ROLLING RIVER SCHOOL DIVISION

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CODE
of
CONDUCT

ROLLING RIVER SCHOOL DIVISION

CODE *of* CONDUCT

Rolling River School Division (RRSD) is committed to providing safe and caring places for learning. Guided by the Code of Conduct, our goal is to create a sense of belonging and safety for members of the school community. We will promote a healthy, caring, and inclusive school culture where high levels of achievement occur within a positive school environment. RRSD believes that everyone has the right to be treated with dignity and respect.

RRSD staff, parents/guardians, students, and community will promote the development of beliefs and attitudes that create a safe, caring, and inclusive learning environment.

The standards of behavior outlined in the Code of Conduct shall apply to all members of the school community, including students, parents/guardians, staff members, School Board Trustees, volunteers, and visitors:
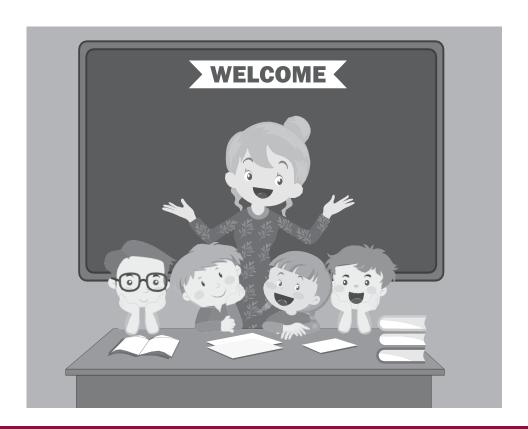
- On school sites, RRSD property;

- While travelling to and from school on and off RRSD transportation; and

- During school activities on and off site.

Every school will establish a committee known as the Safe School Advisory Committee.

This flip booklet 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 parents/guardians cannot immediately be contacted. Continued efforts will be made to contact the parents/guardians.

Roles & Responsibilities

The RRSD Code of Conduct is consistent with the Safe Schools Charter of Manitoba and Manitoba's Provincial Code of Conduct for Safe and Caring Schools. Students, parents/guardians, staff members, School Board Trustees, volunteers, and visitors are expected to follow the Rolling River School Division Code of Conduct.

Students will:

- Strive for academic excellence through active participation in learning opportunities and school activities.

- Respect the need of others to work in a respectful and cooperative environment that is helpful to learning and teaching.

- Show common courtesy and respect to all. Discriminating on the basis of any characteristic set out in Manitoba's Human Rights Code is unacceptable. Abusive language and aggressive behaviour are unacceptable at all times.

- Attend school and classes regularly and punctually, bring all required supplies and complete assignments.

- Demonstrate respect for school property and the property of others.

- Follow RRSD policies regarding appropriate use of the Internet, social media, text messaging, instant messaging, websites, digital cameras, cell phones (including those equipped with digital cameras), and other emerging technology. Accessing, uploading, downloading, sharing or distribution of information or material that is determined to be objectionable or not in keeping with the maintenance of a positive school environment is prohibited.

- Accept responsibility for inappropriate words and actions (includes hand signals/gestures) and strive to repair harm and restore relationships.

- Solve conflicts peacefully through discussion or by seeking adult assistance.

- Demonstrate honesty and integrity in all academic matters; refrain from engaging in plagiarism or other means of academic dishonesty.

- Be supported when establishing and leading student-based activities and organizations that promote gender equity, anti-racism, anti-homophobia, or awareness, understanding and respect for all people.

- Be aware that using tobacco products, electronic cigarettes, and vaporizers is not acceptable and will not be tolerated. Also, be aware that trafficking, using illicit drugs, possessing or being under the influence of alcohol, are not acceptable and will not be tolerated.

- Be aware that weapons of any kind will not be tolerated on school sites or RRSD property.

- Report bullying behaviour to school staff as soon as reasonably possible. All fellow students have a right to a school environment that is free from bullying, including cyberbullying, or abusing another person verbally, physically, sexually, psychologically or in writing, or otherwise and will not be tolerated.

Manitoba's Definition

"Bullying is behaviour that is intended to cause, fear, intimidation, humiliation, distress, or other forms of harm to another person's feelings, self-esteem, body, or reputation, or is intended to create a negative school environment for another person.

Bullying takes place in a context of a real or perceived power imbalance between the people involved and is typically, but not be, repeated behaviour.

It may be direct (face to face) or indirect (through others), and it may take place through any form of expression – including written, verbal, or physical – or by means of any form of electronic communication (referred to as cyberbullying), including social media, text messaging, instant messaging, websites, or email."

The Public School Act, 2013, Section 1.2

STUDENTS WILL:

Staff will:

- Establish and maintain a positive, caring, and inclusive learning environment.

- Provide learning opportunities for students as prescribed by Rolling River School Division and Manitoba Education and Training standards for **"*Appropriate Education Programming in Manitoba: Standards for Student Services (2006)"*.**

- Be a role model for the students that is conducive to establishing a positive learning environment and respect for fellow students, school personnel, and property.

- Keep students, parents/ guardians and administration informed about student progress, assessment practices, attendance and behaviour.

- Show common courtesy and respect to all. Discriminating on the basis of any characteristic set out in Manitoba's Human Rights Code (http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php) is unacceptable. Abusive language and aggressive behaviour are unacceptable at all times.

- Treat all students, parents/ guardians and staff members fairly and consistently.

- Maintain and respect the confidential information of students, families and staff.

- Assist students in resolving conflicts peacefully and use the Code of Conduct to encourage appropriate behaviour.

- Implement proactive and reactive intervention strategies through a continuum of programming and services.

- Support students when they are establishing and leading student-based activities and organizations that promote gender equity, antiracism, anti-homophobia, or awareness, understanding and respect for all people.

- Be aware that bullying, including cyberbullying, or abusing another person verbally, physically, sexually, psychologically or in writing, or otherwise will not be tolerated. Bullying is behaviour that is intended to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property.

- Report incidents of bullying, including cyber-bullying, to the principal, as soon as reasonably possible. Principals will notify student's parents/guardians if the principal believes a student has been negatively impacted – physically or emotionally - as a result of the unacceptable conduct by another student.

- Report to the principal unacceptable student conduct while at school or at a prescribed school approved activity as soon as reasonably possible.

- Follow RRSD policies regarding appropriate use of the Internet, social media, text messaging, instant messaging, websites, digital cameras, and cell phones (including those equipped with digital cameras). Accessing, uploading, downloading, sharing or distribution of information or material that the School Board has determined to be objectionable or not in keeping with the maintenance of a positive school environment is prohibited.

- Be aware that trafficking, using, possessing or being under the influence of alcohol, tobacco products, electronic cigarettes and vaporizers or illicit drugs is unacceptable and will not be tolerated.

STAFF WILL:

Parents/Guardians will:

- Ensure their children attend school and classes regularly and punctually. Contact the school promptly to report their child's absence or late arrival.
- Maintain open and respectful communication with staff members to support their child's education. Follow established procedures for dealing with concerns or issues:
  - o Begin by contacting your child's teacher to discuss the concern and to seek a solution;
  - o If the concern is not resolved, contact the school principal;
  - o If a resolution is not found or you are not satisfied with the principal's response, contact the Superintendent; and
  - o If still not resolved contact the Board of Trustees.

(*Refer to policy KLD-Resolving Complaints and Procedures for Positive Problem Solving - https://www.rrsd.mb.ca/governance/PolicyManual/Documents/KLD-Resolving_Complaints.pdf#search=resolving%20complaints*)

- Be role models for their children that is conducive to establishing a positive learning environment and respect for other students, other parents, school personnel, and property.
- Show common courtesy and respect to all. Discriminating on the basis of any characteristic set out in Manitoba's Human Rights Code is unacceptable. Abusive language and aggressive behaviour are unacceptable at all times.
- Encourage their child(ren) to report bullying behaviour as soon as reasonably possible to school staff. Be aware that bullying, including cyberbullying, or abusing another person verbally, physically, sexually, psychologically or in writing, or otherwise, will not be tolerated. Bullying is behaviour that is intended to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property.
- Review the Code of Conduct and the school's expectations for student behaviour and conduct with their child(ren).
- Cooperate fully with teachers and other school/division employees to ensure their child complies with school/division discipline and behaviour management policies and the school's Code of Conduct.

(*Refer to the following link for Proactive Strategies and Responsive Actions: https://www.rrsd.mb.ca/Documents/Code_of_Conduct.pdf*)

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.

The key components to promoting a positive school climate are:

- 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 behaviors and promote a safe, caring, and inclusive environment.

- Implementing a continuum of school-wide behavioural supports to address the unique academic and behavioural needs of students.

- Establishing, maintaining, and strengthening positive working relationships with parents, guardians, community members, and organizations.

- Support student and staff activities that promote understanding and respect for all.

Behaviour Intervention

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 behavior:

Informal Interview
School staff talk with the student to reach an agreement regarding the student's behaviour. The parents/guardians will be contacted as required.

Parental Involvement
Contact may be made with the parents/guardians to discuss the specific behaviour of the student and steps that are necessary to change the behaviour. The contact could vary from a telephone conversation, written communication, to a formal conference at the school with the parents/ guardians, the student, and school staff.

Student Involvement
Students who are 18 years of age or older must give their consent before parents are informed of the student's behaviour.

Formal Interview
A conference is held with the student, the school team, and the parents/guardians to develop a plan for changing the student's behaviour.

Withdrawal from Classroom Setting
When inappropriate behaviour is deemed to have a negative impact on the classroom environment, the student is temporarily removed to an alternate, supervised location to complete his/her assignments.

Removal of Privileges
The student's privileges are removed under certain circumstances. This removal can include access to the playground, library, cafeteria or lunchroom, or participation in extracurricular activities.

Compensation/Restitution
The student and/or parents/guardians are required to compensate for damages caused by the student. Compensation may be monetary in nature but could take alternative forms such as community service. (Refer to Policy JFCB/P – Property Damage – https://www.rrsd.mb.ca/governance/PolicyManual/Documents/JFCB-Property_Damage.pdf#search=property%20damage)

Individualized Education Plan (IEP)
In some instances, the student may be required to meet specific behavioural outcomes that are identified in a written plan. Such expectations are developed and agreed upon by the school, the parents/guardians and the student. Such an agreement is documented, with copies provided to all concerned parties.

Division-based Student Services Staff involvement

Division-based student services staff may become involved to assist in developing appropriate proactive and reactive approaches for unacceptable behaviour. This plan might include a level of counselling or supports for the student that is beyond the school staff's capabilities. Parental/guardian permission will be obtained for assessments and/or interventions.

Suspension

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

In-School Suspension

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

Out-of-School Suspension

The following staff may approve an out-of-school suspension:
- A teacher may suspend a student from class for not more than two days.
- A principal may suspend a student from school for not more than five days.
- A superintendent or designate may suspend a student from school for not more than six weeks.

Expulsion

Expulsion is 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. All high-risk behaviours will be taken seriously and all high-risk students will be assessed accordingly.
- Any student who poses a high risk to self-harm or who threatens harm to others will undergo an investigation that will be extensive in scope. Outside agencies such as police, child and family services, mental health services, CATC, may be included in the process.
- When a high-risk threat is made to self-harm, or to harm others, 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/others will be permitted to attend school until safety is assured.
- 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 parents/guardians cannot immediately be contacted. Continued efforts will be made to contact the parents/guardians.

BEHAVIOUR INTERVENTION

Other Agency Involvement

In some circumstances, the student's behaviour may involve violation of the law (e.g. illicit drugs, theft, or assault) and police involvement will be required; parents/ guardians will be informed immediately of any such action unless police direct otherwise. Other circumstances may require a referral to Manitoba Child and Family Services, Community Mental Health, Child and Adolescent Treatment Center (CATC), or other community-based programs/agencies. Such involvement may include placement in an alternate setting if deemed appropriate. In all circumstances, the safety of the student and others will be the key factor for determining such action.

Policy & Legislative Responsibilities

For Staff

The conduct of Rolling River School Division staff is governed by the policies of RRSD, the Code of Conduct, and provincial and federal legislation. Consequences for inappropriate behavior may range from a verbal warning to termination of employment.

For Parents/Guardians

The conduct of parents/guardians in schools is governed by Board policies and provincial and federal legislation. Consequences for inappropriate behaviour may include a verbal warning, restricted access to the school, school related activities, or other consequences as defined by law.

Appeals of Disciplinary Decisions

Rolling River School Division recognizes that on occasion concerns may arise. Students and parents/guardians must follow the board of trustees' established appeal process. The process is as follows:

1. An appeal is to be made to the **teacher** who made the disciplinary decision.

2. If the issue is not resolved, the appeal is then to be made to the **school principal**.

3. If the issue is not resolved, the appeal is to be made to the **Superintendent's Department.**

4. If the issue is not resolved, the appeal is to be made to the Board of Trustees.

Safe Schools

The RRSD Code of Conduct is consistent with the Safe Schools Charter of Manitoba. The Safe Schools Charter of Manitoba (https://web2.gov.mb.ca/laws/statutes/2004/c02404e.php) sets forth guidelines that apply to students and staff regarding behavior.

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

- Bullying: a behaviour that is intended to cause or should be known to cause fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property. It is also behaviour that is intended to create or should be known to create a negative school environment for another person.

- Cyberbullying: bullying by any means of any form of electronic communication, including social media, text messaging, instant messaging, websites or email.

- Written, verbal or other physical, sexual or psychological abuse.

- Inappropriate use of email, the Internet, digital cameras, cellphones, cellphone cameras, text messaging sent by cellphone or other personal electronic communication devices, including accessing, uploading, downloading or distributing material that the school has determined objectionable, students taking photos, video recordings, audio 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 property.

- Possessing a weapon as "weapon" is defined in Section 2 of Canada's Criminal Code.

Policy And Legislative References

RRSD Policy Manual:
http://www.rrsd.mb.ca/governance/PolicyManual/Pages/default.aspx

RRSD Policy KLD-Resolving Complaints:
https://www.rrsd.mb.ca/governance/PolicyManual/Documents/KLD-Resolving_
Complaints.pdf#search=resolving%20complaints

RRSD Policy JGP/R - Safe and Caring Schools:
https://www.rrsd.mb.ca/governance/PolicyManual/Documents/JG-Safe_and_
Caring_Schools.pdf#search=safe%20and%20caring%20schools

RRSD Policy ACP/R – Respect for Human Diversity:
https://www.rrsd.mb.ca/governance/PolicyManual/Documents/AC-Respect_
for_Human_Diversity.pdf#search=respect%20for%20human

Appropriate Education Programming in Manitoba: Standards for Student Services (2006) Manitoba Education and Training:
http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards_for_Student_
Services.pdf

Supporting Transgender and Gender Diverse Students in Manitoba Schools:
http://www.edu.gov.mb.ca/k12/docs/support/transgender/index.html

Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging:
http://www.edu.gov.mb.ca/k12/docs/support/whole_school/index.html

The Safe Schools Charter of Manitoba (Various Acts Amended):
https://web2.gov.mb.ca/laws/statutes/2004/c02404e.php

Safe School Advisory Committee Safe Schools Regulation 77/2005, The Education Administration Act:
http://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=77/2005

Manitoba School Administrative Manual, 2014:
http://www.edu.gov.mb.ca/k12/docs/policy/admin/school_admin.pdf

Manitoba's Human Rights Code:
http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php

Criminal Code – Canada:
http://laws-lois.justice.gc.ca/eng/acts/C-46/page-1.html

Positive Problem Solving

Whom Should I Call?

Speak with the teacher first.

- If the problem has not been resolved, speak with the principal.

- If the problem still has not been resolved, find out if there is anyone else you could contact in your school division. (The school should have contact lists and information.)

- If the problem still has not been resolved, speak with the superintendent.

- If the problem still has not been resolved, contact the Board of Trustees. Your elected school trustees can assist you with this process.

We all work together to make our schools safe, positive, and respectful places for each child to learn.

A Problem-Solving Process

1. Decide whether the issue is worth pursuing.

2. Meet with the person most directly involved with the issue.

3. Ask the person to describe how he or she sees the situation.

4. Describe the situation as you see it.

5. Summarize the issues that need to be resolved.

6. Discuss one issue at a time.

7. Brainstorm possible options for each issue.

8. Generate solution(s) that work for everyone.

9. Put the solution(s) in writing. Set a date to discuss how the solutions are working.

Rolling River School Division Contact Information

RRSD Administration Office 204-867-2754

Adult Learning Centre 204-867-2519

Cool Spring Colony...204-865-2350

Deerboine Colony 204-728-1106

Douglas Elementary..204-763-4480

Elton Collegiate 204-728-7676

Erickson Collegiate..204-636-2605

Erickson Elementary 204-636-2266

Forrest Elementary 204-728-7674

Hillside Colony 204-763-4963

Minnedosa Collegiate 204-867-2794

Oak River Colony 204-272-8051

Oak River Elementary 204-566-2167

Onanole Elementary..204-848-2402

Rapid City Elementary… … … … … … … … … … … … … … … … … . 204-826-2824

Rivers Collegiate...204-328-5364

Rivers Elementary 204-328-7416

Tanner's Crossing 204-867-2591

Westview Colony .... 204-566-2149 ext. 212

Notes