines

1. School-building doors shall be open at least 30 minutes before the beginning of school on regular school days.
2. On regular school days, all teachers (8:00 a.m.) and administrators (7:30 a.m.) are required to be at school a reasonable period of time before the beginning of school and to remain after school for a reasonable period of time (minimum of 30 minutes). The Principal should set this time in consultation with staff and may waive this requirement in special circumstances.
3. Supervision schedules must be posted in offices, staff rooms and in other appropriate places so students can readily determine who is on duty. Supervision schedules must include pre-school supervision, noon-hour supervision, recess or break supervision, dismissal and bus-loading supervision.
4. All students shall be accountable to the Principal and teacher(s) for their conduct on school premises and for their behaviour on the way to or from school. Administrators, teachers, and teaching assistants at all levels must participate in supervision.

Students may not leave the school property or premises during the school day unless:

1. They present a signed note from a parent/guardian to the Principal or designate, OR
2. The Principal or designate authorize them to leave to attend to a matter for a specific time period, in which case the school does not accept responsibility for providing supervision.

The school retains the right to discipline students for actions which may have an effect on the school setting, even when such actions occur prior to arriving at school or boarding a bus and after dismissal from school or leaving a bus.

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## Policy 1009: Administering Medicine To Students

The Board requires its employees to use extreme caution when administering medications to students. Employees shall only administer prescribed medications in accordance with the following guidelines and procedures.

### Guidelines

1. At the beginning of each school year, the Principal shall make every effort to obtain from the parent/guardian on the approved form a statement of the child's health along with information concerning any allergies.
2. The parent/guardian may make a request in writing to have school personnel administer prescribed medications to a child during school hours. Such a request shall:
  - a) Specify the medication's name
  - b) Specify the medication's purpose
  - c) Specify the time(s) when the medication should be administered
  - d) Specify the exact dosage to be administered
  - e) Specify the duration of the treatment
  - f) Outline procedures to be followed in case of adverse reaction
  - g) Include the parent's signature.

School staff will not under any circumstances administer non-prescription medications, such as aspirin, to children.

3. In all cases, the Principal will provide the parent/guardian with a written reply about the willingness of school employees to administer medication to the child.
4. No employee shall administer any medicine to children unless the conditions in #2 above have been met.
5. All medications brought to school, pursuant to #2 above, shall be in the original, labelled container and will be kept in a secure location.
6. The parent/guardian is responsible to immediately advise the Principal, in writing, of any changes in the medication schedule.
7. The Principal shall keep an accurate administration record for all medications.
8. The Principal, in consultation with the Director, may reject or discontinue agreements to administer students medication and will notify parents of these decisions in writing.

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## Policy 1010: Student Evaluation/Examinations

The Board intends to promote, achieve, and maintain high standards of student achievement. The Board believes a comprehensive and systematic evaluation program is essential for attaining this goal. In general, the purpose of student evaluation purpose will be to maintain standards, to assess performance and potential, and to assist in determining placement and selecting appropriate programs.

### Guidelines & Principles

1. To ensure students' rights are protected, all evaluation practices, policies, procedures, and judgements must be fair and just. Implicit in defining fairness and justness are principles of:
  - a. Objectivity – exercising impartiality and freedom from prejudice
  - b. Equality – treating equally all concerned, unless consideration is warranted in special circumstances, i.e. positive discrimination
  - c. Justice – following exactly a standard of what is right and proper
  - d. Appeal – providing appropriate review and appeal procedures for student evaluation processes.
2. Students shall be evaluated using a common set of expectations regarding objectives, content, and standards required by the Manitoba Program of Studies. A student should receive comparable treatment from one class to another in the same course within a school.
3. Besides the principles of fairness, justness, and comparability, evaluation practices should incorporate the following principles:
  - a. Student achievement should be described in terms of performance which is norm-referenced, self-referenced, and/or criterion-referenced.
  - b. Evaluating student achievement should be both formative (continual) and summative (final).
  - c. Evaluating student achievement should extend beyond the cognitive domain to include emphasis on psychomotor and affective domains. Ideally, evaluation should attempt to encompass the total growth, development, and performance of the student.
  - d. Different methods should be used to assess student achievement. The final standing awarded for any subject should be based on a number of student-achievement indicators throughout the year.

- e. Evaluation procedures should foster appropriate teacher-student relationships, and help students assess their own performance.
- f. To ensure evaluation policies, procedures, and reported results are understood and communicated effectively; consultation should take place between administrative and instructional staff, as well as with students and parents
- g. Confidentiality regarding student evaluation will be respected and safeguarded
- h. Student evaluation is a cooperative process. Teachers, supervisory staff, and administrative personnel should jointly establish evaluation criteria and achievement standards
- i. Evaluation procedures for students enrolled in special-education programs will be in accordance with his/her Individual Education Program Plan. [Refer to Special Education Policy]

## Procedures

### A. Course – Evaluation Outlines

Every teacher is responsible to develop course and evaluation outlines complying with Education Authority Policy. At the Elementary level, evaluation criteria will be communicated to parents on request. At the Junior High and Senior High levels, the teacher shall provide students with a written statement of the information contained in the course outline.

### B. Reports to Parents

Evaluation results for student progress shall be reported to parents as per Board Policy.

### C. Potential Retentions

One purpose of ongoing student evaluation is to determine the grade placement of students at the end of the school year. By March 15:

1. The Principal shall notify the parents, in writing, if their child is not likely to receive a regular promotion at the end of the school year.
2. The Principal and teachers of students identified as potential retentions shall formulate and institute corrective programs to assist these students to qualify for regular promotion at the end of the year.

**D. Final Examination**

Requirements of a final examination will vary according to grade level.

1. Elementary/Junior High (Grades 6 through 8):
  - a. Final examinations are not required prior to grade 6 in the core subject areas.
  - b. When finals are to be given, their weighting shall be included in the teacher's approved course-evaluation outline and copies of the examination shall be submitted to the Principal one week before the exam. Final examinations shall represent 30% of a student's final standing. Number grades will be employed in all subjects.
2. Secondary (Grades 9-12): Teachers shall require all students to complete an appropriate final examination in all courses. Final exams shall represent 30% of students' final marks. Exams should not exceed two (2) hours. Number grades should be employed in all subject areas.
3. Students with special needs will be evaluated in conjunction with the Special Education team.

**E. Final Course Standings and Grade Placement**

The Principal must approve all final course and grade standings.

**F. Appeals**

The Principal shall inform parents and students of their right to appeal evaluation procedures, results, and student placements.

1. A parent/guardian or student may exercise the right of appeal.
2. The first appeal shall be made to the Principal within five days from the time the concern is identified. On receipt of a written appeal containing reasons for the appeal, the Principal shall investigate the case and inform the student or parent of his/her decision.
3. In reviewing the appeal, the Principal shall employ all procedures listed below when practical:
  - a. Consultation with the teacher(s) involved
  - b. A check of records
  - c. A personal hearing of the student's appeal
  - d. A review of evaluation procedures followed
  - e. In the case of final course standings, allow the student to see his/her final examination.

4. In the absence of the Principal, or should a student or parent not be satisfied with the outcome of an appeal made to the school Principal, the student or parent, within five days of the decision of the first appeal, may request a hearing with the Director of Education.
5. The Director of Education's decision shall be considered final.

### **G. Confidentiality**

Teachers shall be responsible for maintaining confidentiality of results of individual student evaluations. The Principal and his/her staff shall take reasonable precautions to ensure evaluation records are kept in a secure manner.

### **H. School-based Evaluation Policies**

The Principal, in consultation with teachers, shall institute school-level evaluation procedures to make operational and supplement the Nisichawayasihk Education Authority Student Evaluation Policy.

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## Policy 1011: Student Promotion, Retention, Late Enrollment & Return to School

### Rationale:

To promote consistent student engagement and attendance, reduce barriers to participation, provide equitable late enrollment and re-engagement procedures, and ensure promotion and retention decisions are sound, evidence-based, and aligned with Manitoba requirements.

### Scope:

Applies to all NNCEA students in Kindergarten through Grade 12, including newly enrolled, late-enrolled, returning, and non-attending students.

### Guidelines

NNCEA practices in attendance, promotion, late enrollment, and re-engagement will be:

- Relationship-based, transparent, and non-punitive;
- Student-centered and supportive;
- Evidence-based and developmentally appropriate;
- Aligned with Manitoba legislation assigning promotion/assessment responsibility to the Principal in consultation with families and staff.

### Definitions

**Promoted:** The Student has successfully achieved the required benchmarks and standards to be promoted to the next grade.

**Placed:** The student is being placed in the next grade, and has not necessarily demonstrated an understanding of the required benchmarks and or standards.

**Retained:** The student is being retained to their current grade (repeating the grade for the next year) either due to inadequate attendance or academic achievement.

**Late Enrollment (Senior Years):** Enrollment occurring after a semester has begun, subject to timelines and procedures outlined in Policy 1028.

**Non-Attending Student:** A student flagged as non-attending when absent without approved leave for 15 consecutive school days or meet criteria for disengagement and low attendance under Policy 1007, and without a re-entry plan.

**Re-Engagement/Return to School Plan:** A documented plan developed to support a student's successful return to regular school attendance and engagement.

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### **Excused Absence**

An absence acknowledged by the school via phone, email, letter, or social media from the parent/guardian as valid for reasons including illness, medical appointments, bereavement, court obligations, cultural commitments, or other documented compassionate grounds.

### **Medical Documentation**

Written verification from a licensed health-care provider confirming that a student was unable to attend school for health-related reasons and identifying the applicable dates of absence.

### **Cultural and Land-Based Commitments**

Absences related to participation in cultural, land-based, or traditional activities that are integral to the student's cultural identity, family responsibilities, or community practices.

Examples include, but are not limited to:

- hunting
- fishing
- trapping
- harvesting
- ceremonies
- teachings with Elders or Knowledge Keepers
- cultural gatherings or community events
- other culturally significant activities occurring outside of school

These activities are recognized as important forms of learning and community engagement.

### **Consecutive Absence Requirement**

If a student accumulates five (5) consecutive excused absences for health-related reasons, medical documentation must be provided for any additional absences to continue being recorded as excused.

### **Absences Without Documentation**

Absences beyond five (5) consecutive days without required documentation may be recorded as unexcused until documentation is received.

Documentation should clearly indicate:

- dates the student was unable to attend
- confirmation of medical need
- any recommended accommodations, where applicable

To support academic engagement and early identification of chronic absenteeism, each student may accumulate up to fifteen (15) excused absences per semester, inclusive of:

- illness
- appointments

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- compassionate reasons
- other approved excused absences

### Attendance and Early Intervention

Daily attendance is recorded and patterns monitored. Absenteeism triggers outreach and tiered support. Early patterns lead to family engagement and coordinated services.

### Kindergarten to Grade 3 Promotion, Placement, and Retention Standard

Mandatory attendance standard for K–3 promotion remains 80% unless exceptions and documented plans justify alternative pathways.

### Grades 4–8 Promotion, Placement & Retention Standard

Promotion decisions are based on evidence of learning, assessment data, attendance and engagement patterns, and professional judgment.

Retention decisions require documentation, specific supports, and engagement plans developed in consultation with families and teaching/support staff.

Placed The student is being placed in the next grade, and has not necessarily demonstrated an understanding of the required benchmarks and or standards.

### Grades 9-12 Acquiring Credits

NNCEA has a minimum attendance standard of 75% for all grade 9 through 12 credit courses. Students who have an average attendance at the end of the term lower than 75% will not be granted course credit. Attendance percentages are calculated by = number of days present / number of possible days x 100.

IE: If a student attends 61 days out of a possible 83 days their attendance is:

$$61 \text{ divided by } 83 = .7349 \times 100 = 73.49\%$$

Excused absences are calculated as either a day attended or removed from the total days possible. The result of either equation would remain the same.

### Senior Years: Late Enrollment Procedures (Grades 9–12)

*(Derived from Policy 1028)*

#### Enrollment Time Frames

Students may enroll during a semester under the following conditions:

- Early Late Enrollment Window (Up to 10 School Days Into Semester)**
  - Academic review by advisor;
  - Modified plans to help catch up;
  - Attendance expectations communicated.
- Extended Late Enrollment Window (Up to 20 School Days / ~1 Month)**
  - Principal approval required;
  - Numeracy/literacy assessment;
  - Student success and catch-up plan developed.
- After 20 School Days**

- Enrollment in regular courses is not permitted; students are offered alternative programming or enrolled in the next semester with supports.

## Late Enrollment Supports

NNCEA provides coordinated supports for late-enrollment students including:

- academic advising & planning;
- individualized support and resource coordination;
- attendance monitoring and early engagement;
- social work support for underlying barriers.

## Exceptions

Late enrollment after established windows may be considered under documented exceptional circumstances with Principal approval.

## Senior Years: Return to School Policy (Re-Engagement)

*(Derived from Policy 1029)*

## Non-Attending Criteria

A student may be flagged as non-attending if:

- Absent 15 consecutive school days without approved leave;
- Demonstrates disengagement despite interventions;
- Attendance falls below minimum thresholds without a re-entry plan.

## Re-Enrollment and Re-Engagement

Re-entry is permitted when:

- The student meets with Academic Advisor and Attendance Officer;
- A Re-Engagement Plan is developed including attendance contracts, credit review, and academic/attendance goals;
- Support needs (literacy/numeracy, mental health) are assessed.

Students re-enrolling within 20 school days of semester start may re-enter regular courses; after that, placement depends on support plans and eligibility.

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## Alternative Options

For students who cannot re-enter regular classes, NNCEA offers:

- modified credit recovery programs;
- life skills/enrichment pathways;
- scheduled re-entry the next semester;
- community-based or land-based education opportunities.

## Documentation

All steps, plans, communications, and follow-up must be documented in PowerSchool and student files.

## Communication and Appeals

Decisions around promotion, retention, or placement after late enrollment/return must be communicated in writing with clear rationale, plans, and next steps. Families may request a policy review within 10 school days of a decision.

## Roles and Responsibilities

- **Academic Advisors:** Intake meetings, assessment coordination, support plan creation.
- **Attendance Officers:** Monitor attendance, outreach, re-engagement tracking.
- **Student Services:** Assess barriers, coordinate supports.
- **Teachers:** Provide learning evidence and classroom interventions. Principals: Lead decision-making, ensure policy alignment.

## Cross-References

- NNCEA Policy 1007: Student Attendance
- NNCEA Policy 1028: Senior Years Late Enrollment
- NNCEA Policy 1029: Senior Years Return to School
- School-specific procedures for attendance reporting and intervention

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## Policy 1012: Reporting Student Progress

The Board believes student progress must be regularly and formally reported to parents during the year. Two parent-teacher reporting methods have been approved: student report cards and conferences. The Board recognizes that in certain circumstances, more frequent communications between the school and parents are needed. In these cases, schools should communicate with parents as the need arises rather than wait for formal reporting periods.

### Guidelines & Procedures

1. The school administration and staff are responsible for developing an appropriate report card in consultation with the Director of Education and Community. The Board shall approve the report card format and grading system.
2. Report cards will be issued a minimum of three times per year.
3. Parent-teacher conferences shall be conducted a minimum of twice per year. The dates will closely correspond to issuing report cards.
4. Parent-teacher conferences for elementary and junior high students shall be held once in the fall and once in either winter or spring.
5. Schools may be closed during conference days.
6. The Board delegates to the Director of Education responsibility for approving parent-teacher conference dates.
7. The Principal shall request approval for parent-teacher conference dates by September 30 of the current school year.
8. Home visits may be used in lieu of parent/teacher conferences.
9. Under no circumstances shall student marks be withheld from the student.
10. Staff shall not mail progress reports to parents.
11. A teacher-student conference shall be made available to each attending student before report cards are distributed to parents.

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## Policy 1013: Financial Assistance to Students

The Board will attempt to provide appropriate educational programs to meet the needs of all resident students. When the Authority's school programs cannot meet special needs on Reserve, financial assistance may be provided to enable students to attend schools where the needed program exists.

### Guidelines

1. All applications for student financial assistance must be made to the Board through the Director of Education. Applications must state the educational reasons for the request and include pertinent documentation.
2. Board decisions to provide support shall be based on:
  - a. Availability of appropriate programs on the Reserve
  - b. Availability and amount of Federal support to Nisichawayasihk Cree Nation
  - c. Comparative costs of suitable programs available in alternate locations
  - d. Degree to which the requested program meets the student's and community's educational needs.
3. In view of the above criteria, financial assistance may cover all or part of tuition.
4. General:
  - a. Support will be contingent on acceptable progress and attendance reports for the student from the receiving school. Regular reports must be forwarded to the Director of Education.
  - b. The Board reserves the right to remove support when an appropriate on-Reserve program is instituted.
  - c. Approval will be term specific.
  - d. Each application will be considered on its own merits.

## Policy 1014: Student Awards and Graduation

The Board believes a system of student awards and graduation ceremonies can serve as incentives for students to do well, enrich the school's educational environment, and provide fond memories of school years. The Board therefore encourages the school to hold an annual Awards Night and Graduation Ceremonies to celebrate student success in the various divisions of educational milestones.

### Guidelines

1. Student award programs shall honour significant student achievements in areas of academic achievement, school leadership, athletics and the arts.
2. All students shall have equal opportunities to be recognized for their achievements and only be judged in relation to their peers.
3. Graduation ceremonies shall be held for students graduating from the Nelson House schools and Post-secondary Education and Training Programs.
4. Student awards and graduation exercises and/or a dance shall be held within the Nisichawayasihk Cree Nation community.

## Policy 1015: Student Government

The Board encourages and sanctions formation of a student government in the form of a student council (Junior Chief and Council) for and by the student body. The Board believes a Junior Chief and Council can play an important role in learning about democratic government and the joint responsibility they can play in effectively delivering student programs and services. Junior Chief and Council members are selected from the high school student body.

### Guidelines

1. The Principal and staff shall promote and encourage formation of a student council for the school.
2. All students are to be considered part of the student council.
3. The student body shall deliver a charter of organizational beliefs, objectives, and operating principles with staff assistance.
4. A staff member shall be assigned as student council advisor and shall attend all meetings of student council and its elected executive.
5. Student activities including fundraising, educational trips, dances, festivals, concerts etc. will be conducted through the student council.
6. Student council with staff-advisor assistance shall determine the structure and purpose of their executive. Only students in Grades 9-12 will be eligible to run for President and Vice President.
7. Elections shall be held annually as determined by the student council membership.
8. The school's administration shall meet with student council executive regularly to support council's efforts and to ensure effective communication between staff and the council executive.

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## Policy 1016: Student Discipline

The Board believes a major school responsibility is to guide students toward self-discipline, which is more attainable through on-going communication and cooperation among parents, students, and teachers. The Board believes, while working toward the goal of student self-discipline, the school needs to develop procedures for responding to inappropriate/undesirable/unacceptable behaviour.

### Guidelines

1. Teachers and administrators shall develop and review, on a continuing basis, procedures for guiding students' growth toward self-discipline, and for dealing with inappropriate behaviour.
2. The Authority shall continue to provide teachers with professional-development activities to address positive management and effective student-discipline techniques.
3. Teachers should continue to resolve most discipline problems each day in their classrooms through effective classroom-management techniques.
4. Teachers may use corrective measures characteristically used by kind, firm, and judicious parents. ("Teachers" includes all certified teaching staff and assistants.)

### Procedures

1. The school shall implement procedures, which will guide their students' growth towards self-discipline.
2. The school shall implement procedures, which will respond to inappropriate/undesirable/unacceptable behaviour taking into consideration:
  - a. Corporal punishment shall not be employed.
  - b. Teachers and assistants shall not strike or use other forms of physical force to discipline students.
  - c. Teachers may use physical restraint to protect the safety of themselves and/or others.

- d. Corrective actions, beyond those generally accepted as effective management techniques, must be communicated to the Principal as soon as possible. Any action, and events leading up to that action, shall be documented when teachers or administration deem the event may be noteworthy for future decision-making.
- e. Students are responsible to exercise appropriate behaviour consistent with their age and maturity. Students who consistently and deliberately disrupt normal school proceedings may be asked to leave or be suspended until parents and the students agree to observe appropriate behaviour.

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## Policy 1017: Student Interrogations and Searches

The Board believes its school(s) have a twofold responsibility: to co-operate with police and other civilian authorities, and to act in “loco parentis” (as would a reasonable and prudent parent) toward students they serve. The Board believes both these responsibilities must be considered when the police or other agencies seek to interview a student on school premises or when there is a deemed need to search a student's locker, person, or property on school premises.

### Guidelines

#### A. Locker Searches

1. The Board may provide lockers, storage drawers, or any other storage system on condition it reserves the right for its employees and/or agents to search and/or repossess those storage systems at any time.
  - a. The school shall publicize regulations, including the stipulation that storage systems are subject to searches for contraband and rule violations.
  - b. Publicizing these regulations may take one or more methods:
    - i. Information distributions to students
    - ii. Posting in classrooms/hallways
    - iii. Requiring a student-signed waiver permitting access before use of the storage system.
2. Schools shall attempt to protect a student's right to privacy.
  - a. Reasonable and probable grounds for conducting a search shall be recorded in writing.
  - b. A reasonable effort should be made to have the student present during the search.
  - c. Only the Principal or designate may authorize a search.
  - d. An adult, in addition to the Principal or his/her designate, shall be present during the search.
  - e. The Principal shall maintain a written report listing all items discovered during the search.
3. If a suspicion of criminal activity exists, then the appropriate authority should be contacted and requested to handle the investigation.

**B. Internal Interrogations Leading to Involvement of External Authorities**

A Principal or designate who interviews a student on a serious matter with potential to lead to Criminal Justice involvement or result in charges being laid, shall advise the student of his/her rights as early as possible and maintain the student's rights throughout the interview. The student has the right to:

1. Be informed of the reason for the interview
2. Contact his/her parents and/or legal council
3. Refuse to answer any questions, except as to personal identity and identity of parents
4. Know whether or not he/she is under arrest, and if so, the reason(s) therefore
5. Refuse to continue to answer questions until he/she has had an opportunity and reasonable time to obtain advice either from counsel, a parent, a relative, or other appropriate adult
6. Know that statements he/she makes can be used against him/her in subsequent proceedings.

**C. Police/External Authority Investigations**

1. Except in the case of “hot pursuit”, when police or any external authority enter the school or school property with the express purpose of interviewing a student, the Principal or designate shall question the officer or external authority regarding the urgency of the matter. If, in the Principal’s opinion, the matter is not urgent, the officer or external authority will be advised to interview the student at his/her home.
2. In cases where the officer or external authority are permitted to conduct an interview, the Principal or designate shall:
  - a. Attempt to notify the student's parents/guardians before permitting the interview (For exceptions, see Part D)
  - b. Request the officer or external authority inform the student of his/her rights and maintain those rights throughout the interview.
  - c. Be present throughout the interview.
3. In the absence of the parent, the Principal or designate must attend interviews where the child is under age 12. The Principal or designate does not have the automatic right to be present at interviews involving students over 12 years although an adult should be present.

- The Principal or designate cannot assume or state he/she is the student's representative/advocate in the interview; selection of a person/counsel is the student's right.
4. If the student requests the Principal or other staff member to be present during the interview, it is desirable for the individual to comply in loco parentis. If the requested staff member refuses to be present during the interview, the student may select some other adult to be present.
  5. The Principal or designate may ask to attend the interview as a silent observer. The police officer would then be responsible to inform the student of this request. If the student does not consent, the Principal or designate may:
    - a. Let the interview proceed without the Principal or designate attending, or
    - b. Request the interview be removed from school premises.
  6. The Principal shall record and maintain in writing the identity of the officer or external authority, his/her reasons for being at the school, the date and time, the names of those present at the interview.
  7. The school must honour any warrant the officer possesses.
  8. Before removing a student from the school, the officer or external authority shall be requested to contact the students parents/guardians and inform them of the course of action he/she is about to take. (For exceptions, see Part D)
  9. Where a student is removed from the school, the Principal shall immediately inform the Director of Education or his/her designate and make reasonable attempts to contact the parent or guardian. (For exceptions, see Part D)
  10. If breaches of these regulations occur, the Principal shall immediately report these breaches to the Director of Education.

#### **D. Investigations Concerning Child Abuse or Neglect**

1. Where a referral for an investigation relating to alleged child abuse or neglect originates within the school, the Principal shall:
  - a. Contact social services and request an investigation be initiated
  - b. Facilitate an initial interview with the investigating external authority
  - c. Release the child into the custody of the external authority. The Principal shall not inform the parent/guardian of that fact until the external authority has verified their arrival at their intended destination.

2. Where a referral for an investigation relating to an alleged case of child abuse or neglect originates outside the school and the external authority elects to contact the child during school hours, the Principal shall:
  - a. In consultation with the external authority, determine whether conducting the initial interview at school is appropriate.
  - b. Release the child into the custody of the external authority. The Principal shall not inform the parent/guardian of the fact until the external authority has verified their arrival at their intended destination.
  - c. Always seek legal advice when in doubt.

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## Policy 1018: Student Suspension/Expulsion

The Board expects its professional staff to meet the needs of all students, including those whose problems present the greatest challenges. Nevertheless, the Board believes students who engage in unacceptable behaviour, which jeopardizes the learning of other students and/or affects the health or safety of other students and school personnel, should not be kept in regular classrooms.

The Board further believes, until alternative placements are available, unacceptable behaviour may result in suspension and/or expulsion.

### Guidelines

1. The Principal or designate may suspend from attending school – for up to one week – any student who persists in conduct the Principal deems injurious to the school’s welfare. The Director of Education must approve a longer suspension – but this decision is subject to the degree of the incident and may result in suspension for the remainder of the school year.
2. A Principal or the Director may recommend that the Board expel a student from attending school.
3. The Board may:
  - a. Review any suspension and may revoke or amend it
  - b. Expel any student from school, who after investigation by the Board, is found guilty of conduct injurious to the school’s welfare.
4. The suspended student shall have the right to:
  - a. Appeal a suspension or a recommendation for expulsion
  - b. Be represented by parent/guardian during the appeal process.

### Procedures

1. The Principal or designate shall contact the parent/guardian at the time of a suspension or as soon as possible thereafter.
  - a. Within 24 hours of the suspension, the Principal or designate shall send parents/guardians a written notice containing:
    - i. Reason(s) for the suspension
    - ii. The length of the suspension
    - iii. Details about making arrangements for a parent/student conference
    - iv. An outline of appeal procedures, by providing a copy of this policy.

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- b. The Principal or designate shall submit a written report to the Director of Education within 24 hours stating reasons for the suspension. (The Director will report all suspensions at the next regular Board Meeting.)
  2. When an appeal of a Principal's suspension is launched, the Director of Education shall assemble an appeal panel to include: the Principal or designate, one other member of the school's professional staff, and the Director of Education as presiding officer. The hearing shall be held as soon as possible after receiving the notice of appeal and shall be conducted informally, allowing the school's representatives and the suspended student and parent/guardian to set out facts, observations, and points of view. The Director of Education will attempt to resolve the appeal during the hearing.
  3. For appeals of suspensions longer than one week or for expulsions, the Board Chair shall call a Special Meeting of the Board to hear the appeal in camera. The Director of Education shall conduct the hearing using the following agenda:
    - a. Introduction of participants
    - b. Explanation of the hearing procedure
    - c.
      - i. School administration describes student's conduct deemed injurious to the welfare of the school.
      - ii. Board Members may ask for additional information and/or clarification.
    - d.
      - i. The suspended student responds
      - ii. Board Members may ask for additional information and/or clarification
    - e.
      - i. Parents/guardians invited to present information and/or clarification
      - ii. Board Members may ask for additional information and/or clarification
    - f.
      - i. School administration presents recommendation with regard to length of suspension, expulsion, or other solution
      - ii. Board Members may ask for clarification
    - g.
      - i. Student/parent/guardian may respond to school administration's recommendation
      - ii. Board Members may ask for clarification.
    - h. The hearing is concluded. All participants are excused – except for Board Members and the Director of Education, who may continue to discuss the appeal in camera.

4. The meeting returns to its regular order and the Board decides the case by resolution. The decision is final.
5. The Director of Education, within 24 hours, shall send a copy of the Board's decision to the student, parent/guardian, and school Principal.
6. The Board believes that a classroom atmosphere conducive to learning is important for academic progress. To maintain this atmosphere, any suspended or expelled students are prohibited from entering school property.

## Policy 1019: Students and Staff Smoking

The Board believes smoking is detrimental to student and staff health and the safety of school facilities. Student and staff smoking is therefore prohibited in school buildings, vehicles and on or near school property during school operating hours or at school-sponsored activities and events.

### Guidelines

1. The Principal shall regularly provide students with information regarding the harmful effects of smoking on personal health.
2. The Principal shall ensure supervision practices are implemented to ensure compliance with the policy's intent.

## Policy 1020: Student Vehicles

The Board believes, as a safety precaution, students should not be allowed to use vehicles at the school during school hours.

### Guidelines

1. Students shall not bring a motor vehicle to school during the hours of 8:30 a.m. to 4:30 p.m. when the school is open to students on a regular school day.
2. Staff members shall not lend their vehicles to any student when the school is open to students on a regular school day.
3. The Principal may give special permission to students to bring vehicles to school when the student must remain at the school after regular hours for specific student activities.

## Policy 1021: Student Fundraising Activities

The Board recognizes a school's annual operating budget may not provide sufficient funds for some school-related activities. The Board supports and encourages students and community members to contribute to the educational process through fundraising activities.

### Guidelines

When students, teachers, and the Principal decide to fundraise for school-related activities, the Board must provide proper approval.

1. The Principal may request fundraising approval for the following:
  - a. In-school activities where the public participates by open invitation to activities such as drama productions, musical productions, concerts, gym displays, athletic games, teas, bake sales, flea markets, and craft sales
  - b. Local community services such as babysitting, snow shovelling, car washes, etc.
  - c. Collection of recyclable articles such as bottles, newspapers, egg cartons
  - d. In-school sales to students only: such as hot dog sales, bake sales, craft sales
  - e. Sales of commercial consumer products such as chocolate bars, spices, fruit, school supplies
  - f. Sponsorships of walkathons, bike-a-thons, school teams
  - g. Raffles.
2. The main purpose for a fundraising activity must be clearly defined and monies students raise shall be spent for the students' benefit.
3. Fundraising activities must not infringe on instructional time.
4. Students must not be exploited.
5. Student safety will be of paramount importance.
6. The community shall be informed of all planned fundraising projects.

## Procedures

Where students, teachers, and the Principal plan to conduct out-of-school fund raising activities:

1. All necessary permits or licenses must be obtained before proceeding.
2. Students will be allowed to take part in fundraising projects only if parents/guardians are informed of the project at least two (2) weeks before the event and made aware their child's involvement is voluntary and may be excluded by contacting the school.
3. The school administration shall supervise maintenance of proper accounting procedures and records.
4. The Principal will forward to the Board a statement of account for all school fundraising activities by December 31st and June 30th of each school year.

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## Policy 1022: Student Conduct On School Buses

The Board believes proper student conduct while riding school buses is one of the most important elements in providing safe transportation. The Board considers the bus an extension of the school and therefore requires children on the bus to conduct themselves in a manner consistent with established standards of classroom behaviour.

### Guidelines

Once a child boards the bus, he/she becomes the responsibility of the Authority. Such responsibility shall only end when the student is delivered to the regular bus stop at home at the close of day.

1. The driver shall report to the school Principal any child who violates or refuses to abide by the rules. (An attempt should be made to resolve petty problems.)
2. The driver shall not discipline any child while the bus is in motion. If a serious, danger-invoking situation occurs, the driver must pull over at the first safe opportunity and insist the student(s) correct their behaviour.
3. All students shall remain seated in passenger seats at all times while the bus is moving.
4. The Principal has disciplinary authority for the conduct of children en route.
5. Students must arrive at designated pick-up points five (5) minutes before scheduled pick-up time since the driver has a time schedule to follow and is unable to wait for any student.
6. Littering the bus or roadways is prohibited.
7. Eating on the bus is prohibited.
8. Students shall maintain classroom conduct while on the bus, except they may converse with each other in a normal voice.
9. Students shall not extend any part of their bodies outside bus windows.
10. Use of alcohol, tobacco, or drugs is strictly prohibited.
11. Abusive or profane language is prohibited.
12. "Bumper Shining" is prohibited.
13. Passengers guilty of vandalism will be charged the cost of repairs and may be prohibited from riding the bus.

The Board may suspend riding privileges of any student who becomes a serious disciplinary problem on the bus. Unless and until the Board reinstates riding privileges, the child's parents become responsible to ensure their child gets to and from school safely.

## Policy 1023: Vandalism by Students

The Board expects its property to be properly maintained and will immediately address acts of vandalism. The process will be:

1. Vandalized property will be reported, repaired and re-painted.
2. Charges will be laid against individuals who damage Authority property.
3. Parents will be responsible for costs to repair damages caused by their school-age children.

### Procedures

The following regulations apply to damaged or destroyed school property:

1. On learning school property has been damaged or destroyed, the Principal shall investigate and attempt to determine responsibility for cost and cause.
2. If, in the Principal's opinion, irresponsible student behaviour wilfully caused the damaged or destroyed school property, the Principal shall request restitution by letter. Charges for restitution will include materials required and any associated labour costs. A copy of the letter shall be forwarded to the Director of Education. In lieu of financial restitution, the student(s) may be required to complete repairs themselves under the Principal's supervision.
3. The Principal shall report all vandalism to the Director of Education and shall plan an appropriate course of action to reduce or eliminate same. The Board will work cooperatively with parents, community and with the Chief and Band Council to prevent further incidents.
4. The Principal shall report all break-ins to the Director of Education and to the Band Constable.

## Policy 1024: Child Abuse and Reporting

### Rationale:

The Board recognizes that the Director of Education, and all employees and volunteers of NNCEA have a legal and professional duty to protect children from harm. This responsibility exists when an act or omission by any person places a child's life, health, safety, or emotional well-being at risk.

This policy aligns with The Child and Family Services Act (Manitoba) and the Manitoba Child Protection and Child Abuse Handbook, and establishes clear expectations for recognizing, reporting, and responding to concerns involving children who may be in need of protection.

### Guidelines

#### Definition of Abuse

For the purposes of this policy, abuse means an act or omission by a parent, guardian, caregiver, or any person having care, custody, control, or charge of a child under the age of eighteen (18) years, that results in, or creates a substantial risk of, harm to the child.

Abuse may include, but is not limited to:

- Physical abuse
- Sexual abuse or sexual exploitation
- Emotional abuse
- Neglect, including failure to provide adequate supervision, medical care, or protection
- Verbal Abuse

#### Child in Need of Protection

Without limiting the general meaning of The Child and Family Services Act, a child is considered in need of protection when the child:

1. Is without adequate care, supervision, or control
2. Is in the care, custody, control, or charge of a person:
  - who is unable or unwilling to provide adequate care, supervision, or control; or

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- whose conduct endangers or is likely to endanger the child's life, health, safety, or emotional well-being; or
  - who neglects or refuses to provide, obtain, or permit proper medical or remedial care recommended by a qualified medical practitioner
3. Is abused or is at risk of being abused
  4. Is beyond the control of the person responsible for the child
  5. Is likely to suffer harm due to the child's behaviour, condition, domestic environment, or associations
  6. Is subjected to violence, aggression, or sexual harassment that endangers the child's well-being
  7. Being under the age of twelve (12) years, is left unattended without reasonable provision for supervision and safety
  8. Is the subject of, or is at risk of becoming the subject of, an unlawful adoption or sale under applicable Manitoba legislation

### Duty to Report and Protection for Reporters

Any person who has reasonable grounds to suspect that a child may be in need of protection must report the concern immediately to the NCN Child and Family Services (CFS) agency at 204-484-2341 or, where there is immediate danger, to the Nelson House RCMP at 204-484-2288.

Reports made in good faith are protected under The Child and Family Services Act. No action may be taken against a person for making a report unless it is proven that the report was made maliciously or without reasonable grounds.

The duty to report:

- applies to all NNCEA employees, contractors, volunteers, and students, and
- cannot be delegated or transferred to another person.

### Procedures for Reporting

- When an employee has reasonable grounds to suspect that a child may be in need of protection, the employee must make a report without delay to NCN-Child and Family Services (NCN-CFS) or the Nelson House RCMP.
- The employee may inform the Principal or designate that a report is being made; however, this does **not** replace the individual's legal duty to report.
- Reports may be made orally and must be made **the same day** the concern arises. Written documentation may be completed afterward for internal records.

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- When an employee receives a disclosure from a child or youth, the employee shall refrain from asking questions, including leading or investigative questions.
- The employee shall document, as accurately and objectively as possible, what was disclosed, including the date, time, and context of the disclosure, and immediately report the concern.

Employees shall not:

- contact the child's family,
- interview the child, youth, or parent,
- confront the alleged perpetrator, or
- attempt to investigate or verify the concern.

Investigation is the responsibility of NCN-CFS or the Nelson House RCMP.

1. When an employee witnesses or suspects abuse by another NNCEA employee, the concern must be reported immediately to:
  - NCN-CFS or the Nelson House RCMP, and
  - The Director of Education or designate.
2. Responsibility for investigation and follow-up rests solely with NCN-CFS and/or the Nelson House RCMP. Where appropriate, NNCEA may be informed of outcomes relevant to student or workplace safety.

### Information Sharing and Confidentiality

1. NNCEA shall cooperate with NCN-CFS and other professionals in sharing information necessary to ensure the safety and well-being of the child.
2. All information related to suspected or reported abuse is **strictly confidential** and shall only be shared with individuals who have a legitimate need to know.
3. Written records, notes, and reports related to child protection concerns shall be securely stored and managed in accordance with privacy legislation and NNCEA policies.

### Employee-Alleged Abuse of a Child

1. When a report is made alleging abuse by an NNCEA employee, the Director of Education or designate shall inform the employee that a report has been made, without disclosing details of the allegation.
2. The employee may be placed on administrative leave with pay pending the outcome of the investigation.

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3. If an employee is found guilty of child abuse or related criminal offences, disciplinary action up to and including termination of employment shall occur in accordance with NNCEA policy 515 and applicable legislation.

## Employee Awareness and Training

The Director of Education shall ensure that:

- all employees receive regular training on child protection responsibilities,
- employees are familiar with signs and indicators of abuse and neglect, and
- employees understand reporting obligations and procedures under this policy.

## How to Report

Concerns must be reported to NCN Child and Family Services at 204-484-2341, or to the Nelson House RCMP at 204-484-2288 if a child is in immediate danger.

## Policy 1025: Student Drug/Alcohol Abuse And Physical/Emotional Abuse

The Board recognizes that inappropriate and/or illegal use of drugs/alcohol is detrimental to mental and physical health and to educational and social development. Drug use also negatively affects family members and the school. Therefore, the Education Authority's professional staff with assistance from support services, may refer students, where appropriate, for diagnosis, treatment and follow-up procedures. Students who are minors may be subject to a different form of rehabilitation/reprimand in conjunction/consultation with parents/guardians and/or other agencies.

### Guidelines

1. Procedures are provided for intervention, referral for treatment, and disciplinary action where appropriate.
2. Flexibility in following procedures is recommended for students at various ages and grade levels.

### Procedures

#### A. Under the Influence

1. If school personnel have reason to be concerned that a student may be using, or may possess drugs or alcohol, such concerns shall be immediately reported to the school administration.
2. The administration shall ensure the student's parents/guardians and the local Band Constable are contacted to report concerns and determine the need for further action by the home and/or the school.
3. If a student is considered to be under the influence or in possession of drugs or alcohol on school premises:
  - a. The student shall be removed from class and the parents/guardians contacted to pick up the child as soon as possible. If the student's condition warrants, referral shall be made to the nursing station.

#### *First Offence*

- b. On verification, the administration shall suspend the student according to regular procedures for a three (3)-day period. Before the student returns to class, the parents/guardians shall be required to determine with school personnel appropriate actions to assist the student, the home and the school in resolving the problem. Those

actions could include referral to the school counsellor (if available), Community Health Worker, or other agencies, including Child and Family Services, RCMP and the Band Constable. The student will be required to attend Drug/Alcohol awareness counselling regularly on returning to school.

### **Second Offence**

4. a. Should infractions continue to occur, or where a student is found in possession of drugs or alcohol in sufficient quantity that distribution of the substance is likely, the student shall be suspended from school for six (6) days, and the matter referred to the Board.

### **Third Offence**

- b. The Director of Education (or designate) will be involved with the school's administration and with parents/guardians:
  - i. To determine referral to outside agencies for rehabilitation, and/or
  - ii. Determine terms for reinstatement in the school, and/or
  - iii. To decide to recommend the Board expel the student from the school
  - iv. To report the matter to the RCMP.
- c. The student at a minimum shall be suspended for a period of three (3) weeks, or longer, and shall be required to meet with the school counsellor and/or social worker regarding on-going drug awareness counselling during the suspension period.

During all suspension stages, the student shall be required to complete assigned homework given by his/her teacher(s).

5. The Administration shall maintain records of actions taken and follow-up activities regarding these procedures.
6. The student will be re-admitted to the school only after the student, parent(s)/guardian(s), counsellor and school administrator discuss and agree to a written contract for continued attendance.

## **B. Possession**

A student found to be in possession of alcohol or illicit drugs while in the school building, on school property, or at a school-sponsored event will be subject to the following:

### ***First Offence***

1. Upon detection, the student will be taken to the designated administrator, along with the evidence.
2. The student, along with the evidence, will be turned over to the Band Constable/RCMP, with a request made to lay a charge.
3. The parent(s)/guardian(s) will be notified by telephone and/or in person.
4. The student will be suspended from school for a period of three (3) days and the Principal will refer the matter to the Director.
5. The Board shall suspend the student for a minimum of three (3) weeks and the student will be required to meet with the school counsellor/social worker with regard to drug awareness counselling during the suspension period.

### ***Second Offence***

If a second offence occurs during the time the student is attending his/her designated school:

1. The student, along with the evidence, will be turned over to the Band Constable/RCMP, and a request made that a charge be laid
2. The student will be suspended from school.
3. The administrator will forward a full report of the case to the Board Office with a recommendation for expulsion, and notify the parent(s)/guardian(s) of this action by phone or in person, and in writing.
4. The Administration shall maintain records of actions taken and follow-up activities regarding these procedures.
5. The student will be re-admitted to the school only after he/she has made an appointment for an intake assessment interview for a Medicine Lodge program, and a written contract for continued attendance has been discussed and agreed to by the student, parent(s)/guardian(s), counsellor and school administrator.

### **C. Trafficking**

A student found to be trafficking alcohol or other drugs while in the school building, on school property or at school-sponsored events or field trips will be subject to the following:

1. The student, along with the evidence, will be turned over to the Band Constable/RCMP, with a request made to lay a charge.
2. The student will be suspended from school for a period of three (3) days during the investigation.
3. The administrator will forward a full report of the case to the Board with a recommendation for expulsion, and notify the parent(s)/guardian(s) by phone and in writing of this action.
4. The Board will expel the student from school for the remainder of the school year.

### **D. Physical Violence/Emotional Abuse**

A student found to be physically or emotionally abusive to others while in the school building, on school property or at school-sponsored events or field trips will be subject to the following:

#### ***First Offence***

1. The student will be given a warning and subject to retribution to the victim.
2. Counselling will be recommended.

#### ***Second Offence***

1. A conduct report will be sent to the RCMP/local constable with a request to lay charges.
2. Victim is to be considered for therapy.

#### ***Third Offence***

1. If there is a reoccurrence with the same student/group of students the matter will be referred to the School Board in writing and the subject is to be suspended and an alternate form of education may be provided.

**Note:**

Administration and staff members are responsible for implementing non-violent crisis intervention approach to deescalate abusive situations. Programs such as Lion's Quest and Whole School Approach to anti-bully (CMTS document) should be reviewed and implemented within the school system.

Staff members who ignore these acts of abusive behaviour must be reported to the administration or authorities and may be held liable for failure to report in a proactive way. If staff members observe other staff members not reporting, that staff member must be reported to the administration.