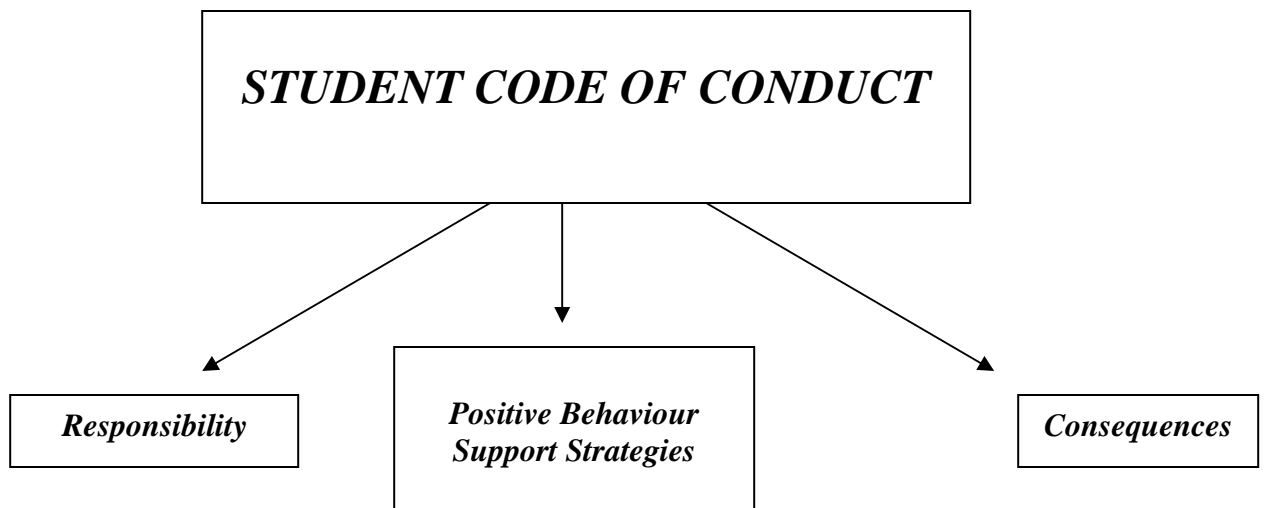




# STUDENT CODE OF CONDUCT



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## 1. INTRODUCTION

The Interlake School Division Student Code of Conduct is written with the intent of improving and maintaining appropriate student behaviour throughout the division and in all areas of a student's life. This document outlines the expectations of the Interlake School Division, the responsibilities of all stakeholders in fulfilling these expectations and the ways in which schools can assist students in adhering to the Code of Conduct. It is all-encompassing and does not refer to specific situations. Instead, it is a guide which gives ideals and methodologies that will pertain to situations which may occur. Students are expected to fulfill the Division's expectations, parents are encouraged to support the Code of Conduct, and school staffs are expected to promote and encourage positive behaviour whenever possible.

To support this procedure, schools will develop and implement a code of behaviour consistent with the divisional Code of Conduct objectives, will review it annually, and will revise it as required.

As policy and procedures cannot cover all possible circumstances, some discretion should be used by administrators with consideration given to the age of the child and special circumstances surrounding an incident.

Notwithstanding the above, violent incidences will receive serious consequences and no violent incident shall be ignored. Cumulative or multiple offences by the same student will be taken into account when administering the consequences outlined in this document.

## 2. WHAT IS THE CODE OF CONDUCT?

The Student Code of Conduct consists of the expectations that are set forth by the Interlake School Division with regard to the behaviour of all students. Thus, this document is based on the following expectations as set forth by the Division and subsequently goes on to include ways in which all stakeholders can assist in meeting these goals.

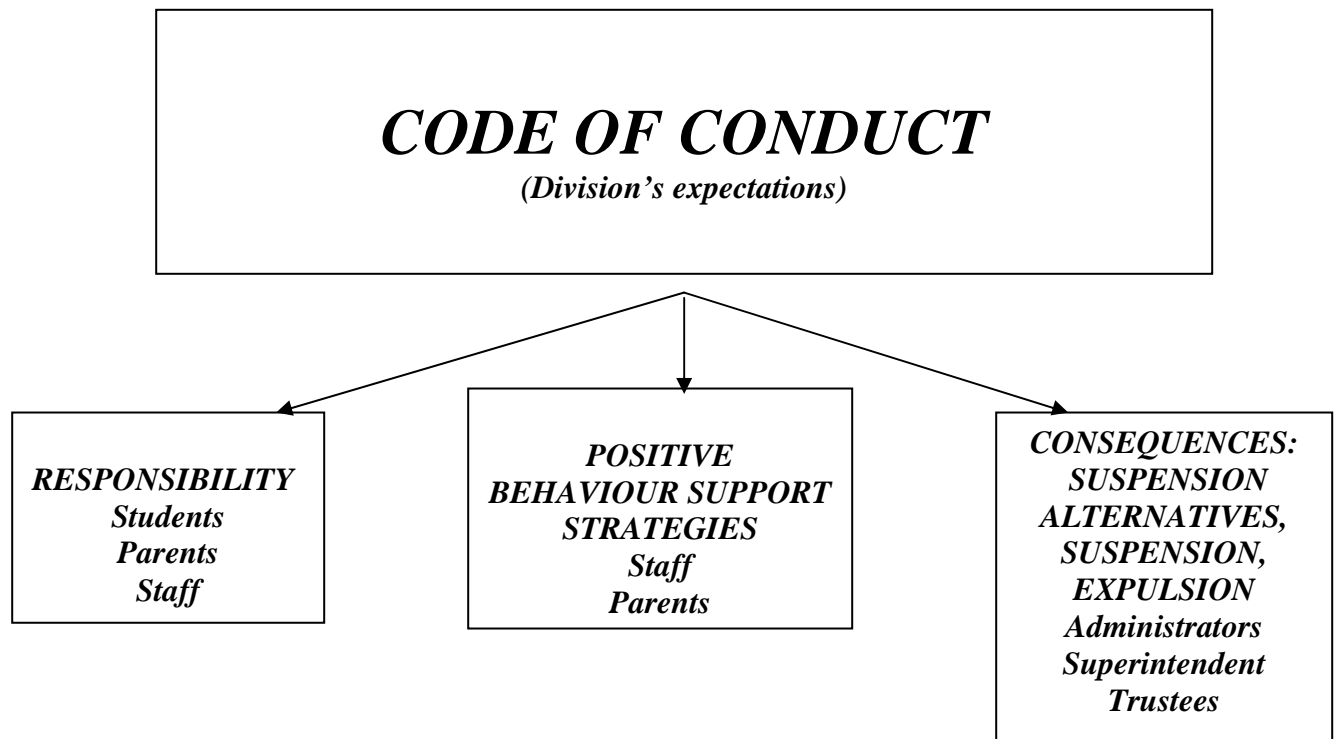
Every student shall conduct him/herself with:

- Moral integrity.
- Academic and social responsibility.
- Respect for the rights and values of others.
- Respect for property.
- Responsibility for the safety of themselves and others.

In addition, the following actions will not be tolerated:

- Bullying or abusing physically, sexually, or psychologically, orally, in writing, electronically (Cyber-Bullying) or otherwise.
- Discriminating unreasonably on the basis of any characteristic.
- Gang involvement of any kind.
- Inappropriate use of the Internet and electronic mail.

While students are expected to behave in a positive manner at all times, they are not expected to accomplish the above goals alone. All caregivers have a part in the teaching of appropriate student conduct and thus, through a combination of personal responsibility, positive behaviour support and consequences, the Division's expectations can be met. The following diagram illustrates this concept:



### 3. RESPONSIBILITIES:

Everyone in a school division has responsibilities with regard to fulfilling the Division's expectations. Accordingly, each stakeholder's responsibilities with regard to the Interlake School Division Student Code of Conduct are listed below. It is expected that every person shall do his or her best at all times to uphold their own particular responsibilities so that the school division as a whole will be a safe and positive environment.

**THESE RESPONSIBILITIES ALSO APPLY ON THE WAY TO AND FROM SCHOOL, ON ALL SCHOOL- RELATED ACTIVITIES, ON SCHOOL BUSES OR OTHER VEHICLES BEING USED FOR SCHOOL EVENTS.**

#### **3.1 Students are expected to:**

- a. Attend classes and be punctual.
- b. Follow the rules of conduct established by the school and the expectations of the Interlake School Division.
- c. Support a positive and safe school climate.
- d. Respect all persons and property.

#### **3.2 Parents/guardians are encouraged to:**

- a. Take an active role in their children's learning in ways such as attending meetings or assisting with homework if necessary.
- b. Ensure that their children follow the school rules of conduct and the expectations of the Interlake School Division.
- c. Reinforce respectful language and behaviour, appropriate dress and respect for all persons and property.

#### **3.3 Staff members are expected to:**

- a. Promote a safe school environment.
- b. Promote a positive atmosphere and pride in the school and school activities.
- c. Encourage respectful language, appropriate dress and regard for others.
- d. Inform students and parents/guardians of the school rules of conduct and the expectations of the Division.
- e. Assist students in learning and maintaining appropriate behaviour.

#### **4. POSITIVE BEHAVIOUR SUPPORT STRATEGIES**

While it is expected that students will endeavour to fulfill their responsibilities with regard to appropriate behaviour at all times, it is recognized that assistance, practice, and correction are also necessary in the development of contributing members of society and of children in particular. Therefore, whenever possible, staff members are expected to use positive behaviour support strategies that are designed to teach and reinforce good behaviour. Some examples of positive behaviour support strategies are as follows:

- Student-developed plan for changing behaviour in the future.
- Student-developed plan for alternative response to peers with teacher or counselor.
- Participation in conflict resolution.
- Participation in anger management sessions.
- Oral or written demonstration of understanding of rules and behaviour expectations in specific area of concern.
- Participation in anti-bullying or bullying prevention activities.
- Student-developed plan for long or short term course completion.
- Peer helping/mentoring.

Many other positive behaviour support strategies exist or can be created by schools in an effort to teach and assist students in learning and maintaining appropriate behaviour. Schools are encouraged to employ methodologies of this nature, but must ensure that consequences are appropriate and meaningful. Schools will also make expectations of students clear to all, and shall therefore develop individual school codes of conduct that use this document as an overall guide.

#### **5. CONSEQUENCES**

It is also recognized that there are times when positive behaviour support may be inadequate or inappropriate to certain situations and that additional consequences may be necessary. At those times, positive behaviour support strategies may be combined or substituted for one or more of the following:

##### **5.1 Alternatives to suspension:**

Examples of suspension alternatives include such strategies as:

- a. Consequence options such as loss of recess, break time or other privileges.
- b. Isolated setting for limited period of time.
- c. Time missed made up at other free times.
- d. Socially responsible activities such as area clean-up.
- e. Restitution for damages to physical property.

Again, many more alternatives to suspension exist or can be created and schools are encouraged to employ such methods. However, alternatives to suspension must be appropriate to the situation and have as their goal the promotion of positive behaviour.

## **5.2 Guidelines for suspension:**

Suspension should be considered for one or more of the following reasons:

- a. The infraction is of a serious enough nature that behaviour support strategies and alternatives to suspension alone would be insufficient or inappropriate.
- b. The incident has safety issues and removal from school is a practical action in a given situation.
- c. Incidents have become cumulative in nature and other methods have thus far been ineffective.

If either or any of the above circumstances exist, suspension should be used in one of the following forms:

- a. In-school suspension at the discretion of the administrator.
- b. Teacher suspension from class for up to two school days – Manitoba Regulation 68/97, Public Schools Act 40.3(1).
- c. Administrator suspension from school for up to five school days – Manitoba Regulation 68/97, Public Schools Act 40.5(2).
- d. Superintendent suspension from school for up to six weeks – Manitoba Regulation 68/97, Public Schools Act 40.6. This will occur by request, in writing, by the principal of the school to the superintendent.
- e. The Board may suspend a student for an extended period or expel upon the recommendation of the superintendent.
- f. When students are suspended from school, they are also suspended from any school-sponsored activities that occur in any school or on any grounds in the division during school hours and any school-sponsored activity regardless of venue (i.e. hockey rink).

**The following actions will result in consequences ranging from a minimum 5- day up to 6-week suspension, including expulsion. Exceptions will be cases that require administrators to consider the age of the student or special circumstances that may be present.**

- a. Possession or use of drugs, drug paraphernalia or alcohol.
- b. Possession or use of weapons.

### **5.3 Notification of Suspension:**

Notification of a suspension shall be made to:

- a. The Superintendents Department using the *Notification of Suspension* form D-4(R3-F1) along with a copy of the letter to the parent. In cases where the suspension involves a violent incident a *Violent Incident Report Form* D-4(R3-F2) will also be completed and submitted.
- b. The parent/guardian and to the student if the student is an adult, verbally and then by letter.

The letter to the parent shall contain the following information:

- a. Duration, beginning and ending dates of suspension.
- b. A description of the conduct for which the student was suspended.
- c. Any other extenuating circumstances which may exist.
- d. An explanation of what a school suspension encompasses [refer to 5.2(f)]

### **5.4 Appeal of Suspension:**

- a. An appeal of a suspension of five (5) days or less shall only be heard by the school principal.
- b. An appeal of a suspension greater than five (5) days shall be heard by the Interlake School Division Board of Trustees.
- c. The student will be required to remain out of school for the duration of the suspension or until the appeal is satisfied.

### **5.5 Consequences for Special Education Students:**

It is recognized that special education students sometimes act in inappropriate ways due to the nature of their disability or their impaired emotional state. Accordingly, principals are expected to have knowledge of these special circumstances and to employ support strategies or use consequences that are appropriate for the situation. If behaviour plans and IEPs are in place for certain students, principals should act in accordance with these pre-arranged plans.

### **5.6 Expulsion:**

Further to suspension is the act of expulsion. Expulsion will be used in the Interlake School Division in extreme situations and may only be invoked by the Board of Trustees. Expulsion will be considered by the Superintendent in consultation with the school administrator and possibly the Student Services Department and given to the Board as a recommendation. The Board of Trustees will then hold a Hearing for Expulsion which may be attended by the student and his or her guardians and legal counsel if desired. The Board shall rule on the decision and inform the student and guardians after all discussions ensue. The decision of the Interlake School Division Board of Trustees shall be final.