

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.

Suspension²

Suspension is the temporary stopping of a student's right to attend school classes. 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.

Expulsion²

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.

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.

Threat assessment (cont'd)

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.

This brochure serves as *fair notice* that incidents of threat to self-harm or to harm others will be actively investigated. Because of the serious nature of such incidents, the investigation will continue even if the parent/guardian cannot immediately be contacted. Continued efforts will be made to contact the parent/guardian.

APPEAL PROCESS

River East Transcona 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.³

SAFE SCHOOLS

The RETSD 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;⁴
- 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.

REFERENCES

The River East Transcona School Division Policy Manual can be viewed at www.retsd.mb.ca/site/about/policy/polmain.html.

The Safe Schools Charter of Manitoba can be viewed at web2.gov.mb.ca/laws/statutes/2004/c02404e.php or ordered from the Statutory Publications Office at 945-3101.

- 1 RETSD Policy Manual, Policy KE – *Concern Protocol*
- 2 RETSD Policy Manual, Policies JKD – *Student Suspension and Expulsion*, and JICH – *Alcohol and Other Drug Use by Students*
- 3 RETSD Policy Manual, Policy BEDH – *Public Participation at Board Meetings, Section 3*
- 4 RETSD Policy Manual, Policies IJND – *Computer Technology Use*, and JICJ – *Student Use of Cell Phones and Electronic Communication Devices*



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CODE OF CONDUCT

RESPECT • SUPPORT • SAFETY • ABILITIES • CARING • PURPOSE • COMMUNICATION • RIGHTS • ATTENDANCE • PEACE • STAFF • PREVENTION • COMMUNITY • PROPERTY • COLLABORATION • CONFIDENTIALITY • SUCCESS • POLITENESS • ENVIRONMENTS • PROBLEM-SOLVING • NEEDS • HELP • GUARDIAN • LEARNING • CO-OPERATION • TEACHERS • DIGNITY • ENCOURAGEMENT • PUNCTUALITY • COMPASSION • DIVERSITY • PARTICIPATION • EMPATHY • FAIRNESS • PARENT DEVELOPMENT • RESPECT • RESPONSIBILITY • ASSES • AGENCIES • CLASSES • ACCESS • RESOLUTIONS • BEHAVIOURS • ACHIEVEMENTS • ATTITUDES • INSPIRATION • FOUNDATIONS

MISSION STATEMENT

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

CODE OF CONDUCT

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. River East Transcona School Division believes that everyone has the right to be treated with dignity and respect.

River East Transcona School Division schools, parents/guardians, students and community will promote the development of beliefs and attitudes that foster a safe and caring learning environment. Pupils, parents/guardians and staff are to behave in a respectful manner and comply with the code of conduct.

- An active student voice will be encouraged in all schools.
- Community school initiatives will be encouraged.
- A continuum of supports and services will be utilized to address the unique academic and behavioural needs of students.
- Problem-solving and conflict management skills will be developed.
- Parents/guardians will initiate dialogue regarding their child through the classroom teacher or school administration.¹

ROLES AND RESPONSIBILITIES

The division believes that all staff, parents/guardians and students have a responsibility to maintain a safe, caring and respectful environment.

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 his/her 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 schoolwide 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

The division believes that 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. 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 his/her 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