



Code of Conduct

Introduction

Park West School Division is committed to safe and caring schools where all students, from every background, feel a sense of safety, belonging, and respect, and receive the high quality education they need to feel successful and reach their full potential.

This Code of Conduct was developed in accordance with the *Canadian Charter of Rights and Freedoms* and *The Human Rights Code of Manitoba*, as well as the rights and responsibilities related to education in Manitoba as defined in *The Public Schools Act* and *The Education Administration Act*, and their related regulations, standards, and ministerial directives. In addition, the following guiding principles should be considered:

- Keep students at the centre of all planning and decisions.
- Ensure a safe, caring, and inclusive learning environment that supports Manitoba's Philosophy of Inclusion.
- Respect the right and access to education for children and youth.
- Acknowledge that student success and well-being is a collective responsibility and requires active agency on the part of all who are responsible for children and youth.
- Respond appropriately to ensure that any behaviour intervention, response, or consequence is administered in a manner consistent with respecting the student's human dignity.
- Establish behaviour interventions, responses, and consequences that are informed by research and best practices.
- Reaffirm that relationships matter in providing a sense of safety and belonging for all students.

School Code of Conduct

The Public Schools Act (PSA) requires that the principal of each school, in consultation with the School Advisory Committee, establish a school code of conduct to be observed by students. Staff are expected to comply with the code of conduct as they support students in managing and taking responsibility for their behaviour. Student safety is paramount in the considerations for implementing a school code of conduct. As per subsection 47.1(1)(b) of the Public School Act, principals are required to ensure that the annual review of the school's code of conduct and emergency response plan is completed by October 31 of each year.

The Appropriate Disciplinary Consequences in Schools Regulation, M.R. 92/2013, requires the principal to ensure that any behaviour intervention, response, or consequence for nonobservance of the code of conduct is consistent with all directives from the Minister.



Definitions

- **Proactive Support:** Interventions aimed at preventing behavioural issues before they arise.
- **Restorative Practices:** Approaches that emphasize repairing harm and restoring relationships.
- **Behaviour Support Plan:** An individualized plan for addressing specific behavioural challenges.
- **Out-of-School Suspension (OSS):** A dismissal from school for disciplinary purposes for a finite period of time.
- **In-School Suspension (ISS):** Temporary removal from regular classrooms while under the direct supervision of school personnel.
- **Exclusionary Practices:** Disciplinary actions that remove a student from their usual educational setting.
- **Expulsion:** A determination that a student has engaged in severe behaviour that is injurious to the school environment and/or is an imminent safety risk, necessitating long-term removal. An out-of-school suspension lasting longer than six weeks shall be considered an expulsion.
- **Managed Move:** A supportive and collaborative practice whereby students are transitioned from one school to another school or program when attending the catchment school may not be appropriate.

Review and Evaluation

Schools may enhance this Code of Conduct by developing tailored behavioural codes. Annual reviews will ensure alignment with objectives and effectiveness. Data collection will inform future refinements. Each principal is required to ensure that the annual review of the school's code of conduct is completed by October 31 of each year.



General Principles

Respect and Code of Conduct

Students and staff are expected to act respectfully toward one another and strictly observe the school and divisional Codes of Conduct at all times.

Prohibited Behaviours and Interventions

The following behaviours will result in an intervention, a response, and/or a consequence:

- Abusing another person verbally, in writing, electronically, or otherwise, including physical, sexual, emotional, or psychological abuse.
- Exhibiting bullying behaviour toward another person, as defined in the school's glossary of terms.
- Discriminating against any person on the basis of characteristics protected under subsection 9(2) of *The Human Rights Code*, including but not limited to:
 - Ancestry, including colour and perceived race
 - Nationality or national origin
 - Ethnic background or origin
 - Religion, creed, or religious belief, association, or activity
 - Age
 - Sex, including sex-determined characteristics or circumstances such as pregnancy or related conditions
 - Gender identity
 - Sexual orientation
 - Marital or family status
 - Source of income
 - Political belief, association, or activity
 - Physical or mental disability, including reliance on service animals or remedial devices
 - Social disadvantage
- Using, possessing, or being under the influence of alcohol, cannabis, or illicit drugs on school property.

Prohibited Activities on School Sites

The following activities are strictly prohibited on school sites:

- Gang activity
- Possession of weapons, as defined by section 2 of the *Criminal Code (Canada)*. A weapon is any item used, designed, or intended to cause death or injury or to threaten or intimidate any person.



Use of Technology and Communication Devices

Students and staff must adhere to school policies regarding the appropriate use of:

- The Internet, including the use of AI-generated content such as audio, images, video, or text, as well as social media, text messaging, direct messaging, websites, and email.
- Cameras, cell phones, and other electronic or personal communication devices, as specified in the Code of Conduct or school board policies.
- Harmful use of electronic communication, including doxing, swatting (the deliberate, malicious, and illegal act of reporting a false crime to evoke an aggressive law enforcement response), cyber flashing, and sextortion is strictly prohibited.

Behaviour That Requires Intervention and Response

There are many behaviours that warrant an intervention and response rooted in caring and support. Some of these behaviours include but are not limited to the following:

bullying/cyberbullying behaviour

- harassment/discrimination
- threats to others
- theft
- trafficking in drugs or sex
- physical violence/aggression
- sexual assault/aggression
- hazing
- bullying/cyberbullying behaviour
- harassment/discrimination
- threats to others
- theft
- trafficking in drugs or sex
- physical violence/aggression
- sexual assault/aggression
- hazing gang activity
- possession of a weapon
- possession of or being under the influence of alcohol, cannabis, or an illicit drug
- harmful use of the Internet and electronic communication including AI-generated content (e.g., audio, images, video, or text), doxing, swatting, cyber flashing, and sextortion
- self- or peer exploitation
- threats and/or harm to self



Proactive Strategies

The most critical step to building a safe, respectful, and productive learning environment is establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners in the school. Proactive strategies focus on instruction and sustained school-wide programs that emphasize social responsibility and positive behaviour, rather than solely relying on negative consequences.

Some key components for fostering a positive school climate include:

- Engaging in character education and inclusive initiatives.
- Communicating, teaching and modelling the positive behaviours students are to exhibit in the classroom and other parts of the school throughout the day.
- Ensuring classroom structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviours and early correction of inappropriate behaviours.
- Encouraging student participation in meaningful roles and activities that increase prosocial behaviours and promote a safe, caring and inclusive environment.
- Establishing, maintaining and strengthening positive working relationships with parent(s)/caregiver(s), community members, and organizations.
- Supporting student and staff activities that promote understanding and respect for all.
- Using early identification systems to monitor and support at-risk students.

Response to Behaviour

Effective student management teaches students appropriate behaviour and incorporates an appropriate range of consequences. The division will apply a wide range of consequences for behaviour that interferes with safety, learning and work. The consequences applied will depend on the severity of the incident, the student's age and state of development, the student's diverse needs (including the need for reasonable accommodation), and the frequency of the behaviour.

- Guidelines for addressing behaviour include:
- Utilize restorative practices focusing on dialogue and understanding.
- Explore alternative consequences to suspension, such as community service or reflective assignments.
- Ensure that any behaviour intervention, response, or consequence is administered in a manner consistent with respecting the student's human dignity.
- Before any disciplinary action, consider proactive supports such as community service, restorative practices, and behavioural contracts.



Guiding Principles for Exclusionary Practices

Exclusionary practices, which remove a student from their usual educational setting, must be exercised with caution. The degree of exclusion for any reason must be commensurate with the least restrictive environment and should not be punitive.

Seclusion is a safety response only and must never be used as a consequence for behaviour. School staff must adhere to the provincial policy guidelines regarding the use of seclusion.

Intervention Strategies

Park West School Division employs a range of interventions for inappropriate behaviour, focusing on student-centred strategies that foster growth. The response depends on the severity and frequency of the behaviour. Possible interventions include:

- **Discussion with a Trusted Adult (Informal Interview):** Discussion about behaviour; parent(s)/caregiver(s) contact as needed.
- **Parental/Caregiver Involvement:** Contacting parent(s)/caregiver(s) to discuss the student's specific behaviour and strategies to shift behaviour positively.
- **Formal Meeting:** A meeting with the student, parent(s)/caregiver(s), and other relevant support members to develop a plan to enhance engagement in positive behaviour.
- **Positive Behaviour Agreement (Behavioural Contract):** A collaborative agreement setting clear expectations and goals for success.
- **Restoring Community/Restitution:** Compensating for damages, which may be monetary or actions that acknowledge responsibility and rebuild community.
- **Student Services Referral:** Consulting divisional support staff or clinicians for intervention plans or specialized assessments/interventions.
- **Withdrawal/Removal of Privileges:** Temporary removal from class or limiting access to school facilities/activities, as necessary.
- **Detention:** Detaining students for inappropriate behaviour, with parental notification for extended detentions.
- **Outside Agency/Community Involvement:** Engaging law enforcement, child services, trauma-informed services, or other community-based programs when necessary, especially regarding serious behaviours such as threats to self or self-exploitation.



- **Risk/Threat Assessment:** Formal assessment protocols for high-risk behaviours or threats that impact the school.
- **In-School Suspension (ISS):** Assigning students to a supervised area with assigned work.
- **Out-of-School Suspension (OSS):** Temporary exclusion from school for serious infractions.

Suspension Protocol

Suspension is the temporary stopping of a student's right to attend school. Suspensions will be considered as a last resort, only after all proactive supports and alternatives have been attempted. Schools will provide comprehensive reintegration support for students returning from suspension.

Expulsion Protocol

Expulsion is a severe consequence reserved for cases where a student engages in severe behaviour that is injurious to the school environment and/or presents an imminent safety risk. The division will adhere to the following guidance regarding expulsion:

1. **Definition of Expulsion:** An out-of-school suspension lasting longer than six weeks shall be considered an expulsion.
2. **Authority:** Expulsions may only be administered by the school board.
3. **Scope and Duration:** Expulsions may occur from the specific school the student is attending, but not from the school division/district entirely. The expulsion will last only until the school board rescinds the expulsion or the end of the current school year, whichever comes first.
4. **Case Management and Alternative Programming:** A case management approach is required for expelled students. The school division is required to provide the student with alternative programming during the expulsion period, which may include providing supports for schoolwork at home, enrolling the student in a different school/program within the division, or facilitating enrolment in an approved activity/program.
5. **Re-entry:** A plan for review and re-entry must be developed by the school before the end of the current school year to enable the student to begin the new school year with their peers the following September.



Managed Move

When attending the catchment school is appropriate for most students, there are times when it may not be. Park West School Division may engage in a **Managed Move**, which is defined as a supportive and collaborative practice whereby students are transitioned from one school to another school or program.

- **Purpose:** A managed move may occur for multiple reasons, often offering the student the opportunity to move to a new environment. It may be used when it is determined that an expelled student will not return to their current school.
- **Planning and Support:** The transfer must be carefully planned, taking into account the student's diverse learning and behaviour needs, and ensuring the student is fully supported by both the outgoing school and receiving school or program.
- **Collaboration:** The process is initiated by the outgoing school or division and must involve the student, parent(s)/caregiver(s), both the outgoing and receiving schools, and any relevant support agencies.
- **Information Sharing:** Information sharing between the in-school teams of both schools, including data on prior academic attainment, risk/threat assessment, and attempted interventions, will precede the move. The timely transfer of files is required.

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. Threats are characterized as an expression of intent to do harm or act out violently against someone or something. All high-risk behaviours, including threats and/or harm to self, will be taken seriously, and all high-risk students will be assessed accordingly.

Emergency Procedures

It is recognized that enhanced direction may be provided for behaviour during emergencies, emphasizing the importance of cooperation and respect for authority figures.

Recognition of Positive Behaviour

Positive behaviour will be recognized and rewarded through various initiatives to encourage a supportive school climate.



Involvement of Law Enforcement

Law enforcement may be notified when serious incidents happen at school, during in- or out-of-school-related activities, or in other circumstances if the incident has a negative impact on the school environment.

Law enforcement will be notified in the event severe prohibited behaviours that are inherently criminal or high-risk and are listed as those requiring intervention. This may include but not be limited to the following behaviours:

- Possession of Weapons
- Gang Activity
- Serious Physical Violence/Aggression
- Sexual Assault/Aggression
- Trafficking in Drugs or Sex
- Harmful Use of Technology (e.g., Swatting, Sextortion)

Law enforcement involvement may be requested as part of the formal Risk/Threat Assessment protocols for high-risk threatening behaviours or threats that impact the school. Threats are characterized as an expression of intent to do harm or act out violently against someone or something.

Parent(s)/caregiver(s) will be informed immediately of any law enforcement notification unless law enforcement direct otherwise. Other circumstances may require a referral to Manitoba Child and Family Services or other community-based programs/agencies.

Notification of the police does not necessarily mean that charges are being sought.

Support for Victims

In cases of bullying, discrimination, or other harmful behaviour, specific measures will be implemented to support impacted students, including counselling services and clear reporting mechanisms. Where the principal believes that a student at the school has been harmed because of another's behaviour, the principal must notify the students' parent(s)/caregiver(s) as soon as reasonably possible, including the nature of the behaviour, the nature of the harm, and the steps taken to protect student safety.

When providing this information, discretion must be exercised to protect the student's personal information and, specifically, to protect students from harm in disclosing gender identity or sexual orientation, especially if they have not shared their identity beyond the school community.



Recognition of Positive Behaviour

Positive behaviour will be recognized and rewarded through various initiatives to encourage a supportive school climate.

Appeal Process

When behaviours contravene the Code of Conduct, the school will determine appropriate interventions, responses, or consequences following established procedures. Students and staff have the right to appeal decisions through the designated appeal processes outlined in the school policies.

Parent(s)/caregiver(s) who disagree with a behaviour intervention, response, consequence, or placement of their child may access the appeal process. Students and parent(s)/caregiver(s) must follow the school board's established appeal process.

The standard appeal process is as follows:

1. Discuss the issue with the teacher.
2. If unresolved, appeal to the principal.
3. Further appeals can be made to the superintendent.
4. If still unresolved, the appeal goes to the board of trustees.

Exceptions to the Standard Appeal Process

- In the case of a student who has been suspended for more than five days, the appeal goes directly to the school board. The board must permit the student and parent(s)/caregiver(s) to make representations.
- In the case of a student who has been expelled, the appeal goes directly to the school board. The board must permit the student and parent(s)/caregiver(s) to make representations before a decision is made to expel.

Implementation and Ongoing Evaluation

This Code of Conduct takes effect immediately and will be reviewed regularly to ensure ongoing relevance and effectiveness in maintaining a positive educational environment.

We will regularly collect and analyze data on student behaviour and intervention effectiveness, conducting annual reviews of behaviour support policies with input from staff, students, and families.



Rights and Responsibilities of Students

Rights

Students have the right:

- To expect that appropriate measures will be taken to ensure that any behaviour intervention, response, or consequence is administered in a manner consistent with respecting human dignity.
- To be treated with care and concern irrespective of the situation.
- To access appropriate educational programming during suspension and/or expulsion.
- To be accompanied by a parent/caregiver or other adult to assist and make representations to the school board in an appeal when the decision has been made to suspend beyond five days.
- To be accompanied by a parent/caregiver or other adult to assist and make representations to the school board before a decision is made to expel.
- To be accompanied by a parent/caregiver or other adult to assist in consultation during the managed move process.

Responsibilities

Students have the responsibility:

- To attend school and classes regularly and punctually.
- To observe school and school division behaviour management expectations and intervention and response policies.
- To observe the school code of conduct.
- To actively participate in behaviour intervention and response planning.
- To complete assignments and other related work required by teachers or other employees.
- To be respectful of school property and the property of others.
- To assume responsibility if school and/or division property is destroyed, damaged, or lost as a result of an intentional or negligent act.

Rights and Responsibilities of Parent(s)/Caregiver(s)

Rights

Parent(s)/caregiver(s) have the right:

- To be informed regularly of their child's attendance, behaviour, and academic achievement.
- To be informed of the behaviour management, intervention, and response policies of the school and/or school division.



- To accompany their child and assist them in making representations to the school board regarding a suspension of more than five days or before a decision is made to expel the child.
- To accompany their child and assist them in collaboration during the managed move process.

Responsibilities

Parent(s)/caregiver(s) have the responsibility:

- To cooperate with teachers and other school and/or division employees to ensure their child observes the school and/or division behaviour management, intervention, and response policies, and the school's code of conduct.
- To take all reasonable measures to ensure the student attends school regularly.
- To assume responsibility, with the student, where school and/or division property is destroyed, damaged, or lost as a result of an intentional or negligent act of that student.

Responsibilities of Teachers

Teachers have the responsibility:

- To maintain a safe and caring environment for students attending or participating in activities sponsored or approved by the school.
- To treat students with care and concern irrespective of the situation.
- To comply with the school code of conduct.
- To ensure the interventions, responses, and consequences implemented are appropriate, considering the frequency and severity of the code of conduct non-observance, the student's age and state of development, and their degree of social-emotional and mental wellness.
- To report to the principal non-observance of the code of conduct while at school or at a prescribed school-approved activity as soon as reasonably possible.
- To report to the principal, as soon as reasonably possible, harmful use of the Internet, electronic communication, and AI-generated content (e.g., audio, images, video, or text) whether or not it occurs during school hours.
- To report to the principal, as soon as reasonably possible, that a student may have engaged in or been impacted by bullying/cyberbullying behaviour, or any other behaviour requiring intervention and response, whether or not it occurs during school hours.
- To seize or cause to be seized and take possession of any offensive/dangerous weapon brought to school by a student and entrust it to the principal.
- To promptly document and report to the principal a student suspension from the classroom.



- To participate in the re-entry process and the managed move process to support student transition, when deemed appropriate by the principal.

Responsibilities of Principals

Principals have the responsibility:

- To treat students with care and concern.
- To establish a school code of conduct in consultation with the School Advisory Committee.
- To ensure the annual review of the school's code of conduct and emergency response plan is completed by October 31 of each year.
- To ensure that a school's behaviour management policies and consequences are consistent with any ministerial or policy directives.
- To supervise or ensure supervision of buildings and grounds during school hours.
- To provide behaviour intervention and response appropriate to student needs from arrival to departure, including on the way to/from school, during transportation, and at school-related activities.
- To ensure interventions, responses, and consequences are appropriate, taking into account the students' age and state of development, as well as their degree of social-emotional and mental wellness.
- To notify the parent(s)/caregiver(s), as soon as reasonably possible, if the principal believes that a student has been harmed as a result of another person's behaviour.
- To inform the student's parent(s)/caregiver(s) of any suspension and the reasons, as soon as reasonably possible.
- To give the school board or designate, within 24 hours of a student being suspended, a written report.
- To keep records of each student suspension, including the nature and duration of all suspensions.
- To ensure that educational programming is available to a student who has been suspended for more than five days.
- To participate in and direct appropriate staff to participate in the managed move process after consultation with the superintendent.
- In the case of an expulsion, to designate a case manager to work with the student and their parent(s)/caregiver(s) and develop a mechanism for daily contact to support continued learning and well-being.



Responsibilities of Superintendents

Superintendents have the responsibility:

- To inform the student's parent(s)/caregiver(s) of a suspension beyond five days and up to six weeks and the reasons for the suspension where the behaviour is deemed injurious or an imminent safety risk.
- To give the school board a written report setting out the student's name, suspension period, and incident description.
- To advise the school board if and when a student will participate in the managed move process.
- To engage in consultation with the school principal about the appropriateness of a managed move.

Responsibilities of School Boards

School boards have the responsibility:

- To establish written policy respecting the appropriate use of the Internet, social media, electronic devices, and AI-generated content.
- To establish written policy on respect for human diversity and ensure that the policy is implemented in each school, promoting a safe and inclusive environment and staff training on bullying prevention.
- To permit a student and their parent(s)/caregiver(s) to make representations about a suspension of more than five days.
- To confirm or modify the suspension or reinstate the student after receiving such a representation.
- To suspend or expel any student who has engaged in behaviour deemed injurious to the school environment and/or an imminent safety risk.
- To ensure that alternative programming is made available for students at compulsory school age who are expelled.
- To limit or place conditions on a teacher's right to suspend if the board is of the opinion that the teacher has repeatedly suspended students unjustifiably.
- To develop policies regarding the use of the Code of Conduct in accordance with the provincial policy directive.