

**SECTION 3000 - STUDENTS
STUDENT DISCIPLINE – STUDENT CODE OF CONDUCT**

Mission

Lord Selkirk School Division is committed to providing a safe, inclusive, engaging, and respectful learning environment to support and enable learners to develop the knowledge, skills and values necessary to reach their full potential.

Code of Conduct

The Lord Selkirk School Division Code of Conduct has been developed in accordance with guidelines from the Province of Manitoba. The purpose of the Code of Conduct is to promote a positive and healthy environment where high levels of achievement can occur. Lord Selkirk School Division believes that all individuals have the right to be treated with dignity and respect. Applying appropriate disciplinary measures as they are warranted promotes a positive approach to safety and belonging as part of a safe and caring school environment.

Roles and Responsibilities

Students will:

- behave in a polite, respectful and cooperative manner;
- demonstrate and support a safe, respectful, and caring learning environment;
- attend school and classes regularly and punctually;
- report incidences of bullying and/or cyber bullying to school personnel;
- complete assignments to the best of their ability;
- treat school property and the property of others with respect;
- dress appropriately for classes and activities;
- resolve conflicts peacefully through discussion or by seeking assistance from school personnel; and
- strive for academic excellence and honesty.

Parent(s)/Guardian(s) will:

- instill in their child an understanding of the importance of education;
- cooperate with and show respect to school division employees;
- recognize the authority of the school and divisional staff in providing a safe, respectful and caring learning environment;
- instill in their child the respect for the rights and properties of others;
- assume responsibility with the child, where school/division property is damaged, lost, or converted by the intentional or negligent act of that child;
- ensure their child attends all classes regularly, arrives at school on time, and completes assigned work to the best of their ability;
- communicate and work collaboratively with school personnel to ensure their child's success and appropriate behaviour; and
- encourage the peaceful resolution of conflict and discourage disrespect, violent or aggressive behaviour to solve a problem.

Cross Reference:

Board Informed: May 2014	Procedure Review Date:	Procedure Revision Date: September 2023	Page Page 1 of 7
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**SECTION 3000 - STUDENTS
STUDENT DISCIPLINE – STUDENT CODE OF CONDUCT**

Staff will:

- provide a classroom environment that is safe and respectful;
- communicate information about student progress, attendance and behaviour to students, parent(s)/guardian(s) and administration;
- show respect to all stakeholders;
- respect all confidential information;
- dress appropriately for the working environment;
- provide relevant learning experiences based on the diverse needs of all students;
- participate in creating a positive school climate and safe environment;
- implement intervention strategies offered through a continuum of supports and services;
- ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school are appropriate, given the frequency and severity of the disciplinary violation, the student's state of development, the student's ability to comply and the amount of support required;
- assist students in resolving conflicts peacefully; and
- report to the principal unacceptable student conduct as soon as reasonably possible.

Principals will:

- establish, in consultation with staff and the school's advisory committee, a school Code of Conduct;
- ensure that the school's Code of Conduct is placed on the school website or distributed through email (or paper copy if requested) to all parent(s)/guardian(s), students and staff by October 31st of each year;
- remove, or cause to be removed, persons from school premises who are causing a disturbance or interruption, trespassing, or who are present for a purpose not reasonably associated with the normal functioning of the school;
- provide disciplinary authority over the conduct of each student of a school from the time the student arrives at the school until the student departs for the day, except during any period that the student is absent from school at the request of their parent(s)/guardian(s);
- ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school, are appropriate, given the frequency and severity of the disciplinary violation, take into account the student's state of development, ability to comply and the amount of support required;
- notify parent(s)/guardian(s), as soon as reasonably possible, if the principal believes that a student has been harmed as a result of the unacceptable conduct;
- suspend a student for up to one week for engaging in conduct that the principal considers injurious to the school environment and inform the student's parent(s)/guardian(s) of the suspension and the reasons for the suspension;

Cross Reference:			
Board Informed: May 2014	Procedure Review Date:	Procedure Revision Date: September 2023	Page Page 2 of 7

**SECTION 3000 - STUDENTS
STUDENT DISCIPLINE – STUDENT CODE OF CONDUCT**

- provide the superintendent, within 24 hours of a student being suspended, a written report setting out the pupil's name, the period of suspension, and a description of the disruptive behaviour for which the pupil was suspended;
- keep a record of each suspension of a student;
- ensure and arrange alternative programming for students who are suspended for more than five days and;
- ensure and arrange alternative programming for students under the age of 18 who are expelled.

Proactive & Intervention Strategies

Lord Selkirk School Division believes that today's students need to learn more than just academics, they need to learn life skills to be able to successfully manage tasks, form relationships, solve everyday problems and adapt to life's daily demands.

Schools in LSSD will implement proactive strategies that include a continuum of school-wide behavioural support. Effective student management teaches students appropriate skills and incorporates a range of behavioural supports.

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

Informal Discussion

School personnel talk with the student to reach an agreement regarding a plan to address the student's behaviour. The parent(s)/guardian(s) shall be contacted as required.

Withdrawal from Classroom Setting

Where specific student conduct is deemed to have a negative impact upon the classroom learning environment, the student may be withdrawn to a supervised alternate location within the school to complete their assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, the parent(s)/guardian(s) shall be informed.

Removal of Privileges

Privileges such as access to the playground, cafeteria, library, extracurricular activities, and/or bus transportation may be removed under certain circumstances. In such cases the parent(s)/guardian(s) shall be informed.

Detention

The student is detained at the school for specific unacceptable behaviour. Should a detention extend beyond regular school hours, the parent(s)/guardian(s) shall be informed.

Cross Reference:			
Board Informed: May 2014	Procedure Review Date:	Procedure Revision Date: September 2023	Page Page 3 of 7

**SECTION 3000 - STUDENTS
STUDENT DISCIPLINE – STUDENT CODE OF CONDUCT**

Parent(s)/Guardian(s) Involvement

Contact is made with the parent(s)/guardian(s) to discuss the student's specific behaviour and the steps that must be undertaken to move forward. The contact could vary from a telephone conversation to a formal conference at the school with the parent(s)/guardian(s), student, and school personnel.

Formal Interview

A conference is held with the student, the school team, and the parent(s)/guardian(s) to develop a plan to best support the student's behavioural needs.

Behavioural/Performance Contract

In some instances, the student is required to meet specific behavioural expectations in order to avoid more severe consequences. Such expectations are developed among the school, the parent(s)/guardian(s), and the student. Outcomes are clarified in order to meet the behaviour expectations agreed upon. Such an agreement is documented in an SSP (Student Specific Plan) with copies provided for all concerned parties.

Student Services

A referral may be made to school division student services personnel who can assist school staff. Such involvement may include a level of counseling and/or clinical support for the student that is in addition to any school-based programming.

The school team may consult with divisional support personnel when developing a behaviour support plan. parent(s)/guardian(s) will be involved in this process.

parent(s)/guardian(s) permission must be obtained for students under age 18, prior to any specialized assessments being initiated.

Restitution

Restitution is a disciplinary action intended to teach students that when they behave inappropriately it is their responsibility to repair the harm. Using a restorative approach can encourage students to make better choices and help them to correct their mistakes. Staff support students in viewing mistakes as learning opportunities where lagging skills can be explicitly taught.

In some cases, the student and/or parent(s)/guardian(s) shall be required to compensate for damages incurred to school division property by the intentional or negligent act of a child. Such compensation may be monetary in nature but could take alternative forms such as community service.

Cross Reference:			
Board Informed: May 2014	Procedure Review Date:	Procedure Revision Date: September 2023	Page Page 4 of 7

**SECTION 3000 - STUDENTS
STUDENT DISCIPLINE – STUDENT CODE OF CONDUCT**

Outside Agency/Community Involvement

In some cases, the student’s behaviour may involve a violation of the law (e.g. drugs, theft or assault) and police involvement will be required. Parent(s)/guardian(s) will be informed immediately of any such action, unless directed otherwise by the police.

Other circumstances may require a referral to Manitoba Child and Family Services. The safety of the student and others will be the key determining factor for such action.

Suspension

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 to the school’s educational purpose, suspension is sometimes necessary to ensure the safety of others in the school. Suspensions are applied when other strategies and/or 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.

Alternative programming must be provided for students who are suspended for more than five days. A Student Specific Plan shall be developed for all students who have been suspended (out of school) more than two times during a given school year.

Re-entry following Suspension

Following a suspension, a re-entry meeting shall occur which involves the student, administration, parent(s)/guardian(s) and appropriate team members. The re-entry meeting should occur the first day following the completion of the suspension.

A re-entry meeting shall occur for students whose school hours have been reduced or altered for disciplinary reasons. This process should involve the student, administration, parent(s)/guardian(s) and appropriate school and/or divisional team members. Specific goals and timelines shall be included in an SSP when planning for the student’s re-entry.

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. Alternative programming shall be provided for students under the age of 18 who are expelled.

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.

Cross Reference:			
Board Informed: May 2014	Procedure Review Date:	Procedure Revision Date: September 2023	Page Page 5 of 7

**SECTION 3000 - STUDENTS
STUDENT DISCIPLINE – STUDENT CODE OF CONDUCT**

In the event that such a situation arises, the resulting investigation will be extensive in scope and will include the involvement of Student Services personnel. Any student who poses a high risk to self-harm or to harm 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/supports, analyze appropriate next steps, determine appropriate consequences with a plan for follow-up. No student who has posed a threat of harm to themselves or to others will be permitted to attend school until safety is assured.

Safe Schools

As citizens, we share a responsibility to work together to provide school environments where all students and staff feel safe and respected, thereby allowing them to reach their full potential. We recognize there are socially acceptable standards of behaviour, and accept responsibility to promote and maintain these standards in each school. Students, parent(s)/guardian(s) and staff all share the responsibility of creating a positive school climate.

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

- bullying or abusing physically, sexually or psychologically, in writing, verbally or otherwise;
- 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; and/or
- inappropriate use of electronic mail, the Internet, cell phones and 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.

Appeal Process

It is important that the partnership between the school and parent(s)/guardian(s) is strong and that issues are resolved at the local level whenever possible. School staff and parent(s)/guardian(s) shall make all reasonable attempts to resolve disputes informally at the school level.

Lord Selkirk School Division recognizes that on occasion, concerns may arise. Students or parent(s)/guardian(s) of students may raise their concerns or appeal decisions as follows:

Cross Reference:			
Board Informed: May 2014	Procedure Review Date:	Procedure Revision Date: September 2023	Page Page 6 of 7

**SECTION 3000 - STUDENTS
STUDENT DISCIPLINE – STUDENT CODE OF CONDUCT**

- a) The decision of a teacher is first to be discussed with the teacher. If the parties are unable to form an agreeable solution, this decision may be appealed to the principal.
- b) The decision of the principal, if deemed unsatisfactory, may be appealed to the superintendent.
- c) If there is still an unacceptable result, the decision of the superintendent may be appealed to the board of trustees. A letter outlining the concerns should be sent to the trustees in care of the board chairperson.
- d) parent(s)/guardian(s), or students over 18 years of age, have the right to request formal dispute resolution from Manitoba Education and Early Childhood Learning within 30 days from the time a complaint has been determined by the school board and efforts to resolve the issues locally at the school and school division levels have failed.

For some students the approach to discipline will need to consider the student’s special learning needs, including whether the student is able to access the information, the student understands the policy or rules, and the disciplinary actions used for most students are appropriate for the student.

The parent(s) of a student, or a student who is over the age of 18, may make a complaint to the review coordinator of Manitoba Education and Early Childhood Learning about the appropriateness of educational programming or placement, as identified in the student’s Student Specific Plan.

Cross Reference:			
Board Informed: May 2014	Procedure Review Date:	Procedure Revision Date: September 2023	Page Page 7 of 7