

# Student Policy Handbook 2023-2024

## École Parkside School

Telephone: (204) 324-8206

Fax: (204) 324-8172

E-Mail Address:

[parkside@blsd.ca](mailto:parkside@blsd.ca)

Website: <https://eps.blsd.ca/>



Follow us on Instagram



@parkside\_sabres

**Leanne Braun**  
Principal

I have read and understand the contents of this policy handbook:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

# Welcome to École Parkside School

## Students of École Parkside School:

Welcome to the 2023-2024 school year. The time spent in junior high centers on self-discovery for you as students. You explore who you want to be as young adults and how your relationships support and affect your sense of identity. I love this time of change and the energy that all of you create in our building. As staff members, we notice how there are times when you work tirelessly to push adults away from you. We know this is really about shaping your budding independent identity. It is an exciting and social time for you. I hope as adults, parents and teachers included, we find the positive aspects in the changing nature we watch unfold in your day to day lives. I hope we try our best as parents, teachers and other adults to remain calm, positive and help you to view situations from all perspectives.

We have a commitment to honour three core values in our school: **Respect, Responsibility, and Integrity**. As you review our student policies, please note the definitions we have highlighted about these values.

My hope is that each of you will discover your strengths of character and contribute to our school community in helpful and purposeful ways. I hope you use your strengths positively and approach school and your lives with curiosity, energy and the desire to be your best.

Leanne Braun  
Principal

## What does it mean to be in charge of my learning?

A key change between elementary school and junior high school is the level of independence expected of you as students. There are many tools, such as electronic calendars or print ones, available to you to help you practice this independence. As a student, you need to find a way to record homework, test dates, assignment deadlines, school events and even your own goals. It is expected that all students in grade 7 and 8 begin to take responsibility for themselves and their learning. Taking responsibility includes:

- Engaging in your own learning
- Demonstrating an interest in your learning
- Being able to self-assess
- Being aware of the learning goals
- Participating in lessons
- Taking responsibility for assignments

By taking responsibility for assignments, you will

- Hand assignments in on time
- Follow the criteria expected in the assignment
- Complete work during the class time provided
- Study for tests in order to best show what you know
- Ask questions of the teacher when you do not understand

## Mission, Beliefs, Values and Understandings

### Border Land School Division Vision Statement:

Empowering responsible citizens within our communities.

### Border Land School Division Mission Statement:

BLSD is committed to fostering inspiring educational opportunities, meaningful relationships, and engaged citizens.

### Statement of Commitment:

Border Land School Division is committed to ensuring equal access and participation for all people, regardless of their abilities. We are committed to treating all people in a way that allows them to maintain their dignity and independence. We believe in inclusion. We are committed to meeting the needs of people who face accessibility barriers by identifying, removing and preventing these barriers and by meeting requirements of The Accessibility for Manitobans Act.

## Parkside Mission Statement

Parkside's mission is to support and celebrate the development of each person's character and competence towards a positive lifestyle.

We will do this in a responsible and cooperative community by planning a variety of experiences, which support all of us in becoming stronger readers, writers, communicators, and problem solvers.

## Parkside School Values

To support our students in their development to becoming responsible young adults, there are three core values that our school has adopted: respect, responsibility, and integrity

**Respect:** Respect includes how you treat yourself, others, and property. "We show respect by speaking and acting with courtesy. We treat others with dignity and honour the rules of our family, school, and nation. Respect yourself, and others will respect you."

**Responsibility:** Responsibility influences the success we experience in life. Respect includes how you treat yourself, others, and property. "Being responsible means others can trust you to do things with excellence. You accept accountability for your actions. When you make a mistake, you offer amends instead of excuses. Responsibility is the ability to respond ably and to make smart choices."

**Integrity:** Integrity is doing what is right even when it is difficult. "Integrity is living by your highest values. It is being honest and sincere. Integrity helps you to listen to your conscience, to do the right thing and to tell the truth. You act with integrity when your words and actions match. Integrity gives you self-respect and a peaceful heart."

Definitions for these values are taken directly from The Virtues Project TM

## What we hope for our students



- To provide opportunities for you to expand your experiences.
- To help you become good citizens.
- To provide you with a place to grow but still be playful.
- To provide each of you with the opportunity to be successful.
- To teach you responsibility as you journey to adulthood.
- To keep you in school.
- To create a place where you feel safe to learn.
- To give each one of you a sense that you can be anything you want to be.
- To instill in you an attitude of excellence.
- To have you be active and healthy.
- To offer you a global perspective and teach you gratitude.

## Adolescent Development – What we understand

Adolescence is the time when you need opportunity to develop positive self-esteem and responsibility. You need experiences that help you to find your own way of doing things.

Between the ages of 11 and 13 students can be engaging and companionable. Students this age need

- Affirmation for taking risks
- To receive positive messages when you display responsible behaviours
- To experience themselves as self-confident, independent, and responsible young adults.

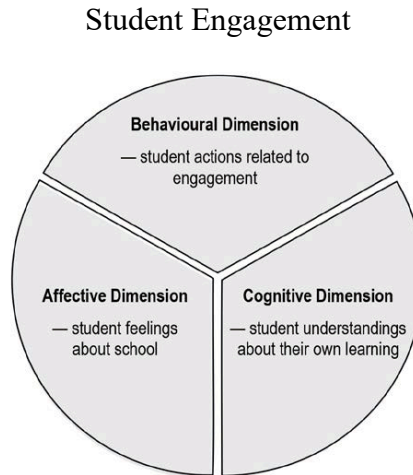
As you journey towards discovering who you are, you want to challenge and check rules. You need to find out which rules are important and what values you want to incorporate into your own rules and methods. Adolescents do this by observing, comparing, and challenging what is happening around them. As a result, adult energy is spent explaining, defending, and clarifying rules.

Adults, working with students this age, need to listen and expect that students can think for themselves. They need to explain school values to the students. It is important that adults are clear about what is negotiable and what is non-negotiable.

## Student Engagement

Student engagement refers to the degree to which a student is actively involved in and takes responsibility for his/her education. A student's sense of involvement in their education is a direct indicator of their effort and success. Engagement with learning is critical to a student's capacity to be a lifelong learner and is predictive of their ability to take on new challenges after they leave school.

In the Middle Years, the province of Manitoba has a working definition of student engagement that is represented in the following graphic:



Engaged students:

1. Demonstrate an interest in learning by:
  - a. Discussing work with peers/teachers
  - b. Pursuing learning goals
  - c. Showing an interest in independent research or learning
  - d. Going beyond the assignment
  - e. Extending the learning
  - f. Working with enthusiasm
2. Engage in self-assessment by:
  - a. Comparing work to the criteria provided
  - b. Comparing work to an exemplar to see if it can be improved
  - c. Proofreading
  - d. Comparing current work to past work
  - e. Revising
  - f. Using a portfolio to track learning overtime
3. Are aware of the learning goals in a unit of study and set personal learning goals by:
  - a. Participating in discussions/activities
  - b. Identifying learning goals
  - c. Using self-reports/journal entries/portfolios
  - d. Engaging in student-led conferencing and student-teacher conversations
4. Participate in lessons by:
  - a. Listening
  - b. Questioning
  - c. Sharing with peers
  - d. Engaging with activities related to the lesson
5. Accept responsibility for assignments by:
  - a. Handing assignments in on time
  - b. Completing work in class when assigned
  - c. Meeting assignment criteria

## Safe Schools Regulation

The province of Manitoba requires each school division and each school to have a written code of conduct to ensure the safety and well-being of all students and school personnel. Border Land School Division states that all staff and every student are entitled to function responsibly within a safe, caring, and enabling environment.

At Parkside, we believe that we are collectively responsible for ensuring a safe learning and working environment. Please read our divisional code of conduct ([1.A.10 Code of Conduct](#)) carefully to understand how we will strive to ensure a positive proactive climate.

# Student Responsibilities

## Assembly Expectations

Assemblies are a time when we gather in a public setting. Out of courtesy and respect for morning exercises and any guests, we expect students to show self-discipline by being responsible and cooperating with the following expectations.

- We expect students to keep their hats, toques and bandannas in their desk or locker for all school assemblies.
- We expect students to listen quietly, stand at attention and show respect towards any speakers.
- If a student's hat is visible in a school assembly, staff members will confiscate the hat and it will be held in the main office until the end of the school day.
- If a student is not acting in a respectful manner, staff members will ask students to leave the assembly area and wait quietly in an assigned location.

## Student Presence & Engagement (Attendance)

The Public Schools Act of Manitoba establishes the requirement for full attendance up to the age of 18. Students are expected to attend regularly and punctually except in cases of emergency. Students requesting special consideration to leave the school during regular hours (medical, dental, piano lessons) must notify their homeroom teacher and/or provide a note from the home. For those students who are involved in music lessons, parents are required to complete a permission to leave school form. Parents are encouraged to make appointments on in-service or administration days whenever possible.

The Border Land School Division understand that students who attend school regularly are more engaged in learning, have an opportunity to access school and community resources, feel a sense of belonging, and have greater success in achieving academic success. Children are legally required to attend school from age seven to age eighteen. Parents/guardians must take all reasonable measures to ensure their school age children attend school regularly.

School absenteeism is a serious impediment to a student's educational performance and well-being. Absenteeism can have lasting negative impacts on student achievement, graduation rates, transition to post-secondary education, employment, and social inclusion, as well as the community at large.

Attendance issues are often a first sign that a student is experiencing life challenges, and there are a multitude of contributing factors, ranging from academic, social, economic, and psychological. These include but are not limited to:

- Poor health
- Poor mental health
- Family and work responsibilities
- Transportation
- Bullying
- Homelessness
- Undiagnosed cognitive vulnerabilities
- Death of a loved one

BLSD commits to working across systems to enhance student presence and engagement. Presence and engagement begins with reciprocal and respectful relationships. Collectively we share responsibility to facilitate and promote student presence and engagement with a focus on early identification of barriers and assisting with their removal.

Please review the [NEW 1.A.150 Student Presence and Engagement](#) for Border Land School Division for full details.

## Dress Requirements (School Policy Under Review 2023-2024)

Following the Border Land School Division policy that appropriate student dress has a positive impact on student learning, student behaviour, and overall school climate and morale, it is expected that students are appropriately dressed for school and the dress and appearance of the students shall be the responsibility of the parent/guardian and the student. ([Divisional Dress Code 1.A.110](#))

For adolescents, clothing is a way to explore different personalities and styles. We want to encourage our students to be thoughtful about their dress so as to communicate positive messages about themselves.

Please be aware of these guidelines:

- Students must use footwear in school
- Students require a change of clothes for physical education classes (gym shorts or pants and T-shirt)
- Runners with non-marking soles are required for physical education classes
- Shorts & skirts, worn with or without leggings, must come past a student's fist when their arms are by their side
- Undergarments must be covered (sleeveless tops, tank tops, tops with mid-riff showing, exposed boxer shorts are not permitted). The width of 3 fingers is the guideline we will follow for tank tops.

- Clothing with offensive wording, pictures, graphics, symbols, or slogans are not permitted
- No one may wear gang colours or insignia of any sort.

Students who do not meet these guidelines may face disciplinary action and/or be asked to go home to change or be required to change into their physical education clothing.

### **Information Communication Technology (ICT)**

As a symbol of respect for our learning environment, ICT devices are only permitted under the direct supervision of a teacher. ICT use must be for educational purposes only.

Parents must give consent for their child's image (sound and visual) to be displayed within or outside of the school.

Students who do not comply with these expectations will have their ICT devices taken and stored in the main office. Parents will be contacted and expected to retrieve the equipment from the school.

### **Procedures for School Owned Devices (Laptops, Tablets) New updated with student input 2022-2023**

- Direct teacher supervision is required when using a school owned device.
- Laptops are portable devices. Handle carefully and respectfully.
  - Make sure the device is closed
  - Walk to your destination, carrying your device firmly
  - Work on your lap, at a table or desk
  - If using on the floor, NEVER leave your laptop unattended
  - No eating or drinking while using the device
- Students MUST ENSURE they **Sign Out** after each use and close the device
- Students are responsible to return laptops and tablets to their charging locations after each use and plug them in appropriately.
- Students are required to use the devices assigned to them only:
  - A device will be assigned to your name through the library check out system.
  - The number on the device is your reference number to know which device is assigned to you.
  - Any technical issues should be reported to the office immediately.
- Logging onto a computer or other school device during breaks and lunch requires a written note by a teacher. Standardized teacher permission forms must be used.

### **Procedures for Personal Devices (Laptops, Tablets, Phones)**

Use of personal devices for education shall be at the discretion and responsibility of the assigning teacher.

- Personal devices are the responsibility of the student. Loss or damage to a personal device is at the student's risk.
- Handheld devices may be carried on your person. Sharing of devices is not permitted.
- Use of personal devices outside of the classroom will require a standardized teacher permission slip.
- Use of personal devices at breaks and lunch requires a standardized permission slip and will only be granted for educational purposes.
- Recreational or social use of personal devices at lunch and breaks is not allowed.
- Students MUST NOT take photos or videos of others using their personal device.

### **Procedures for Personal Devices on School Trips**

Supervising teachers may grant permission for students to use Personal Devices for bus trips under the following guidelines:

- Only individual listening or viewing
- No accessing hotspots or sharing of devices
- No taking photo or video

## Homework

Teachers may assign homework to students. It is likely at the junior high level that a student has approximately half an hour of specific assignments, review and studying on a daily basis. We ask that parents support their son/daughter in taking responsibility to complete their homework.

## Note writing/Teams Chat

Students who are writing notes or chatting via an App (ie. Teams) to friends during class time are interrupting their learning and possibly the learning of others. If the note writing or chatting is interfering with the classroom-learning environment, staff will confiscate the note and shred it. If using a device, staff will confiscate the device. Repeat issues with note writing will be viewed as misconduct and addressed following the code of conduct.

## Parkside Free time (New – updated with student input in 2022-2023)

Each school day the students have 2- 10-minute breaks and a 50-minute lunch hour.

### Students are expected to honor the following guidelines:

1. When eating indoors, stay in their homeroom classroom during the eating period from 12:05 to 12:15 pm. Clean up lunch garbage and desk area and wipe it using the soap and water bottle and rags
2. When eating outdoors, students must ensure their compost, recycling and garbage are disposed of properly
3. Walk in all areas of the school
4. Follow the appropriate expectations for indoor or outdoor expectations for breaks and noon hour free time
5. Stay on the school property
6. Treat other students with respect and regard
7. Follow the directions provided by the staff members on duty

### Spring and Fall Expectations:

- At noon hour, be outside for the full break when weather is nice
- On poor weather days, listen for announcements as to expectations

### 10 Minute Breaks:

- Head outside to complete 1-2 laps of the school (stretch and move your body)
- Refill your water bottle/go to the bathroom
- Enjoy a quick visit with your friends outside or in the pit area

### Noon Hour Breaks WINTER ONLY:

- Eat or Stay in your classroom 12:05 - 12:15pm
- Head outside to complete 3 laps OR stay outside for 7 minutes
- Choose a noon hour option.
- No computers on or in use in classrooms

### WINTER Indoor Activity Options:

- Daily
  - Physical Option in the gym (listen for announcements)
  - Quiet Reading in the library
  - Visit or games in the pit area
  - Play outside
- Other Options and their Frequency will be announced as organized by students each school year

### When students are unable to follow the above guidelines, our staff will respond in the following ways;

1. A redirection from the supervising adult and a reminder for the appropriate behaviour required.
2. A redirection from the supervising adult and a phone call home with an explanation to parents reminding them about the possibility of their student being at home for the lunch hour.
3. A verbal warning from the supervising adult and a phone call home with an explanation to parents that their student will need to eat elsewhere for one day (from 12:05 to 12:55 pm).
4. Same as #3 but the student will need to eat elsewhere for 2 days.
5. Same as #3 – 5 days etc.

# School Supplies

## General school supplies

Each student is provided with the basic school supplies they require for school. Students are expected to supply their own scientific calculator, a geometry set, headphones or earbuds and a change of clothes for Physical Education Classes.

Students are expected to use and care for the supplies appropriately. Any misuse or destruction of supplies will result in a fee charged to the student for the replacement of the item.

## Lockers

- The homeroom teacher will assign individual lockers to students where lockers are available.
- Students are to use their assigned locker only and to keep their locker locked.
- Combination locks will be assigned to students with lockers.
- Lock combinations are private and should not be shared with others.
- School lockers are the property of the school and Border Land School Division, and therefore, are subject to checks.
- All parents and students must read and sign the student locker use agreement before a locker will be assigned to the student.

## Textbooks and Library Books

Students are responsible for the upkeep and care of all textbooks, library books and technology signed out on their name. All required textbooks are provided by the school. Costs for loss or damage, repair and/or replacement will be charged to the student to whom the book or equipment was issued.

# Home and School Partnerships

## Lost Articles

A lost and found box is maintained in the school. Please check it. Students are requested not to bring any articles of great value or sums of money to school unless they make arrangements for their safeguard. The items in lost and found are brought to MCC, if unclaimed, at 3 different points in the year; just prior to the Winter Break, just prior to Spring Break and at the end of the school year.

## Movie Policy

Movies will be shown at Parkside as a way to support a student's learning and also as an option for student's entertainment. The following guidelines will be used when showing movies at Parkside School.

### **Movies shown for educational purposes:**

When planning for a movie for educational purposes, staff members will preview the movie prior to using it in the classroom. Parent consent will be requested if the movie is rated PG-13. In the case of G or PG movies, teachers will use their discretion as to the value the movie holds in supporting the instruction of students.

### **Movies shown for entertainment:**

When planning for a movie for entertainment purposes, staff members will review the details of the movie using [Common Sense Media](#) (a website that details movies and its contents). When the movie is rated G for general, the movie can be shown to all of our students. When the movie is rated PG for parental guidance, the school will send home a permission slip for parents to sign. Students, who cannot view a movie being shown, will be provided with an alternate planned activity.

## École Parkside School – Nutrition Policy

École Parkside School will promote healthy eating and active living through our food programs, nutrition education and physical education. We will ensure that all decisions involving food and drink at École Parkside School will be carried out in the best interests of our children and our school community needs. Our continuing education will incorporate Canada's Food Guide to Healthy Eating and the Manitoba Physical Education/Health Education Curriculum and will focus on nutritional foods during classroom and school functions. (A complete copy of Parkside's nutrition policy is available through the school).

## Communication Home

We want to inform parents of what is happening in school and we do this in multiple ways.

**School Messenger:** Parkside uses School Messenger to email families about events and activities happening in the school. It is also the way we send out school newsletters (which are published a few times per year). This will include students' achievements and participation in the school's curricular and extra-curricular programs.



**School Website** (<https://eps.blisd.ca>): The school website features a calendar of upcoming events regarding parent/teacher conferences, in-service dates, field trips, concerts, etc. The website is also host of the Parent Advisory Council minutes, Sports schedules for practices and games, and school policies.

**Instagram:** follow us on Instagram @parkside\_sabres. We will post celebrations of student achievements, announcements, and highlight events happening in the school.

**Classroom:** Each teacher will have a method of communicating with the families of students in their homeroom classroom. This may be via email, an Instagram page, or another method. Please be sure to talk to your child's teacher about how to stay connected to what is happening in your child's classroom.

### **Parkside Parent Advisory Council**

We have an established parent advisory council in our school. The elections and general meeting happen in the spring of each year. Ideally, there is a parent representative for each classroom on our Parent Advisory Council. The council meets on a monthly basis at a scheduled time. These meetings have happened virtually and in person. Interested parents can serve as a member on our parent advisory council. More information about PAC is available through the school.

### **Permission Slips and Notes from Home**

Out of town students, and those regularly eating lunch at school, require a note from the home if leaving the school grounds during the lunch hour. We do not allow students to go to the Nature Park or the Altona Park during the noon hour because of supervision concerns. We also expect students to be in school and ready for afternoon classes by 12:50 p.m. Your cooperation in this area is much appreciated.

### **Report Cards**

Student performance in every subject will be individually assessed and reported at the end of each reporting period. Report cards are issued three times a year, in November, March, and June and posted into the parent portal on Power School. Three-Way conferences including the student, parent and teacher will be held after each of the first two reporting sessions. Special interviews can be scheduled at any time if required by either the parent or school.

### **Visiting the school**

It is important to our staff to welcome parents and community members into our school. We ask, however, that **all visitors/parents report to the main office upon their arrival**. Our school secretary is able to help our visitors with their needs.

Please note that Parkside is a **SCENT AND NUT AWARE** school.

## **School Safety Information**

All schools in Border Land School Division are expected to have emergency plan documents. All procedures for the situations listed below are outlined in detail in Parkside's Critical Incident, Emergency Plans and Threat Assessment documents.

### ***Fair Notice of Threat-Risk Assessment***

#### **Protocol for Responding to Students' Threat-Making Behaviours**

École Parkside School believes that all staff, parents, and students have a responsibility to maintain a safe, caring and respectful environment. All incidents of threat to self-harm or to harm others will be actively investigated. After a threat is made, this investigation will begin even if parents/guardians cannot be informed immediately. Continued efforts will be made to contact the parents/guardians of the student who made the threat that a threat-risk assessment is being done.

A threat is communicating intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, electronic (email, social networking (ie. Facebook, Snapchat, Instagram, Tik Tok), cellphone, etc.) or made by gesture only and may be direct, indirect, conditional, or veiled. All threats will be taken seriously, investigated, and responded to.

#### **Duty to Report**

Because of the serious nature of a threat, school staff, parents, students, and community members must report all threat related behaviors.

#### **Who is Involved in a Threat-Risk Assessment?**

Each school has a Threat-Risk Assessment Team which is multi-disciplinary. The team may include the principal, vice-principal or acting principal, a guidance counselor, school division clinicians and other agencies including the police.

Schools have connections with partners and agencies including local police, RCMP, Mental Health, and Child and Family Services. These partners may participate in gathering information, analyzing information, and developing and implementing intervention plans.

### **What Happens in a Student Threat Risk Assessment?**

All threat making behaviour(s) by a student(s) are reported to the principal who activates the protocol for the initial response.

When a threat occurs, it is essential to:

1. Make sure that everyone is safe.
2. Interview the threat maker, teachers, other school staff, friends, classmates and peers, parents, and any and all other people who might have information connected to the threat-making incident to collect information.
3. Search the student's backpack, locker, desk, and any other location at school and sometimes at home (student's bedroom) or in the community that provides information connected to the threat.
4. Connect with identified partners and agencies to share information about the threat.
5. Analyze all the information and assess if the threat is low, medium or high.
6. Develop intervention plans that will be shared with parents, staff and students (as required).
7. Put the intervention plans into action together with identified partners and agencies.

### **What is the Purpose of a Student Threat-Risk Assessment?**

1. To ensure the immediate safety of students, staff, parents, and community members.
2. To decide if the threat-maker will act on the threat.
3. To develop and implement an intervention plan that addresses the emotional and physical safety of all parties including students, staff, parents, community members and the person making the threat.
4. To promote the ongoing emotional and physical safety of all students, staff, parents and community members.

**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.**

### **Fire drills**

Fire Drills are held 10 times a year. Students must familiarize themselves with the exit routes from each classroom which they attend. Students must move smartly, quietly, and in an orderly fashion according to the teacher/supervisor. The first pupil encountering a door should hold it open until all have passed. Fire exit routes are posted on a map of the school in each classroom area.

### **Lock down drills**

A minimum of two lock down drill will occur each school year. The purpose of this drill is to ensure that students and staff know what to do in the event that a threat or intruder has compromised school safety. Training will be provided to students and staff each year.

### **Summer storm drills**

A minimum of one weather drill will occur each school year. The purpose of this drill is to ensure students know what to do in the event of inclement weather, such as tornadoes. Students are expected to line up in the hallways and crouch down so they are away from the doors and windows.

### **School closures**

Any changes to the school calendar will be communicated through school newsletters and at times posted on the Parkside School (<https://cps.blsc.ca/>) and Border Land School Division website (<https://blsd.ca>). In the event of unexpected closures, such as storm and wind-chill days, announcements will be made through the local radio stations.

## **School Program Policies**

### **Assessment and Communicating Student Learning**

(Please refer to the Border Land School Division website to examine the full policy) [Assessment and Communication of Student Learning 1.A.210](#)

Border Land School Division believes that assessment for learning and assessment of learning are central to the education of students and shall be based on the best available research, be classroom-based, and build on teachers' extensive knowledge of students, linked to improved student learning and student self-assessment.

In communicating student learning, the division believes that schools must be clear about the kind of information being conveyed, whether it is student achievement, growth, or progress. **Achievement** is a measure of a student's current level of performance. **Growth** is

the increase in learning from the beginning of an instructional period to the current reporting. **Progress** identifies learning still to be done to reach the agreed-upon or known goal.

At Parkside, we believe that student assessment, evaluation, and reporting are central to the education of students. This process should involve:

- Helping build student understanding of goals and standards of attainment
- Providing students multiple opportunities to show what they know and can do
- Helping students know what needs improvement
- Informing students and parents of student progress
- Helping teachers design instruction
- Providing information for schools and the Division about areas requiring greater attention
- Supporting individual school planning and reporting

### **Celebrating Student Success**

Parkside School adopted a new recognition system to celebrate student success at the end of each term. The 4 categories and criteria for these recognition certificates was developed collaboratively with students and staff through a Design Sprint in February 2019.

### **Wolf Pack Award for Collaboration and Citizenship**

The wolf represents high level collaboration with purpose. Wolves are very social animals that rely on strong relationships to survive and thrive just like a school that focuses on strengthening relationships and collaboration between students. Wolves constantly communicate and work with one another's strengths and weaknesses to create a harmonious and successful pack.

Criteria for the Wolf Pack Award:

- Staff and student nominated
- Demonstrated outstanding citizenship throughout the term
- Has applied exceptional emotional intelligence and skills to include others
- Has demonstrated outstanding relational skills including, effective communication, kindness, active listening, inclusive respect, mediating skills or has taken the initiative to help others regularly or in difficult situations.
- Has demonstrated community service
- Has used collaborative skills to solve a problem that affects others in our community (school, wider community, class community) in some way.

### **Sunflower Award for Personal Growth and Seeking out New Opportunities**

The sunflower represents our community and its history, as well as how it has grown and changed over time. Sunflowers are a native plant to North America and were first cultivated by the First Nations peoples here. The first settlers also learned to cultivate the sunflower and it has been an important part of local agriculture.

Their ability to grow quickly mimics how we can accelerate our knowledge in a subject in which we are not familiar or confident. Their ability to turn their heads towards the light symbolizes our search for new opportunities and ways to grow. Finally, there are over 70 different types of sunflowers which represents the ways students can grow and change in their time at EPS.

Criteria for the Sunflower Award:

- Staff and student nominated
- Has participated in three or more sports teams OR
- Has demonstrated outstanding achievement in an extra-curricular or curricular event or challenge
- Has demonstrated exceptional academic growth and improvement in any subject area
- Has accomplished something noteworthy in an exploratory or arts class (can be in school, external, individual, team, etc.)
- Has challenged themselves to try something new and expand their horizons in a challenging way

### **North Wind Award for Problem Solving and Critical Thinking**

Problem solving and critical thinking require an innovative approach to identify problems, change perspectives, challenge assumptions, and carry out research. Critical thinking requires people to constantly seek better ways of doing things and have a curious mindset.

The wind turbine is a local symbol of innovative thinking. The turbines leverage our natural environment to solve clean energy challenges. The award acknowledges students who have been curious and persistent when completing high level thinking

Criteria for the North Wind Award:

- Staff and student nominated

- Awards winners have carried out a school initiative that involved identifying a problem and working through a process to solve it.
- Have demonstrated exceptional curiosity and persistence in pursuit of learning
- Have used problem solving and critical thinking strategies consistently throughout the term
- Have demonstrated exceptional critical thinking, design thinking, problem solving, during an assignment or project in class, in school group, or as an individual

### Summit Award for Academic Excellence

Students who achieve 85% or higher in 4 or more academic subjects for the term receive this award. This award is calculated by staff and is awarded by term. Subjects include: ELA, Français, Math, Science, Social Studies, French Communication and Culture, Phys Ed, Art, Band, Choir. Drama

### Work Completion

At Parkside, we believe it is important to have the required assignments, and work completed to show that the students understand and have achieved the course outcomes. Students need to demonstrate their mastery of the various course outcomes. This is done by completing and submitting various examples of student work. We will make every effort to provide the environment for work completion to occur (i.e. a quiet work place, staff available for questions, etc). For each term, the required work will need to be completed before each reporting session.

## *Border Land School Division Student ICT\* Use Agreement/Fair Notice*

Manitoba Education has provincially mandated infusion of technology in teaching and learning so that students may develop literacy for the future. Teachers direct and supervise the use of technology. Technology is required in all curricula.

#### Student rights:

- Students, like everyone, have the right to be safe in the online environment\*.
- Students have the right to access information that is free from hate propaganda, sexist, homophobic, racist, pornographic, or obscene content.
- Students have the right to access selected educational ICT resources for their learning.

#### Student responsibilities:

- *Appropriate behavior:* When using ICT, all students will maintain the behavior outlined in their school’s Code of Conduct.
- *Safe behavior:* Students will not reveal, post, or send personal information about themselves or others in the online environment (last name, address, phone number, pictures, passwords, or school name).
- *Respect for others in the online environment:* Students will be polite and will create and use appropriate content. Students will not offend or threaten others.
- *Responsible participation:* Students will exit any inappropriate sites or resources and will inform a teacher if inappropriate resources are accessed.
- *Work cooperatively:* Students will work with peers and staff to create a positive environment to enhance learning.
- *Respect for property:* Students will treat equipment with respect, and will follow the school guidelines for ensuring that equipment is properly maintained and the network remains secure. Students will respect the owners of ideas by requesting permission for use of copyrighted work, and by giving credit to the source of the information that they access.

#### School responsibilities:

- Border Land School Division (BLS D) has a responsibility to provide a safe learning environment. We take precautions to protect our staff, students, and schools by restricting access to inappropriate materials.
- BLS D staff has a responsibility to teach students about safe, responsible, ethical, and appropriate use of ICT.
- Students use technology in an open and constantly changing environment. Potential risks or dangers always remain, and BLS D cannot guarantee that access to ICT will be free from all controversial or inappropriate materials. We will do our best to provide a safe and secure learning environment.

Please review the Rights and Responsibilities for your child’s participation in learning activities using ICT. Take some time to discuss these with your child.

***I have reviewed the ICT Acceptable Use agreement and understand that my child will be using the internet for learning. I understand that any threat to a safe learning environment will result in investigation and/or confiscation of ICT equipment.***

---

Parent signature

Student signature

Date

*\*ICT = information communication technology, it includes any devices that are used to communicate, store, or access information.*

*\*Online environment = refers to the use of ICT for communication, regardless of location or application. The online environment is public. Some examples of online environments include: Twitter, Facebook, instant messaging, e-mail, websites, blogs, forums, etc. For example, cyberbullying that “starts” at a home computer, or on a cellphone, is still investigated at school, because it impacts the safety of the learning environment.*

# Code of Conduct

## Restitution

We believe that we have a responsibility as a staff to model respectful relationships for our students and support them in developing relationships that are grounded in respect, responsibility, and integrity. The philosophy of restitution guides our discipline approach.

Restitution is a “restorative intervention approach [which] views violent and bullying situation[s] as primarily a violation of human relationships, and only secondary as an infraction of the school’s code of conduct” (p. 36, A Whole School Approach to Safety and Belonging, MECY Document).

In all of our interactions with students and with parents, our goal is to nurture and strengthen our relationships. Adolescent learners require opportunities to check who they want to be in a safe and learning centered environment. Our discipline policy is first centered on learning and reinforced with consequences when required.

## Border Land School Division Code of Conduct (1.A.10)

In keeping with our Foundation Statements, all staff and every student is entitled to function responsibly within a safe, caring, and enabling environment. In support of this expectation, the Board requires that the entire organization subscribe to the Border Land Code of Conduct. This Code of Conduct includes a statement of expectations of behaviour and related responsibilities for participants in the system.

The Border Land School Division Code of Conduct shall be reviewed annually by a committee. Each school, employee, student, and volunteer within Border Land School Division is expected to behave in a respectful manner and comply with the divisional code of conduct.

## Working with Parents

Teaching self-discipline is a shared responsibility that hinges on a cooperative approach between the school and parents. Students will feel safe when they see the adults from the two parts of their lives, school, and home, come together to focus on their interests. When teachers and parents communicate regularly and work collaboratively, they are more likely to develop a degree of trust.

School and parents may disagree on disciplinary decisions. When positive approaches to resolving disagreements are used, there are opportunities to build strong relationships and to set positive examples for our students. Parents are encouraged to contact their school any time they have a concern regarding a disciplinary matter. The process for appeal is found later in this procedure.

In Border Land School Division, unacceptable behavior includes but is not limited to the following:

- Harassing/discriminating
- Bully/cyberbullying
- Threats to self and others
- Gang involvement
- Possess a weapon, as “weapon” is defined in section 2 of the Criminal Code
- Possession or being under the influence of an illicit drug
- Inappropriate use of the internet and electronic communication

Across Manitoba, schools have been striving to find the best approach for working with students who exhibit challenging behaviours. These efforts have led to successful approaches for preventing and changing challenging behavior. The themes that are common to a successful approach include the development of a positive school climate, a positive school-wide approach, team planning, community involvement, and professional support.

## Appropriate Interventions and Disciplinary Consequences

All schools are expected to engage in preventative practices – in other words, the use of instruction and programs that focus on social responsibility and positive behavior rather than the need for negative consequences. Many schools have successfully introduced restorative practices that aim to develop community and manage conflict and tensions by repairing harm and building relationships (eg. conflict resolution or peer mediation programs, restitution, and restorative justice.) Negative consequences may be necessary when other approached to problem behavior are unsuccessful, however, they are not effective when overused.

Teachers and Principals must ensure that interventions used are appropriate given the frequency and severity of the disciplinary violation and the student’s age or state of development. The principal maintains the authority to determine which consequence is appropriate in a given situation. In every situation, when selecting appropriate consequences, school staff should be sensitive to any student who has been the victim or target of unacceptable behavior, as well as to the student who committed this behaviour. Reasonable accommodation is required for students with exceptional learning needs that affect their behaviour, taking into account the student’s ability to comply with disciplinary measures.

Interventions and consequences may be applied as appropriate to the context, but they need not be applied in the order they appear in this document. Schools may expand upon the list as long as the additional items are consistent with the Manitoba Education directive.

**Informal Discussion** A teacher or administrator speaks with the student to reach an agreement regarding the student's behaviour. Parent(s) may be contacted in some circumstances. Students who are 18 years of age or older must give their consent to contact parents.

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

**School Counsellor/Resource Teacher** A school counsellor and/or resource teacher meets with the student with the specific goal of developing a plan for changing attitudes and improving student behaviour. Parent(s) should be informed.

**Formal Interview** A conference is held with the student, the teacher, and an administrator and/or school counsellor and the parent(s) to develop a plan for changing the student's behaviour. As one example of a plan, it may be useful to conduct a functional behavioural assessment to guide the development of effective positive interventions based on the function of the behaviour.

**Withdrawal from Classroom Setting** Where specific student conduct is deemed to have a negative impact upon the classroom learning environment, the student is withdrawn to a supervised alternate location to complete his or her assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, parent(s) will be informed.

**Removal of Privileges** Privileges such as access to the playground, cafeteria, library, extracurricular activities, and/or bus transportation are removed under certain circumstances. Parent(s) will be informed.

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

**Restitution/Compensation** The student and/or parent(s) are 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.

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

**Student Services** A referral may be made to school division student services personnel who can assist school personnel in the remediation of inappropriate student conduct. Such involvement may include a level of counseling or clinical supports for the student that is beyond the school's capabilities. Parental permission must be obtained for assessments and/or interventions.

**Outside Agency/Community Involvement** A referral to an outside agency or a community resource may be necessary to address a student's behaviour (e.g., a physician, adolescent or adult mental health services, Addictions Foundation Manitoba, the anxiety clinic at St. Boniface Hospital, the Lighthouses and Turnabout crime prevention programs, Boys & Girls Clubs, Big Brothers Big Sisters, or Aboriginal Elders). In all cases, parental permission must be obtained.

**Threat Assessment** The school will respond to all student threats to self or others through administrative action and/or school division threat assessment protocols or through critical incident preparedness plans. Outside agency and/or police involvement may be requested. Parent(s) will be informed.

**Police Notification** Police notification does not mean that police will lay charges in every situation; however, police should be notified for serious incidents that happen at school, during school related activities in or outside school, or in other circumstances if the incident has a negative impact on the school environment. School boards should identify the types of incidents that require mandatory and discretionary police notification and ensure that principals are aware of protocols respecting police notification. Parents will be notified unless police direct otherwise.

#### **Student Suspension**

- Alternatives should be considered before suspension (e.g., classroom strategies, in-school alternatives, school-wide programs, and alternative and/or off-site locations).
- A teacher may suspend a student from the classroom for not more than two days.
- A principal may suspend a student from the school for not more than five days.
- A superintendent may suspend a student from the school for not more than six weeks.
- A parent and/or pupil may make a request to appear before the school board to make representations about a suspension. A school board may, upon receiving such representation, confirm or modify the suspension or reinstate the pupil.

## Categories for student suspension

**Misconduct** – this may include insubordination, physical altercation with another individual, verbal altercation with another individual, threats, bullying or harassing.

**Substance Use** – this includes alcohol or tobacco use

**Illegal Drugs** – this may include being under the influence of, in possession of, or trafficking of any drug deemed illegal

**Weapons** – this may include being in possession of, threatening with, or attacking with a weapon.

**Property Damage** – this may include damage to Border Land School Division property as well as damage to other individual's personal property.

**Inappropriate ICT Use**– this includes any action on a technological device, on or off school property, that violates the Border Land School Division Acceptable Use Agreement.

## Student Expulsion

A school board may expel from a school any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment.

## Appeal Process of Disciplinary Decisions

If a student and/or parent/guardian are not satisfied with a disciplinary decision, they should speak first to the teacher who made the disciplinary decision and then to the school principal if the issue is not resolved. If there is still an unsatisfactory response, an appeal in writing can then be made to the superintendent of schools, and if necessary, then to the school board. Exceptions to this are suspensions in excess of five days and expulsions, in these cases the appeal goes directly to the school board.

## DEFINITIONS

### **Bullying**

Bullying is 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.

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

It may be direct (face to face) or indirect (through others); it may take place through any form of expression, including written, verbal, physical, or any form of electronic communication (referred to as cyberbullying), including social media, text messages, instant messages, websites, or e-mail.

### **Cyberbullying**

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

### **Expulsion**

The removal of a student from all schools of a school division permanently, at the discretion of the school board.

### **Reasonable accommodation**

The school's obligation to address students' special needs that stem from the protected characteristics specified in Manitoba's Human Rights Code, such as physical or mental disabilities, et cetera., and that affect the individual's ability to access educational/school services or facilities. The measures to accommodate special needs will be reasonable and required unless they cause undue hardship due to cost, risk to safety, impact on others, or other factors.

### **Unacceptable conduct**

Unacceptable conduct includes abusing another student physically, sexually, or psychologically, verbally, in writing, or otherwise. It also includes bullying another student.

## Rights and Responsibilities regarding Student Discipline

### *Students Rights*

- To be accompanied by a parent or other adult to assist and make representations to the school board before a decision is made to expel.

### *Student Responsibilities*

- To attend school and classes regularly and punctually.
- To comply with school and school division discipline and behaviour management policies.
- To behave in a respectful manner and comply with the school code of conduct.
- To complete assignments and other related work required by teachers or other employees of the school division.

- To treat with respect school property and the property of others who are employed at or attending the school.
- To assume responsibility if he or she destroys, damages, loses, or converts by an intentional or negligent act school or division property.

#### *Parents/Guardians Rights*

- To be informed regularly of the attendance, behaviour, and academic achievement of his or her child in school.
- To be informed of the discipline and behaviour management policies of the school or school division or school district, and to be consulted before the policies are established or revised.
- To accompany his or her child and assist him or her to make representations to the school board regarding a suspension of more than five days or before a decision is made to expel the child.

#### *Parent Responsibilities*

- To 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.
- To take all reasonable measures to ensure the child attends school regularly.
- To assume responsibility with the child where school/division property is damaged, lost, or converted by the intentional or negligent act of that child. (Note: Teachers and students whose personal property is damaged or lost may bring action under The Parental Responsibility Act).

#### **Responsibilities and Authority of Teachers**

- To maintain order and discipline among students attending or participating in activities that are sponsored or approved by the school, whether inside or outside the school.
- To behave in a respectful manner and comply with the school code of conduct.
- To 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, and take into account the student's state of development.
- To report to the principal unacceptable student conduct while at school or at a prescribed school-approved activity as soon as reasonably possible.
- To report to the principal as soon as reasonably possible that a student may have engaged in cyberbullying or been negatively affected by cyberbullying, whether it occurs during school hours or not\*
- To seize or cause to be seized and take possession of any offensive/dangerous weapon brought to school by a student and hand over same to the principal.
- To suspend a student from the classroom for up to two days when a student engages in disruptive behaviour and suspension is the consequence for that behaviour under school policy or the school code of conduct.
- To promptly document and report a student suspension to the principal.
- \*The duty to report to the principal also applies to employees of a school board, school division, or school district and persons who have care and charge of one or more pupils during a prescribed school-approved activity.

#### **Responsibilities and Authority of Principals**

- To review annually, in consultation with the school's parent advisory committee, a school code of conduct.
- To ensure that a school's discipline and behaviour management policies - including disciplinary consequences for violations of the code of conduct - are consistent with any Ministerial directives concerning appropriate disciplinary consequences for unacceptable behaviour.
- To supervise buildings and grounds during school hours, including safety, repairs, cleanliness, et cetera.
- To 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.
- To 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 his or her parent or guardian.
- To provide disciplinary authority over students on their way to and from school, in terms of their conduct towards one another, while travelling to and from school, on school division transportation, and while on school-prescribed activities.
- To 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, and take into account the student's state of development.
- To notify parents, as soon as reasonably possible, if the principal believes that a student has been harmed as a result of the unacceptable conduct.
- To suspend a student for up to one week for engaging in conduct that the principal considers injurious to the school environment.



- To inform the student's parent or legal guardian of the suspension and the reasons for the suspension.
- To give 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.
- To keep a record of each suspension of a student.
- To develop categories of the reasons for which a student may be suspended, and to ensure that each suspension is accordingly categorized and that the total number of students suspended and the duration of suspensions are tabulated.
- To ensure that educational programming is available to a student who has been suspended.

#### **Responsibilities and Authority of Superintendents**

- To suspend a student from school for up to six weeks for engaging in conduct that the superintendent considers injurious to the school environment.
- To inform the student's parent or legal guardian of the suspension and the reasons for the suspension.
- To give the school board or designate a written report setting out the student's name, the period of suspension, and a description of the disruptive behaviour for which the student was suspended.

#### **Responsibilities and Powers of School Boards**

- To establish written policy respecting the appropriate use of - the Internet, including social media, text messaging, instant messaging, websites, and e-mail, and - digital cameras, cell phones and any other electronic or personal communication devices identified by the board.
- To establish written policy on respect for human diversity and ensure that the policy is implemented in each school. The policy must promote and enhance a safe and inclusive learning environment, the acceptance of and respect for others, a positive school environment, and the training of teachers and other staff on bullying prevention and respect for human diversity.
- To permit the student and his or her parent(s) or legal guardian(s) to make representations to the school board about a suspension of more than five days.
- To confirm or modify the suspension or reinstate the student after receiving such a representation.
- To suspend or expel any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment.
- To ensure that educational programming is made available for students under the age of 16 who are expelled.
- To limit or place conditions on the teacher's right to suspend, either with respect to an individual student or generally, if the board is of the opinion that the teacher has repeatedly suspended an individual student for reasons that are not justified or suspended students for reasons that are not justified.

\*Appropriate-use policies may include provisions that prohibit accessing, uploading, downloading, sharing or distributing information or material that the school board has determined to be objectionable or not in keeping with the maintenance of a positive school environment.