



MINISTERIAL LETTERS / DIRECTIVES

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MINISTERIAL LETTERS/DIRECTIVES

Issuance of Certificate to Students on the Individualized Senior Years Program (March 2007)



MINISTER OF EDUCATION, CITIZENSHIP AND YOUTH

Room 168
Legislative Building
Winnipeg, Manitoba R3C 0V8
CANADA

March 2007

TO: Superintendents of Education
Principals of Schools (Grade 12)
Student Services Administrators
First Nations Education Authorities
Funded Independent Schools

Dear Colleagues:

In the past few years the question of appropriately recognizing the achievements of students with special needs who do not acquire high school credits has been raised each year as graduation ceremonies across the province are being planned. In the spring of 2005 Superintendents and Student Services Administrators were consulted and there was overwhelming support for the development of a certificate that recognized the achievements of students who receive an Individualized Programming designation as different from those who acquire credits in the Senior Years Program.

I am pleased to announce that Manitoba Education, Citizenship and Youth will be introducing a certificate of completion for an Individualized Senior Years Program, effective this school year. This certificate recognizes the achievement of students with significant cognitive disabilities who benefit from a highly individualized and functionally appropriate learning experience.

This certificate has been developed to recognize the programming of students who did not follow the provincial curriculum and who would not acquire the credits required to graduate with a provincial diploma. Students who receive a certificate of completion for an Individualized Senior Years Program have their educational programming identified through individualized outcomes that are recorded in their Individual Education Plan (IEP) and have received an Individualized (I) programming designation reported on their transcript.

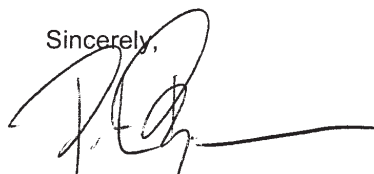
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Please find enclosed for your information guidelines for awarding the certificate which will be available through the Manitoba Text Book Bureau for the Spring of 2007.

I strongly encourage each principal to arrange for this information to be shared with parents of the students who will be receiving the new certificate so that they are aware of the change prior to graduation.

If you have any questions please contact Marilyn Taylor, Coordinator of the School Support Unit, Program and Student Services Branch at (204) 945-7921 or toll free at 1-800-282-8069, extension 7921 or marilyn.taylor@gov.mb.ca.

Sincerely,

A handwritten signature in black ink, appearing to read 'Peter Bjornson', with a long horizontal line extending to the right.

Honourable Peter Bjornson
Minister
Education, Citizenship and Youth

MINISTERIAL LETTERS/DIRECTIVES

The Healthy Child Committee of Cabinet (HCCC) Protocols to Coordinate Transition for Children, Youth, and Families (February 2007)



Room 219 – 114 Garry Street, Winnipeg, Manitoba, Canada R3C 4V6
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Healthy Child Committee of Cabinet
Partner Departments
All Staff

Dear Departmental Staff:

The Healthy Child Committee of Cabinet (HCCC) is a partnership that supports government departments to develop and evaluate policies, programs and services that promote best possible outcomes for all of Manitoba's children. One of the departmental issues identified to the HCCC was the need to develop cross-departmental protocols and guidelines and to monitor utilization in the field. These protocols / guidelines facilitate a coordinated approach by staff of departments and related agencies (schools, regional health authorities, child welfare agencies) who work with the complex and interconnected needs of children, youth and their families.

The protocols are designed to reduce wait times for children, youth and families who require the integrated and timely services of more than one service provider. The following protocols are currently in use across Manitoba:

- *Guidelines for School Registration of Students in Care of Child Welfare Agencies (2002)*
- *Guidelines for Early Childhood Transition to School for Children with Special Needs (2002)*
- *Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders (1995)*
- *Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16 (1999, 2002 – working draft).*

The HCCC is responsible for the interdepartmental protocols and guidelines which direct government departments and related agencies to work collaboratively in several specific areas. At this time, we are asking departments to remind front-line staff of the commitment to follow these protocols / guidelines to improve outcomes for children, youth and families. We also suggest that these protocols be included in the orientation of new staff, as appropriate.

Two new cross-departmental protocols / guidelines have been developed for implementation:

- *Information Sharing Protocol Under the Youth Criminal Justice Act (Canada) (2004)*
- *Guidelines for the Continuation of Programming for Students Involved with Youth Correction Services (anticipated release March 2007).*

The Departments of Justice and Education, Citizenship and Youth will distribute these two new protocols over the next months.

A partnership of:
Manitoba Healthy Living · Manitoba Aboriginal and Northern Affairs · Manitoba Culture, Heritage and Tourism · Manitoba Education, Citizenship and Youth · Manitoba Family Services and Housing · Manitoba Health · Manitoba Justice · Manitoba Labour and Immigration / Status of Women

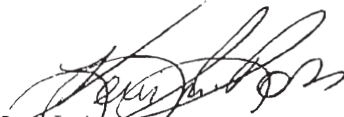
The *Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16* is currently being revised by an interdepartmental committee.

Protocols are available electronically on the Healthy Child Manitoba website (<http://www.gov.mb.ca/healthychild/>) and on the websites of each implementing department, as follows:


- *Guidelines for School Registration of Students in Care of Child Welfare Agencies (2002)*: Education, Citizenship and Youth; Family Services and Housing
- *Guidelines for Early Childhood Transition to School for Children with Special Needs (2002)*: Education, Citizenship and Youth; Health; Family Services and Housing; Healthy Living
- *Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders (1995)*: Education, Citizenship and Youth; Health; Family Services and Housing
- *Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16 (1989, 1999, 2002)*: Education, Citizenship and Youth; Family Services and Housing; Health
- *Information Sharing Protocol Under the Youth Criminal Justice Act (Canada) (2004)*: Education, Citizenship and Youth; Justice
- *Guidelines for the Continuation of Programming for Students Involved with Youth Correction Services (anticipated release March 2007)*: Education, Citizenship and Youth; Justice.

We appreciate your support and the support of your staff in the continued implementation and monitoring of these protocols and guidelines. For further information, please contact the Healthy Child Manitoba Office, phone 945-2266.


Regards,




Kerri Irvin-Ross
Minister of Healthy Living
and Chair of Healthy Child
Committee of Cabinet




Peter Bjornson
Minister of Education,
Citizenship and Youth



Theresa Oswald
Minister of Health



David Walter Chomiak
Minister of Justice
and Attorney General



Gord Mackintosh
Minister of Family Services and Housing



Oscar Lathlin
Minister of Aboriginal
and Northern Affairs

MINISTERIAL LETTERS/DIRECTIVES

Revised Categorical Grant/Divisional and School Plan Reporting Processes (February 2007)



February 2007

To: Superintendents of Education
Student Services Administrators
Secretary Treasurers
Categorical Grant Contacts in School Divisions

Dear Colleagues:

Re: Revised Categorical Grant/Divisional and School Plan Reporting Processes

In support of the recently announced revised Categorical Grant and School Plan Reporting processes in the 2007/08 school year, Manitoba Education, Citizenship and Youth (MECY) is collaborating with school divisions to make these reporting processes more efficient while meeting the shared need to collect and utilize information for continuous improvement.

The revised Categorical Grant and School Plan Reporting processes consist of a three year reporting cycle with visits to school divisions on a rotational basis. The visits will include a departmental team engaging in collegial discussions with school division personnel focused on categorical grant areas, school division planning and other matters of mutual interest. These changes will support accountability while increasing dialogue and collaboration between divisions and MECY.

The tri-annual written outcome reporting will be similar to the current annual reporting for division, school and several of the categorical grants. These outcome reports will now be required for English as an additional language and French language grants.

a) Revised Categorical Grants Reporting Process:

The categorical grant reporting process is a shared accountability between MECY and school divisions for results achieved in meeting the identified outcomes for each grant.

The revised reporting process applies to the following categorical grants:

Student Services Grant
Aboriginal Academic Achievement
Early Numeracy Initiative
French Language Grants
Education for Sustainable Development

Middle Years Experiential Grant
Early Literacy Intervention Initiative
English as an Additional Language
Early Childhood Development Initiative

Grant Name	Reporting Requirements Cycle			
	Year 1	Year 2	Year 3	
	Financial Report	Financial Report	Financial report	Outcomes Report
English as an Additional Language	√	√	√	√
Aboriginal Academic Achievement	√	√	√	√
Basic French Grant	√	√	√	√
French Immersion Grant	*	*	*	√
Early Childhood Development Initiative	√	√	√	√
Early Literacy Intervention	√	√	√	√
Early Numeracy	√	√	√	√
Education for Sustainable Development	√	√	√	√
Middle Years Experiential Learning	√	√	√	√
Student Services Grant	*	*	*	√

* Student Services and French Immersion financial reporting occurs through FRAME.

The financial report refers to the Categorical Grant Review Financial Report (please see revised form at <http://www.edu.gov.mb.ca/k12/specedu/pie/index.html>). Financial reporting will still be required annually to provide accountability for the grant funds and demonstrate that program expenditures are at least equal to the grant funds. The report has been streamlined to simplify expenditure reporting in the "other" category. Annual financial reporting will be required as at June 30 only, reporting on a budget or planned basis is discontinued.

b) Revised School Division/School Planning Reporting Process:

Full School Division Plan reports and School Plan reports are now required every third year rather than annually. In the intervening two years, schools and divisions will submit a list of current educational priorities and outcome areas. School division and school Reports to the Community as well as Categorical Grant Review Financial Reports are still required annually.

Below is a summary of the new reporting requirements.

Report Name	Reporting Requirements Cycle		
	Year 1	Year 2	Year 3
Division Plan - Current Priorities and Outcomes List	√	√	
Full Division Plan Report (including Student Services Plan)			√
School Plan - Current Priorities and Outcomes List	√	√	
Full School Plan Report			√
Division Community Report	√	√	√
School Community Report	√	√	√

The due date for submitting reports to MECY continues to be October 31st. All reports will be reviewed and the information used to inform MECY planning. MECY will continue to monitor expenditures and provide program support.

MECY will hold regional orientation sessions during the 2006/07 school year to provide school divisions with an overview of the specific reporting process. The sessions will also afford the opportunity to discuss the proposed cycle, the interview format, and any refinements that may be advisable. A proposed schedule and interview format are attached.

Through the revised categorical grant and planning reporting process, MECY anticipates positive results including increased opportunities for collaboration, professional dialogue, sharing successful ideas, and overall improvements around planning, reporting and monitoring of the grants.

For further information about this initiative, please contact Larry Budzinski, Consultant, School Support Unit, 27-2nd Avenue S.W., Dauphin MB R7N 3E5, telephone: (204) 622-2254, e-mail: larry.budzinski@gov.mb.ca. Larry will be able to provide you information regarding this process or direct you to the appropriate staff for specific grant information.

Sincerely,



Anne Longston
Assistant Deputy Minister
School Programs



Jean-Vianney Auclair
Assistant Deputy Minister
Bureau de l'éducation française



John VanWalleghem
Director
Research and Planning

MINISTERIAL LETTERS/DIRECTIVES

Student Participation in High School Graduation Ceremony (March 24, 2004)



MINISTER OF EDUCATION, CITIZENSHIP AND YOUTH

Room 168
Legislative Building
Winnipeg, Manitoba R3C 0V8
CANADA

March 24, 2004

To: Superintendents of Education

Each year, parents contact the Department because a son or daughter is not allowed to participate in their high school's graduation ceremony. The student has successfully earned the provincial (28-credit) High School Diploma but has not met additional divisional requirements for the local high school diploma. I consider this to be an important issue, and would like to outline the Department's position on it.

Schools which deny eligible students the opportunity to participate in the local graduation ceremony should put an end to this practice. I recognize that some high schools have different credit requirements which students must meet in order to obtain the school's own diploma, but once a student has 28 credits and the prescribed program requirements, they have met the provincial standard. I believe it is important that we celebrate success for all learners. Denying students the opportunity to cross the stage at a ceremony shared with peers, family and friends when they have met provincial graduation requirements is not in keeping with that approach.

I would ask that schools implement this change effective immediately. Thank you for your anticipated cooperation in this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "P. E. B.", followed by a horizontal line extending to the right.

Honourable Peter Bjornson

MINISTERIAL LETTERS/DIRECTIVES

Inquest Report and Recommendations for School Field Trips (September 3, 2003)



MINISTER OF EDUCATION AND YOUTH

Room 168
Legislative Building
Winnipeg, Manitoba R3C 0V8
CANADA

September 3, 2003

To: Chairs, School Divisions/Districts

Re: Inquest Report and Recommendations

As you will no doubt be aware, the inquest into the tragic death of Joshua Harder has been concluded, and a report containing a number of recommendations subsequently released. Four recommendations are directed toward Manitoba Education and Youth, and the Department accepts these recommendations.

The Department, therefore, will require the following:

1. All school divisions/districts will, if they have not already done so, need to develop comprehensive policies on school field trips, addressing in particular, standards for student supervision and safety. These field trips will encompass the range of out-of-classroom activities, including aquatic and boating outings as well as other potential high-risk activities like skiing and wilderness trips. These policies will incorporate key components such as monitoring, documentation, and accountability.
2. Divisions/districts will be required to submit copies of their completed policies to Manitoba Education and Youth. The Department will randomly assess policies of two divisions/districts per year to ensure consistency with the key components of monitoring, documentation, and accountability. The Department is also considering developing a self-audit tool that divisions/districts may use periodically to assess their policies and ensure that they continue to be up-to-date and effective.

Further information related to points 1 and 2 above will follow. The Department has agreed to work with the Manitoba Association of School Trustees in the development of a companion document to the previously released guidelines for physical activity in Manitoba schools. This second document will encompass outdoor education and school outings including physical activity and may, depending upon when it can be completed, be of assistance to school divisions/districts in the development of their own policies.

The Department has agreed, further to the inquest report, to arrange inservice sessions for school administrators on the topic of risk management and student supervision. The first of these sessions will be held in Spring 2004. More information on this will follow at a later date.

Finally, the Department will be working with the Departments of Conservation, Tourism, and Northern and Aboriginal Affairs on water safety initiatives which will benefit the public at large. This is in addition to the safety guidelines for physical activity incorporated in the new physical education curriculum schedule for implementation in 2003/04 (Grades K-4) and in 2004/05 (Grades 5- Senior 2).

As Judge Devine noted in her report, the death of a child requires that consideration be given to changes that might reduce the likelihood of another such death. I am hopeful, and I am sure you will agree, that the development of comprehensive policies on student supervision in out-of-classroom activities, and greater awareness in the area of risk management, are positive changes in support of that goal.

Thank you for your shared commitment to student safety.

Yours truly,

A handwritten signature in black ink, appearing to read 'R. Lemieux', written in a cursive style.

Honourable Ron Lemieux
Minister
Education and Youth

MINISTERIAL LETTERS/DIRECTIVES

Anaphylaxis Policy (May 8, 2002)



MINISTER OF EDUCATION, TRAINING AND YOUTH

Room 168
Legislative Building
Winnipeg, Manitoba, CANADA
R3C 0V8

May 8, 2002

TO: Superintendents of Schools
Student Services Administrators
Principals of Independent Schools
Provincial Child Care Coordinators
Licensed Child Care Facilities

As you may be aware, there has been a steady increase in the number of children diagnosed with life threatening allergies (anaphylaxis). According to findings by The Canadian Society of Allergy and Clinical Immunology the estimated risk of anaphylaxis in the general population is 1%-2%. Children can have potentially fatal reactions to a host of allergens while attending community programs away from their parents.

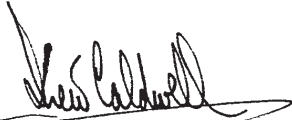
In response to these findings, the Ministers responsible for the implementation of the Unified Referral and Intake System (URIS): Education, Training and Youth, Family Services and Housing, and Health are expecting that school divisions and licensed child care facilities develop and implement local policies regarding life threatening allergies. Policies should be aligned with the recommended Anaphylaxis Policy Framework contained in the URIS Policy and Procedure Manual, June 1999. It is the expectation of the Departments that school divisions, childcare facilities and regional health authorities will work together to respond to the needs of children in their communities. It is anticipated that local policies will be in place by June 2004.

To support school divisions and licensed childcare facilities in this endeavour the Ministries have established the position of Anaphylaxis Policy Development Facilitator. Ms. Sylvia Flint, RN has been hired for a two-year term to

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assist school divisions and licensed childcare facilities in developing these local policies. Specific details regarding the process of implementing the directive will be forwarded in the near future.

We anticipate your cooperation in making community programs safer for children living with life threatening allergies.



Honourable Drew Caldwell
Minister
Education, Training and
Youth



Honourable Tim Sale
Minister
Family Services and
Housing



Honourable Dave Chomiak
Minister
Health

MINISTERIAL LETTERS/DIRECTIVES

Report and Recommendations by Judge Susan Devine (March 16, 1998) Recommendations from the Inquest into the Accidental Death of a Child



**Minister of
Education and Training**

Room 168
Legislative Building
Winnipeg, Manitoba, CANADA
R3C 0V8

March 16, 1998

**TO: Superintendents
Principals, Public and Funded Private Schools**

RE: Report and Recommendations by Judge Susan Devine

As you may be aware, Judge Susan Devine recently released her report and recommendations from the inquest into the 1996 accidental death of a child at Faith Academy in Stonewall, Manitoba. I have attached a copy of those recommendations for your information and reference.

I am writing to advise you of initiatives which are to be undertaken by all schools in Manitoba as a result of these recommendations, and to request that you ensure that all teachers, special education coordinators, clinicians, supervisors of maintenance, and other staff are apprised of these initiatives immediately.

- Schools may continue to use continuous cloth towels in their washrooms at local discretion; however, per my February 19, 1997 letter on this matter, all dispensers must have safety shields with no more than 22.5 centimetres (nine inches) of towel loop, and must be mounted at a height appropriate to the age and stature of the children using the washroom facilities.
- School clinicians and special education/resource teachers should review their practices to ensure that all referrals are documented, year end progress reports are prepared, and that the records contain notations of all contacts with parents and other professionals, and the results of those contacts.
- School clinicians and special education/resource staff should ensure that all inter-agency contacts concerning students are regularly and consistently documented, and where assistance from multiple resources within the school/division and/or from outside sources is occurring, staff should ensure that open lines of communication are maintained among all caregivers.
- Schools should endeavour to ascertain at point of first admission whether students have used or are continuing to use the social service/psychological/psychiatric/

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counselling resources of any professional, of any agency or of any school previously attended. This information is to be noted in the student's cumulative file, with suitable precautions being taken to ensure that privacy interests are appropriately protected.

- At least once every school year, school principals are to survey all teaching and support staff to identify individuals who have training in First Aid and/or Cardio-Pulmonary Resuscitation (CPR). The names of these individuals, their usual work location and office phone number (where applicable), should be conspicuously posted in the main office, staff rooms, gymnasium and other appropriate locations. As many staff as possible should be encouraged to take First Aid training and to have/maintain CPR endorsements.
- In the short term, schools should review their policies respecting students' cumulative files against the guidance provided on page 35 of The Administrative Handbook for Schools, and against Judge Devine's recommendations. (In particular, I wish to draw your attention to her conclusion - which I fully endorse - that cumulative files should contain notations of all professional referrals.) Over the longer term, I will consider whether or not a minimum requirement for cumulative files should be regulated.

Your attention to and anticipated cooperation in these matters is very much appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Linda G. McIntosh', written in a cursive style.

Honourable Linda G. McIntosh (Mrs.)
Minister
Education and Training

In summary then, my recommendations are as follows:

- 1) That all schools and in particular rural schools be required to canvass staff and students (where appropriate) at the outset of each school year in order to ascertain if there are persons present in the facility who know CPR and St. John's Ambulance first-aid so that the names of these individuals can be disseminated and made available in the event of an emergency such as occurred in this case.
- 2) That Faith Academy amend its application form to include a question about previous use of resource and/or psychological resources at prior schools, or at other agencies.
- 3) That the Department of Education enact consistent standards for CUM files, stipulating that they include as a minimum:
 - a) Copies of all report cards;
 - b) Notations of all professional referrals.
- 4) That Department of Education enact consistent standards for school psychologists requiring them, at a minimum, to document their contacts with children who are referred to them each year and to include in this documentation an indication of the referring problem and a progress report at the end of each school year as well as notations of contacts with parents and other professionals and the result. These files need not be centrally monitored but would be available for inspection by supervisory personnel and if necessary, for purposes such as court.
- 5) That protocols be developed between the Department of Education and consulting agencies for some documentation of inter-agency contacts.
- 6) That safety shields be installed immediately on cloth towel dispensers in all schools, day cares, community centres and other public places frequented by children.
- 7) That the height of the towel dispensers be lowered in any facility used predominantly or exclusively by children, such that children will not have to stretch up to reach a dispenser mounted at a height convenient to adults.



Judge Susan Devine

