



Code of Conduct

The Park West School Division is committed to providing a safe learning environment for students and a safe comfortable working environment for its staff and all stakeholders within its boundaries. To this end, the following code of conduct has been developed to provide a guideline and reference for parents or guardians, staff and students in determining acceptable behaviour in our education environment.

To fulfill our purpose and in our journey toward our vision, Park West School Division is committed to providing relevant, progressive educational programming and supportive services in a safe, stimulating learning environment.

The purpose of the code of conduct is to promote a healthy school culture where high levels of achievement occur within a positive school environment. Park West School Division believes that everyone has the right to be treated with dignity and respect.

Park West School Division schools, parents/guardians, students and community will promote the development of beliefs and attitudes that foster a safe and caring learning environment.

Safe Schools Legislation

The Park West School Division Code of Conduct is consistent with the Safe Schools Charter of Manitoba. The Safe Schools Charter (Province of Manitoba, S.M. 2004, c. 24) sets forth guidelines that apply to students and staff regarding behaviour.

Behaviours that will not be tolerated in schools and that will be dealt with immediately include but are not limited to the following:

- bullying, including cyber-bullying or abusing physically, sexually or psychologically, in writing, verbally or otherwise;
- inappropriate use of electronic mail, the Internet, digital cameras, cell phones, cell phones equipped with digital cameras, text messaging sent by cell phone or pager, and other personal electronic communication devices, including accessing, uploading, downloading or distributing material that the school has determined objectionable, students taking photos, video recordings and images of staff or students on school property without the permission of authorized school personnel;
- discriminating unreasonably on the basis of any characteristic set out in subsection 9(2) of the Manitoba Human Rights Code;
- using, possessing or being under the influence of alcohol or illicit drugs at school;
- gang involvement on school sites;
- possessing a weapon as “weapon” is defined in Section 2 of Canada’s Criminal Code.



Policy Statements

Park West School Division accepts its responsibility to foster and maintain a safe school environment for its students, staff and community. To this end discipline, especially self-discipline is regarded as an integral part of every student's education. Discipline should teach students to understand the commonly accepted values essential to the well-being of both the individual and society, and to accept responsibility for the consequences of their actions.

The Division accepts its responsibility to implement effective measures to deal with inappropriate behaviours by students. This includes the establishment of preventative procedures, provision for appropriate early intervention strategies and the administration of disciplinary action such as is appropriate under the authorities granted by the Public Schools Act, the Education Administration Act, and their regulations, Board policy, and other statutes such as the Youth Criminal Justice Act.

Students are expected to practice appropriate behaviour at all times. Principles such as positive self-esteem, individual and social responsibility, respect for property and the rights and values of others shall form the foundation for appropriate behaviour.

When behaviour is inappropriate discipline should assist students to understand the fundamental values essential to the well-being of both the individual and society, and to accept the consequences for their actions.

Schools in turn will develop effective disciplinary strategies including the teaching and modeling of appropriate behaviour and the provision of consequences, which reflect the nature, and severity of the behaviour.

Review and Evaluation

Schools may augment this code of conduct by developing and implementing a code of behaviour consistent with the objectives of this code of conduct. Schools will review it annually and will revise it as required.

Park West School Division will identify and collect relevant data and monitor implementation to inform future policy / procedure refinements and evaluate the impact of this code of conduct. The code of conduct will be reviewed in accordance with the existing policy / procedure review cycle.

Roles and responsibilities

Staff will:

- provide relevant learning experiences based on the diverse needs of the students
- approach the education of students in a respectful manner
- provide a classroom environment that is safe and respectful



- participate in creating a positive school culture
- communicate information about student progress, attendance and behaviour to students, parents/ guardians and administration
- respect and demonstrate consideration for other cultures
- respect confidential information about students and staff
- support and implement proactive and reactive intervention strategies offered through a continuum of supports and services

Students will:

- be polite, respectful and co-operative to all people within the school community
- develop self-discipline
- resolve interpersonal conflicts and difficulties through discussions or by seeking assistance from school personnel
- demonstrate and support a safe, respectful and caring school environment
- respect that fellow students have a right to a school environment that is free from violence
- respect school property and the personal property of others
- dress appropriately for classes and for activities

Parents/Guardians will:

- instill in their child:
 - the desire to work to the best of their ability
 - an understanding of the importance of education
 - a recognition of the authority of the school staff
 - to provide a safe, respectful and caring environment
 - respect for the rights of others
 - respect for property and resources
- recognize the authority of the school staff to provide a safe, respectful and caring environment
- communicate regularly with the school and advocate for their child's success
- ensure regular, punctual attendance and contact the school when their child is absent
- support and work collaboratively with school personnel to ensure their child's success and appropriate behaviour
- encourage the peaceful resolution of conflict and discourage disrespectful, violent or aggressive behaviour to solve a problem

Proactive Strategies

The teaching and learning of expected student behaviour forms the cornerstone of a proactive, preventative approach. The following are the key components in promoting a positive school climate:

- Schools will participate in creating a positive school culture.



- Staff and parents/guardians will encourage participation in activities that promote a safe, respectful and caring environment.
- School plans will reflect outcomes related to positive school culture.
- Schools will implement a continuum of school wide behavioural supports.
- Schools will develop, maintain and strengthen their working relationships with parents/guardians, community members and organizations.
- Schools will employ active supervision.
- Schools will implement validated prevention and intervention programs.

Intervention Strategies

Park West School Division believes that effective student management teaches students appropriate behaviour and incorporates an appropriate range of consequences.

Park West School Division will apply a wide range of consequences for behaviour that interferes with safety, learning and work. Which consequences are applied will depend on the severity of the incident, the diverse needs of the student and the frequency of the behaviour.

The following is a list of some options available when working with students regarding their behaviour:

Informal interview

School personnel talk with the student to reach an agreement regarding the student's behaviour. The parent/guardian will be contacted as required.

Parental involvement

Contact is made with the parent/guardian to discuss the specific behaviour of the student and steps that are necessary to change behaviour. The nature of contact could vary from a telephone conversation to a formal conference at the school with the parent/guardian, the student and school personnel.

Formal interview

A conference is held with the student, the school team and the parent/guardian to develop a plan for changing the student behaviour.

Support personnel involvement

The school support team may consult with divisional support personnel when developing a behaviour intervention plan (BIP). Parents/guardians will be involved.



Detention

The student is detained at school for inappropriate behaviour. When such detention exceeds 15 minutes beyond the regular school hours or causes a student to miss a school bus, the parent/guardian must be informed.

Withdrawal from classroom setting

When inappropriate behaviour is deemed to have a negative impact upon the classroom environment, the student is temporarily removed to an alternate supervised location to complete their assignments.

Removal of privileges

Privileges are removed under certain circumstances. These can include access to the playground, library, cafeteria or lunchroom, or participation in extracurricular activities.

Restitution

The student and/or parents/guardians are required to compensate for damages caused by the student.

Behavioural/performance contract

In some instances, the student may be required to meet specific behavioural outcomes that are identified in a written contract. Such expectations are developed and agreed upon by the school, the parent/ guardian and the student. Such an agreement is documented, with copies provided to all concerned parties.

Student Services

Personnel may become involved to assist in developing appropriate proactive and reactive approaches for unacceptable behaviour. Such involvement may include placement in an alternate setting or treatment centre if deemed appropriate.

Outside agency involvement

In some circumstances, the student's behaviour may involve violation of the law (e.g. drugs, theft or assault) and police involvement will be required; parents/ guardians will be informed immediately of any such action. Other circumstances may require a referral to Manitoba Child and Family Services. In all circumstances, the safety of the student and others will be the key factor for determining such action.

In-school suspension

School administrators may assign a student to an in-school suspension. Teachers will provide students with appropriate work during the in-school suspension. Parents/guardians will be contacted when such action is taken.

In accordance with Regulation 68/97, Section 40.3, of the Public School Act, a teacher may suspend a student from the classroom for a period of not more than two days. The



Board does reserve its right to limit such suspensions under Regulation 68/97, Section 40.5.

Suspension

Suspension is defined as a temporary exclusion of a student's right to attend to an assigned class during which the student is required to attend elsewhere in the school or remain at home when so imposed by a school principal.

When a student's conduct is deemed injurious to the welfare of the school or injurious to the school's educational purpose, suspension is sometimes necessary to ensure the safety of other students in the school. Suspensions are applied when other disciplinary measures have been found to be ineffective or when the student's behaviour disrupts the learning of others, endangers fellow students, teachers or school officials, or damages property.

The principal is the sole authority in a school with the power to suspend students from school. A principal may suspend a student for up to five days. Any suspension that exceeds five days requires consultation and approval from the CEO / Superintendent.

Parents/guardians will be contacted when such action is taken. The names of students suspended must be reported to the Superintendent/CEO/ to be followed by a written notification/email within 24 hours. The Superintendent/CEO will inform the Board under the next report to the Board.

In the event of an out of school suspension, students will not be permitted to attend school or school sponsored activities until the suspension has ended.

Expulsion

Expulsions are applied when a student's behaviour has been a serious danger to other students, teachers, school officials or school property, or when the behaviour has been shown to be habitual. Expulsion is a function of the board of trustees as per the Public Schools Act.

Threat assessment

The purpose of the threat assessment process is to use the best knowledge, skill and experience available to assess high-risk threatening behaviours so that appropriate interventions can be identified to protect individuals from harm and ensure a climate of safety in schools and the community.

In the event that such a situation arises, the resulting investigation will be extensive in scope and may include the involvement of agencies, the police and others. Any child who poses a high risk to self-harm or who threatens harm to others will undergo an intense investigation.



All high-risk behaviours will be taken seriously and high-risk students will be assessed accordingly. When a high-risk threat to self-harm or to harm others occurs, it is essential to assess safety, put in place the required interventions to ensure safety, analyze appropriate next steps and determine appropriate consequences.

No student who has posed a threat of harm to him/ herself or to others will be permitted to attend school until safety is assured.

Appeal Process

Park West School Division recognizes that, on occasion, concerns may arise. Students or parents/ guardians of students may raise their concerns or appeal decisions as follows:

- a) The decision of a teacher is first to be discussed with the teacher. If the parties are unable to come up with an agreeable solution, this decision may be appealed to the principal.
- b) The decision of the principal may be appealed to the superintendent.
- c) The decision of the superintendent may be appealed to the board of trustees. A letter outlining the concerns should be sent to the board of trustees in care of the board chairperson