

A Code of Conduct for Safe and Caring Schools

Opaskwayak Educational Authority

2015



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1.0 CODE OF CONDUCT

- 1.1 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. The Opaskwayak Education Authority Inc. (OEA) believes that everyone has the right to be treated with dignity and respect.
- 1.2 OEA staff, parents/guardians, students and community will promote the development of beliefs and attitudes that create a safe and caring learning environment.
 - A continuum of supports and services will be utilized to address the unique academic and behavioral needs of students.
 - Problem-solving and conflict management skills will be developed and will be used by staff and students.
 - Parents will discuss issues and concepts through the classroom teacher or school administration.
 - An active student voice will be encouraged.
 - Community school initiatives will be encouraged.

2.0 Roles and Responsibilities

2.1 Students will:

- 2.1.1 Be polite, respectful and cooperative to all, regardless of race, religion, gender, age, or sexual orientation. Abusive language and aggressive behaviour are unacceptable at all times.
- 2.1.2 Attend school regularly.
- 2.1.3 Be on time, bring all required supplies and completed homework.

- 2.1.4 When finished for the day, leave the school grounds promptly.
- 2.1.5 Dress appropriately for classes and school activities.
- 2.1.6 Respect school property and the property of others.
- 2.1.7 Follow this Code of Conduct.
- 2.1.8 Make the most of the time in school; strive for academic excellence through classroom participation.
- 2.1.9 Solve conflicts peacefully through discussion or by seeking help. Bullying or abusing another person verbally, electronically, physically, sexually or psychologically will not be tolerated.
- 2.1.10 Be aware that gang involvement will not be tolerated on school sites.
- 2.1.11 Follow school and OEA policies respecting appropriate use of electronic mail and the Internet, including the prohibition of material that the school has determined to be objectionable.
- 2.1.12 Be aware that trafficking, using, possessing or being under the influence of alcohol or illicit drugs is unacceptable and will not be tolerated.

2.2 Staff will:

- 2.2.1 Show common courtesy and respect to all, regardless of race, religion, gender, age, or sexual orientation. Abusive language and aggressive behaviour are unacceptable at all times.
- 2.2.2 Provide the programs and services prescribed by OEA and the Manitoba Department of Education.
- 2.2.3 Establish a positive learning environment.
- 2.2.4 Evaluate students' achievement, and explain to the students and parents the evaluation procedures being used.
- 2.2.5 Keep students, parents/guardians and administration informed about student progress, attendance and behaviour.

- 2.2.6 Treat all students and other staff members fairly and consistently.
- 2.2.7 Respect confidential information about students and staff.
- 2.2.8 Dress appropriately for the working environment.
- 2.2.9 Assist students in resolving conflicts peacefully and use the Code of Conduct to encourage appropriate behaviour.
- 2.2.10 Support and implement proactive and reactive intervention strategies through a continuum of supports and services.

2.3 Parents and Guardians will:

- 2.3.1 Show common courtesy and respect to all, regardless of race, religion, gender, age, or sexual orientation. Abusive language and aggressive behaviour are unacceptable at all times.
- 2.3.2 Ensure their children attend classes regularly, arrive at school on time and do their homework.
- 2.3.3 Attend school events, support the school and stay in contact with school staff and school property.
- 2.3.4 Encourage the peaceful resolution of conflict. Discourage violent or aggressive behaviour to solve a problem.
- 2.3.5 Communicate regularly with the school and advocate for their child's success.
- 2.3.6 Try to solve any concerns with the child's teacher. If unresolved, contact the administration of the school. If the problem remains, then contact the Director of Education. If the concern is not resolved at this level, then contact the Opaskwayak Education Board of Directors.
- 2.3.7 Attend Annual General Meetings and Community Meetings.
- 2.3.8 Participate in surveys/questionnaires.

3.0 Proactive Strategies

3.1 Basis

The teaching and learning of expected behaviours forms the basis of a proactive, preventative approach to the development of a safe and caring learning and working environment.

3.2 Key Components

The key components to promoting a positive school climate are:

- Staff and parents/guardians encourage participation in activities that promote a safe and caring environment.
- A continuum of school-wide behaviour supports is implemented.
- Positive working relationships with parents, community members and organizations are developed, maintained and strengthened.
- Active supervision of students is implemented by all staff members.
- Prevention and intervention programs are implemented.

4.0 Intervention Strategies

4.1 Belief

OEA believes that effective student management teaches appropriate behaviours and incorporates a range of consequences for any inappropriate behaviours.

4.1.1 Consequences should be based on individual needs, the degree of the problem and the ability of the person to understand and handle the consequences.

4.2 For Students

4.2.1 Effective discipline of students hinges on cooperation between the school and the parents/guardians.

4.2.2 A phone call, home visit or formal conference at the school may be initiated with the parents/guardians to discuss the specific behaviour of the student and steps to be undertaken to correct it.

4.3 *The following is a list of consequences that may be used:*

- A teacher or administrator talks with the student to reach an agreement regarding the student's behaviour.
- A conference is held with the student, parents/guardians, teacher, administrator and/or support staff to develop a plan for changing the student's behaviour.
- Where student behaviour affects the class, the student is withdrawn to a supervised alternate location to complete his/her assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, the parents/guardians are contacted.
- Privileges in the nature of access to playground or lunch program. Extracurricular activities and/or bus transportation are removed.
- The students and parents are required to compensate for any damages.
- Parents will be advised of after-school detentions for early and middle years students.
- In some instances, a contract may be used detailing specific behaviour required. The contract is developed and agreed upon by the school, the parent(s)/guardian(s) and the student.
- At the discretion of the principal or vice principal, students may be assigned to an in-school suspension.
- The school support team may consult with outside agency support personnel when developing a behavior intervention plan (BIP). Parent(s)/Guardian(s) will be involved.

- Opaskwayak Cree Nation Child and Family Services &/or Cree Nation Child and Family Services and Counselling Department personnel may become involved to assist in developing appropriate proactive and reactive approaches for unacceptable behaviour. Such involvement may include placement in an alternate centre if deemed appropriate.

4.4 Suspension *(also refer to OEA School Discipline Policy)*

- Students may be suspended from school for the following: weapons (possession, threat, attack), physical assault (staff and students) verbal/electronic assault (staff and students), substance use/abuse (use/possession of illegal drugs, alcohol and tobacco; abuse of controlled substances, trafficking in illegal drugs), property damage, misconduct (conduct considered detrimental to the learning environment which is not included in the above).
- Principals have the authority to suspend students up to one week; Director may suspend up to an additional five weeks and the Board of Directors may suspend for more than six weeks.
- Parent(s)/guardian(s) will be notified immediately of the length and reason for the suspension.
- Principals may involve the police if the offense is a violation of the law (e.g. drugs, theft or assault); parent(s)/guardian(s) will be informed immediately of any such action. Other circumstances may require a referral to Child and Family Services (OCNCFS) & or (CNCFS).

4.5 Expulsion *(also refer to OEA School Discipline Policy)*

- The Board of Directors may expel a student from attending school, under the Public Schools Act Section 48 (4), for the following: use of a weapon to threaten or inflict injury, physical assault, verbal threats, unprovoked assault resulting in injury, or trafficking in illegal drugs or controlled substances.
- **Any electronic bullying/harassment happening off school boundaries which has lasting effects brought to the schools will be subject to discipline.**

5.0 Threat Assessment

- 5.0.1 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.
- 5.0.2 In the event that such a situation arises, the resulting investigation will be extensive in scope and may include the involvement of agencies such as Child and Family Services (OCNCFS &/or CNCFS), the police and others.
- 5.0.3 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.
- 5.0.4 When a high-risk threat is made to self-harm or to harm others, it is essential to assess any safety risk(s), 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.

5.1 For Staff

The conduct of the Joe A. Ross School and Oscar Lathlin Collegiate staff is governed by the policies of OEA, the codes of conduct of our organization and provincial and federal legislation. Consequences for inappropriate behaviour may range from a verbal warning to termination of employment.

5.2 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 or other consequences and defined by law.

Fair Notice: This policy 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(s)/guardian(s) cannot immediately BE CONTACTED. Continued effort will be made to contact the parent(s)/guardian(s).

The OEA School Code of Conduct is consistent with the Safe School Charter of Manitoba.

The Safe School 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 or abusing physically, sexually or psychologically—orally, in writing or otherwise;
- *discriminating unreasonably on the basis of any characteristic set out in subsection 9(2) of The 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 the Criminal Code (Canada);
- *inappropriate use of electronic mail, the internet, cell phones and electronic communication devices.