

STUDENT SUSPENSION AND EXPULSION GUIDELINES AND PROCEDURES

Suspension is determined to be the appropriate disciplinary consequence when a student's behaviour is injurious to the school environment and/or an immediate safety risk to students or staff. Suspension may not be used as a response to absenteeism, and suspension duration must not incrementally increase based on the number of suspensions a student has previously received.

Guidelines:

Offenses for which a student may be suspended include but are not limited to (see *RETSD, JKD-E2*):

- (1) **Arson**—deliberately setting a fire.
- (2) **Fighting**—physical aggression involving two or more individuals, encouraging others to fight, or being a bystander.
- (3) **Gang association/colours**—displaying affiliation with a gang.
- (4) **Harassment/bullying**—repeated or serious one-time acts of physical or emotional intimidation. This includes behaviour defined under *The Human Rights Code of Manitoba*.
- (5) **Improper use of technology**—serious misuse of technology which violates RETSD policy *IJND—Computer Technology Use*.
- (6) **Insubordination**—refusing to follow directions given by an adult.
- (7) **Major disruption**—significant interruption to school activities or learning.
- (8) **Physical aggression/assault**—directing non-accidental (deliberate/forceful) physical/sexual contact towards someone with intent to hurt or intimidate.
- (9) **Theft**—removal or possession of school property, or another person's property without permission.
- (10) **Threatening actions/words**—actions and/or words that would lead a person or persons to believe that they are at risk of injury or death from another person.
- (11) **Unsafe behaviour**—engaging in actions that may/do result in physical harm to self or create a dangerous situation for others.

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- (12) **Verbal assault**—threatening or degrading language toward students or staff.
- (13) **Disrespect**—behaviours that undermine the authority of school staff or the dignity of others.
- (14) **Substance use/trafficking/possession**—involving drugs, alcohol, or controlled substances.
- (15) **Misconduct** – behaviour not explicitly listed but in violation of school expectations.
- (16) **Weapons**—possession, use of, threat to us, or demonstrating the intent to use an object to intimidate and/or cause bodily harm.

In determining the duration of the suspension of a student, the following factors must be taken into consideration:

- (1) Severity of the offense.
- (2) Whether the student was responsible for or a participant in the offense.
- (3) Prior suspensions for similar behavior.
- (4) Age and developmental stage of the student.
- (5) Special needs or accommodations required.
- (6) The student's capacity to understand and comply.
- (7) The supports required to re-engage the student.
- (8) The student's background and existing supports.
- (9) Whether the suspension would breach probation.
- (10) Safety considerations at the suspension location.

General Procedures for Suspension:

- (1) The principal or their designate investigates the allegations leading to the consideration of suspension and provides the student with an opportunity to respond.

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- (2) The principal or their designate considers alternatives to suspension, including trauma-informed practices, restorative approaches, restitution, school service, mediation, and other interventions or supports to develop skills, capacity, social-emotional learning, and cultural relevancy.
- (3) The principal or their designate considers if in-school or out-of-school suspension is the appropriate course of action. In matters of imminent safety risk, it must be considered whether the place that the student is being suspended to increases the level of safety risk.
- (4) The principal or their designate promptly contacts the student's parent(s)/legal guardian(s) to inform them of the incident, the decision to suspend, the location of suspension, the duration of the suspension, and provides an opportunity to discuss the suspension.
- (5) For out-of-school suspensions, the student is not allowed to leave the building unless the parent(s)/legal guardian(s) have been notified.
- (6) For in-school suspensions, the administrator or their designate identifies a location for the suspension and implements appropriate programming for the student for the duration of the suspension.
- (7) The principal or their designate provides educational assignments for suspended students, parent(s)/legal guardian(s) or, if the student is 18 years of age or over, they are responsible for picking up assignments.
- (8) The principal or their designate records the details of the suspension in the divisional student discipline tracking system. Documentation must include information about the misconduct, the nature and duration of the suspension, and actions undertaken by the school. A copy of the documentation is placed in the pupil file and entered into the RETSD student information system. Additional documentation should include:
 - a) A record of communication between staff, the student, and the parent(s)/legal guardian(s).
 - b) A record of the re-entry meeting.
- (9) Within 24 hours, the principal or their designate writes a letter to the parent(s)/legal guardian(s) stating:

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- a) The student's name, birth date, and MET number.
- b) The nature of the suspension.
- c) The reasons for the suspension in relation to the Code of Conduct and/or RETSD policy.
- d) The period of the suspension, including beginning and end date.
- e) The re-entry process, including the date, time, and location of the re-entry meeting.
- f) Information regarding accommodations, such as an interpreter or support personnel.
- g) The name and contact information for the school/division staff serving as the contact person for the parent(s)/legal guardian(s).
- h) An outline of the right to appeal the suspension and the appeal procedures for the parent(s)/legal guardian(s).

Additional Procedures:

- (1) A re-entry meeting involving the principal or designate, student, and parent(s)/legal guardian(s) is required for suspensions lasting five days or more. The safe schools consultant may be involved at the principal's discretion.
- (2) A Behaviour Intervention Plan must be developed for any student who has received more than two suspensions in a single school year.
- (3) Requests for suspensions exceeding five days must be submitted in writing to the superintendent or designate, including the rationale and interventions attempted. The school must wait for approval before taking further action.
- (4) During an out-of-school suspension, the student is not permitted on school property and, at the principal's discretion, may be excluded from school-sponsored events.

Suspension from Class by a Teacher:

When a teacher suspends a student from class, the following steps must be taken:

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- (1) The teacher notifies the principal, who informs the student of the reason for the suspension and its duration. Class suspensions may not exceed two days.
- (2) The teacher submits a written report to the principal detailing the incident and the actions taken.
- (3) The teacher records the incident in the RETSD student information system.
- (4) The teacher discusses the re-entry process with the principal or their designate and is informed of the next steps.
- (5) The teacher facilitates a re-entry meeting involving the student, the principal or their designate, and the parent(s)/legal guardian(s). The meeting is used to clarify expectations and support the development of pro-social learning behaviours.
- (6) If the student is 18 years of age or older, the teacher meets directly with the student to review expectations for re-entry.

General Process and Procedures for Re-entry:

The re-entry process must involve the student, parent(s)/legal guardian(s), and appropriate school team members. Re-entry must occur on the school day immediately following the completion of the suspension. The completion of schoolwork may not be used as a condition for re-entry.

- (1) A re-entry meeting must be scheduled prior to the student's return to class or school.
- (2) The meeting must include the student, parent(s)/legal guardian(s), and relevant school or RETSD staff.
- (3) The school must offer appropriate supports to enable participation in the meeting. This may include the presence of an interpreter or support personnel.
- (4) If a parent(s)/legal guardian(s) is unable or unwilling to attend, the principal or their designate must document the reasons and efforts made to address any concerns or obtain consent.
- (5) The student's re-entry must not be delayed due to the absence of a parent(s)/legal guardian(s) at the meeting.

General Process and Procedures for Expulsion:

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- (1) If a student engages in severe behaviour that is injurious to the school environment or presents an imminent safety risk to students or staff, expulsion may be considered as a long-term disciplinary measure.
- (2) A suspension lasting longer than six weeks is considered an expulsion. Only the Board of Trustees may authorize expulsions.
- (3) Expulsion removes a student from their current school but not from the school division. The expulsion remains in effect until rescinded by the Board or until the end of the current school year, whichever comes first.
- (4) If expulsion is being considered, the student's parent(s)/legal guardian(s) must be informed of their right to support the student in making a representation to the Board before a decision is made.
- (5) The superintendent or their designate submits a written recommendation to the Board.
- (6) The Board must consider any special needs of the student before making a decision.
- (7) The expulsion decision rests solely with the Board.
- (8) Within 24 hours of the Board's decision, the superintendent or designate notifies the parent(s)/legal guardian(s) by phone and in writing. The letter must include the reason for expulsion and the right to appeal.
- (9) For students under 18 years of age, educational programming must be provided and must include:
 - a) Appointment of a case manager to co-ordinate with the student and family.
 - b) A mechanism for daily contact to maintain academic engagement and well-being.
- (10) Alternative programming may include:
 - a) Support for home-based learning.
 - b) Enrolment in a different school or program within the division.
 - c) Participation in approved activities under Manitoba Regulation 139/2011.

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- d) Enrolment in an adult learning centre or remote learning options offered by Manitoba Education and Early Childhood Learning (MEECL).
- (11) Before the expulsion ends, a re-entry and review plan must be developed by the school.
- (12) If the expulsion ends with the school year, the review and planning process must occur before year-end.
- (13) If the student is entering a natural transition (e.g., to a new school or post-secondary pathway), the school will follow standard transition procedures.
- (14) If the student will not return to their current school, the division will initiate a managed move.

Managed Move Process:

If a managed move is required, the division will take the following steps:

- (1) The principal will consult with and receive approval from the superintendent or designate.
- (2) The superintendent or designate will consult with the student, parent(s)/legal guardian(s), outgoing and receiving schools and identify a suitable school or program that can provide appropriate support.
- (3) The superintendent or designate will obtain consent from the parent(s)/legal guardian(s) and confirmation of acceptance from the receiving school or program.
- (4) The superintendent or designate will communicate the plan to all stakeholders, including both schools, the student, the family and any support agencies.
- (5) The sending school team will provide academic and emotional supports to the student throughout the transition.
- (6) The receiving school team will welcome the student, will develop a student-specific plan tailored to the students' needs, will monitor the student's progress, and will make adjustments to the plan, as needed, to ensure sustained success.
- (7) If the placement is outside RETSD, a transportation plan must be developed jointly with the parent(s)/legal guardian(s) and the receiving school division or program.

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Right of Appeal and Appeal Procedures:

- (1) If a student is suspended for five days or fewer, the student and their parent(s)/legal guardian(s) may appeal under:
 - a) Policy KE—Concern Protocol
 - b) Policy KE-R—Concern and Complaints Process
 - c) Policy BEDH—Public Participation at Board Meetings (if applicable)
- (2) If a student is suspended for more than five days or expelled, the student and their parent(s)/legal guardian(s) may appeal directly to the Board of Trustees.
 - a) The parent(s)/legal guardian(s) must be informed of their right to submit a written statement and to be accompanied by a support person.
 - b) The appeal must be heard at or before the next scheduled board meeting.
 - c) Confidentiality must be maintained throughout the process.
 - d) The decision must be documented and filed in the student's cumulative record.

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Legal/Cross Reference:	Policy JICH - Alcohol and Other Drug Use by Students; JKD-E1 Legal Basis for Suspensions and Expulsions; BEDH – Public Participation at Board Meetings; MEECL, <i>Safe and Caring Schools: A Policy directive Enhancing Proactive Supports to Minimize the Use of Suspension</i> , 2023; (MEECL, Standards for Appropriate Education in Manitoba: Student Discipline, 2022); Manitoba Education and Early Childhood Learning. (2025). <i>Safe and caring schools: Provincial code of conduct: Behaviour intervention and response using a student-centred and strengths-based approach</i> . Government of Manitoba; Human Rights Code; Policy KE – Concern Protocol; KE-R – Concern and Complaints Process; BEDH – Public Participation at Board Meeting; Provincial Code of Conduct, 2025	