



WINNIPEG SCHOOL DIVISION

# **King Edward Community School Parent Handbook**

**September 2025**





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## **Message to Parents**

Welcome to the 2025–2026 school year at King Edward Community School!

At King Edward, we foster a safe, inclusive, and engaging learning environment where every student feels valued and empowered to thrive. Our dedicated staff is excited to partner with you in supporting your child's academic, social, and emotional growth.

Please refer to this handbook for essential details to guide you through the year. We encourage open communication and a strong community partnership.

Let's make this a year filled with curiosity, kindness, and success.

Sincerely,

Kristin Melnyk – Principal  
Jaclyn Rivest – Vice Principal



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# General Guideline

## Code of Conduct

### Purpose

This Code of Conduct sets out expectations for behaviour that promote a safe, caring, respectful, and inclusive school environment. All students, staff, volunteers, and visitors share responsibility for upholding these standards.

### Respectful Behaviour

All students, staff, volunteers and family members are expected to:

- Treat others with dignity, respect, and fairness.
- Observe and follow this Code of Conduct and all applicable school and school board policies.
- Contribute positively to a safe and caring school community.

### Behaviour Resulting in Intervention, Response, and/or Consequence

The following behaviours are unacceptable and will result in an intervention, response, and/or consequence, in accordance with school and school division policies:

#### Abuse

Abusing another person verbally, in writing, electronically, or otherwise, including abuse that is:

- Physical
- Sexual
- Emotional
- Psychological

#### Bullying and Cyberbullying

- Exhibiting bullying or cyberbullying behaviour toward another person, as defined in the school glossary and in accordance with The Public Schools Act (PSA).
- Bullying or cyberbullying behaviour will be addressed regardless of where or when it occurs, if it impacts a student's sense of safety at school.



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## **Discrimination**

Discriminating against any person on the basis of any characteristic protected under subsection 9(2) of The Human Rights Code, including but not limited to:

- Ancestry, including colour and perceived race
- Nationality or national origin
- Ethnic background or origin
- Religion, creed, or religious belief, association, or activity
- Age
- Sex, including pregnancy or pregnancy-related circumstances
- Gender identity
- Sexual orientation
- Marital or family status
- Source of income
- Political belief, association, or activity
- Physical or mental disability, including reliance on a service animal, wheelchair, or other assistive device
- Social disadvantage

## **Prohibited Activities on School Sites**

The following activities are strictly prohibited on school property or during school-sponsored activities:

### **Gang Activity**

- Any form of gang-related activity, symbols, or behaviour.

### **Weapons**

- Possessing a weapon, as defined in Section 2 of the Criminal Code (Canada).  
A weapon includes anything used, designed to be used, or intended for use:
- In causing death or injury to any person, or
- For the purpose of threatening or intimidating any person.

### **Alcohol, Cannabis, and Drugs**

- Using, possessing, or being under the influence of alcohol, cannabis, or illicit drugs at school or during school-approved activities.



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## **Appropriate Use of Technology and Devices**

Students are not permitted to bring cell phones to school. If a cell phone is brought to school, a staff member will confiscate the cell phone and contact the parent/guardian to pick up the cell phone.

Students and staff must adhere to school and school board policies regarding the appropriate use of:

- The Internet, including AI-generated content (audio, images, video, or text)
- Social media, text messaging, direct messaging, websites, and email
- Cameras, cell phones, and other electronic or personal communication devices

Misuse of technology that harms others or disrupts learning will be addressed under this Code of Conduct.

## **Reporting Responsibilities**

- All school board employees, volunteers, and individuals in charge of students must report non-observance of this Code of Conduct to the principal as soon as reasonably possible.
- This includes behaviour that occurs at school or during school-approved activities.
- Staff members who become aware of bullying or cyberbullying must report and act on it, regardless of where or when it takes place.

## **Response, Intervention, and Consequences**

When a breach of the Code of Conduct occurs:

- The school will consider the severity of the behaviour, the student's age and developmental level, and any mitigating factors.
- Interventions may include restorative practices, counselling, mediation, behavioural supports, or disciplinary consequences.
- Responses are intended to promote accountability, safety, learning, and positive behaviour change.



WINNIPEG SCHOOL DIVISION



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### **Parent/Caregiver Notification**

Where the principal believes a student has been harmed by another's behaviour, the principal will, as soon as reasonably possible, notify the affected student's parent(s) or caregiver(s). The notification will include:

- The nature of the behaviour
- The nature of the harm
- The steps taken to protect student safety, including any interventions implemented

### **Commitment to a Safe and Caring School**

By observing this Code of Conduct, students, staff, volunteers and student family members contribute to a learning environment where everyone feels safe, valued, and respected.



WINNIPEG SCHOOL DIVISION



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## **2025 -26 Calendar Year**

Manitoba Education sets the school calendar dates for all divisions in the province. The 2025-26 school year begins on September 2, 2025, and ends on June 27, 2026. Regular classes will start on Wednesday, September 3rd which will be Day 2 on the 6-day school cycle.

## **Attendance at School**

Students in grades 1-6 are expected to attend in-class learning beginning on Wednesday, September 3rd.

Nursery/Kindergarten students will attend morning or afternoon beginning Monday, September 8<sup>th</sup>.

The first week of school, nursery students and new kindergarten students will attend an intake scheduled by the teacher and will find out whether the child will be in the morning or afternoon class.

## **Attendance Procedures**

Taking accurate and timely attendance is important for student safety and engagement. If students arrive to school after 9:10 AM and/or 1:10PM they are expected to report to the office to check in.

Students will receive an Attendance Check-In Slip and then report directly to their classroom. Students must hand the slip to their teacher to show that their attendance has been updated from Absent to Present (or Late).

Thank you for continued communication to let us know when your child(ren) have to miss school or are late. If you know your child(ren) will be late or absent please call Safe Arrival Reporting System 1-855-278-4513 or visit [go.schoolmessenger.ca](https://go.schoolmessenger.ca)

Safe and Caring Schools

A Policy Directive and Action Plan to Enhance Student Presence and Engagement



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## **Student Drop-Off & Pick-Up**

### **Drop-off**

If you are dropping your child off at school, please do not come any earlier than 8:30 a.m. if coming for breakfast, or 8:45am if coming for the school day. Please do not come earlier than 12:55pm after lunch. Bikes and Scooters are required to be kept in the bike cage. The bike cage will be closed from November until the snow melts in the spring.

Please do not send electric scooters/bikes, as they will be kept in the bike cage. King Edward School does not take any responsibility for lost or stolen items.

When students (Grade 1 - Grade 6) arrive at school they will go directly to the playground at the back of the school to meet their classroom teacher at their pylon.

Nursery and Kindergarten students will be dropped off at the NK door, located at the far corner of the playground.

Any students arriving after 9:15am and 1:15pm will need to check-in at the office before going to class.

All families are required to check in at the office when entering the school. A staff member can walk students to their classroom upon arrival if necessary. Parents/Guardians are not permitted to go to classrooms 8:45-3:30.

### **Pick-up**

- Students will be picked up by parents/ caregivers at their entrance door
- Parents/caregiver will need to pick up students in Kindergarten – Grade 3
- If a student in grade 4-6 has a younger sibling they can, with parent permission, pick up the sibling and leave without a parent/caregiver present.

If picking up or dropping off after 9:15 and 1:15, please check-in at the office. Any lunches being dropped off during school hours must come to the office to be distributed by our nutrition coordinator.





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## **Drop-Off / Pick-up during the school day**

We understand it is not always possible to schedule appointments outside of the regular school day. If this occurs, please inform the school that you will be picking up your child early.

The school doors will remain locked at all times. When at the school please ring the bell and identify who you are and who you are picking up. The office clerks will call your child to the office while you sign them out.

If someone other than yourself is picking up your child, please ensure they are on your child's record. We cannot release a child to someone not on file and who you have not given us permission to pick up.

## **Classroom Supplies**

There will be no charge for school supplies in September 2025.

## **Lunch Program**

Any students needing to stay for lunch are required to fill out a registration form prior to staying.

Students who are signed up for the no-fee lunch program must bring their own lunches and will be reminded that sharing food or water bottles is not allowed. Students will eat in their classrooms. Please pack a lunch that does NOT require heating up and does NOT contain peanuts, nuts, fish, or seafood.

If you drop off lunch, please bring it to the office to be distributed by our food coordinator.

If your child requires lunch to be provided, please call the school to inform our food coordinator, Sam.

Students are not permitted to leave the school grounds if signed - up for lunch program.

# WINNIPEG SCHOOL DIVISION

## 2025/26 SCHOOL CALENDAR



SEPTEMBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Labour Day	2 / Day 1 School Opens Non-Instructional	3 / Day 2 First day of classes	4 / Day 3	5 / Day 4	6
7	8 / Day 5	9 / Day 6	10 / Day 1	11 / Day 2	12 / Day 3	13
14	15 / Day 4	16 / Day 5	17 / Day 6	18 / Day 1	19 / Day 2	20
21	22 / Day 3	23 / Day 4	24 / Day 5	25 / Day 6	26 / Day 1	27
28	29 / Day 2	30 National Day for Truth & Reconciliation				

OCTOBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 / Day 3	2 / Day 4	3 / Day 5	4
5	6 / Day 6	7 / Day 1	8 / Day 2 Non-Instructional Divisional In-service	9 / Day 3	10 / Day 4	11
12	13 Thanksgiving	14 / Day 5	15 / Day 6	16 / Day 1	17 / Day 2	18
19	20 / Day 3	21 / Day 4	22 / Day 5	23 / Day 6	24 / Day 1 Non-Instructional MTS PD Day	25
26	27 / Day 2	28 / Day 3	29 / Day 4	30 / Day 5	31 / Day 6	

NOVEMBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 / Day 1	4 / Day 2	5 / Day 3	6 / Day 4	7 / Day 5	8
9	10 / Day 6	11 Remembrance Day	12 / Day 1	13 / Day 2	14 / Day 3	15
16	17 / Day 4	18 / Day 5	19 / Day 6	20 / Day 1	21 / Day 2 Non-Instructional	22
23	24 / Day 3	25 / Day 4	26 / Day 5	27 / Day 6	28 / Day 1	29
30						

DECEMBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 / Day 2	2 / Day 3	3 / Day 4	4 / Day 5	5 / Day 6	6
7	8 / Day 1	9 / Day 2	10 / Day 3	11 / Day 4	12 / Day 5	13
14	15 / Day 6	16 / Day 1	17 / Day 2	18 / Day 3	19 / Day 4	20
21	22 Winter Break Starts	23	24	25 Christmas	26 Boxing Day	27
28	29	30	31			

JANUARY 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 New Year's Day	2 Winter Break Ends	3
4	5 / Day 5 School Reopens	6 / Day 6	7 / Day 1	8 / Day 2	9 / Day 3	10
11	12 / Day 4	13 / Day 5	14 / Day 6	15 / Day 1	16 / Day 2	17
18	19 / Day 3	20 / Day 4	21 / Day 5	22 / Day 6	23 / Day 1	24
25	26 / Day 2	27 / Day 3	28 / Day 4	29 / Day 5	30 / Day 6	31

# WINNIPEG SCHOOL DIVISION

## 2025/26 SCHOOL CALENDAR



**FEBRUARY 2026**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 / Day 1 Non-Instructional	3 / Day 2	4 / Day 3	5 / Day 4	6 / Day 5	7
8	9 / Day 6	10 / Day 1	11 / Day 2	12 / Day 3	13 / Day 4	14
15	16 Louis Riel Day	17 / Day 5	18 / Day 6	19 / Day 1	20 / Day 2	21
22	23 / Day 3	24 / Day 4	25 / Day 5	26 / Day 6	27 / Day 1	28

**MARCH 2026**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 / Day 2	3 / Day 3	4 / Day 4	5 / Day 5	6 / Day 6	7
8	9 / Day 1	10 / Day 2	11 / Day 3	12 / Day 4	13 / Day 5	14
15	16 / Day 6	17 / Day 1	18 / Day 2	19 / Day 3	20 / Day 4 Non-Instructional	21
22	23 / Day 5	24 / Day 6	25 / Day 1	26 / Day 2	27 / Day 3	28
29	30 Spring Break Starts	31				

**APRIL 2026**

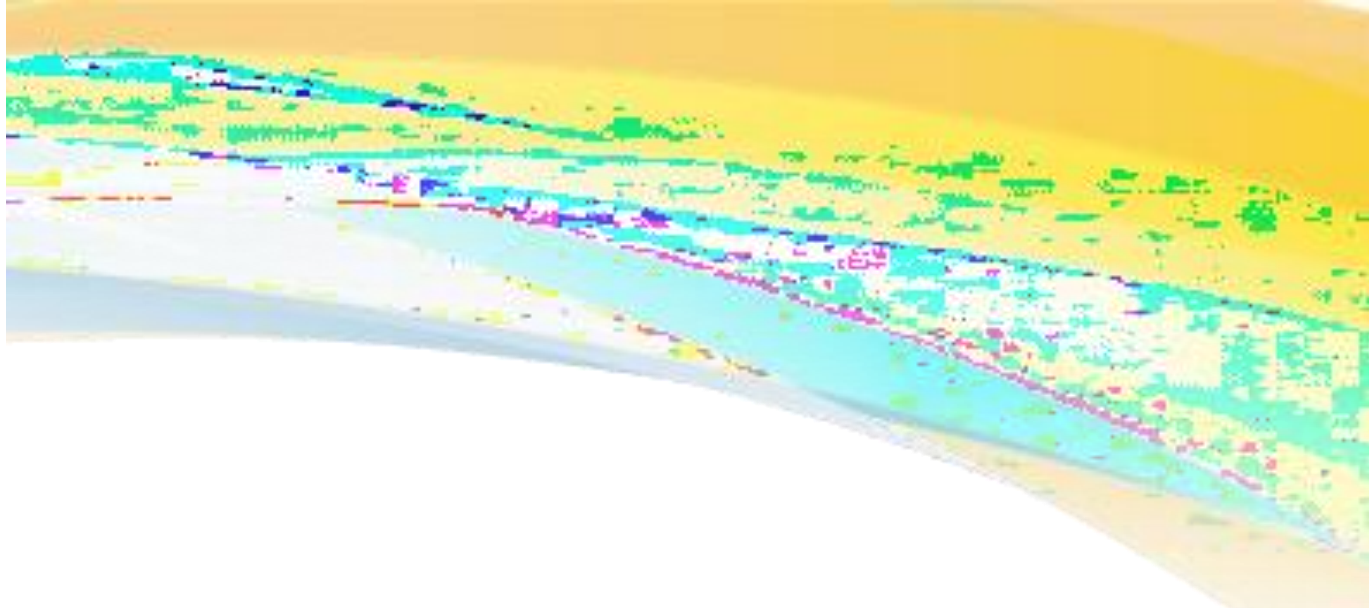
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Good Friday Spring Break Ends	4
5	6 / Day 4 School Reopens	7 / Day 5	8 / Day 6	9 / Day 1	10 / Day 2 Non-Instructional	11
12	13 / Day 3	14 / Day 4	15 / Day 5	16 / Day 6	17 / Day 1	18
19	20 / Day 2	21 / Day 3	22 / Day 4	23 / Day 5	24 / Day 6	25
26	27 / Day 1	28 / Day 2	29 / Day 3	30 / Day 4		

**MAY 2026**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 / Day 5	2
3	4 / Day 6	5 / Day 1	6 / Day 2	7 / Day 3	8 / Day 4 Non-Instructional	9
10	11 / Day 5	12 / Day 6	13 / Day 1	14 / Day 2	15 / Day 3	16
17	18 Victoria Day	19 / Day 4	20 / Day 5	21 / Day 6	22 / Day 1	23
24	25 / Day 2	26 / Day 3	27 / Day 4	28 / Day 5	29 / Day 6	30
31						

**JUNE 2026**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 / Day 1	2 / Day 2	3 / Day 3	4 / Day 4	5 / Day 5	6
7	8 / Day 6	9 / Day 1	10 / Day 2	11 / Day 3	12 / Day 4	13
14	15 / Day 5	16 / Day 6	17 / Day 1	18 / Day 2	19 / Day 3	20
21	22 / Day 4	23 / Day 5	24 / Day 6	25 / Day 1	26 / Day 2	27
28	29 / Day 3	30 / Day 4 Last Day of School				



WINNIPEG SCHOOL DIVISION

# CODE OF CONDUCT

FOR STUDENTS, STAFF AND PARENTS/GUARDIANS

REVISION DATE: 2019



WINNIPEG SCHOOL DIVISION

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# CODE OF CONDUCT

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The purpose of the Code of Conduct is to promote a healthy, caring and inclusive school culture where high levels of achievement occur within a positive school environment. The Winnipeg School Division (WSD) believes that everyone has the right to be treated with dignity and respect.

WSD 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 behaviour outlined in the Code of Conduct shall

apply to all members of the school community, including, students, parents/guardians, staff members, Board members, volunteers and visitors:

- on school sites, WSD property;
- while travelling to and from school on and off WSD transportation; and
- during school-prescribed activities on and off site

Every school will establish a committee, known as the safe school advisory committee. Principals are required to ensure that the annual review of the school's code of conduct and emergency response plan is completed by October 31 of each year.

If further clarification is required by the Safe School Advisory Committee, please contact the Superintendent as soon as possible.

## ROLES AND RESPONSIBILITIES

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### Students will:

- Strive for academic excellence through active participation in learning opportunities and school activities
- Respect the need of others to work in an environment that is conducive 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 all homework assignments
- Demonstrate respect for school property and the property of others
- Dress appropriately for classes and school activities
- Students will understand that the playground is not supervised after dismissal unless students are involved in supervised extra-curricular activities  
For safety reasons, children must leave the school grounds promptly upon dismissal
- Follow WSD 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
- 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



### ROLES AND RESPONSIBILITIES

- Report bullying behaviour 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
  - Be supported when establishing and leading student-based activities and organizations that promote gender equity, antiracism, anti-homophobia, or awareness, understanding and respect for people who are disabled by barriers The name "gay-straight alliance" or any other name that is consistent with the promotion of a positive school environment that is inclusive and accepting of all students will be accommodated
  - Be aware that trafficking, using, possessing or being under the influence of alcohol, smoking or illicit drugs is unacceptable and will not be tolerated
  - Be aware that gang involvement or gang insignia will not be tolerated on school sites or WSD property
  - Be aware that weapons of any kind will not be tolerated on school sites or WSD property
  - Follow the Winnipeg School Division Code of Conduct at all times
- Staff will:**
- Establish and maintain a positive, caring, and inclusive learning environment
  - Provide learning opportunities for students as prescribed by the Winnipeg School Division and Manitoba Education and Advanced Learning
  - 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 is unacceptable Abusive language and aggressive behaviour are unacceptable at all times



### ROLES AND RESPONSIBILITIES

- Treat all students, parents/guardians and staff members fairly and consistently
- Sign the Pledge of Confidentiality, respecting 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 people who are disabled by barriers  
The name "gay-straight alliance" or any other name that is consistent with the promotion of a positive school environment that is inclusive and accepting of all students will be accommodated
- 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, even if it takes place outside of school hours, to the principal, as soon as reasonably possible  
Principals will notify student's parents/guardians if the principal believes a student has been harmed as a result of the unacceptable conduct of another student
- To report to the principal unacceptable student conduct while at school or at a prescribed school approved activity as soon as reasonably possible

### ROLES AND RESPONSIBILITIES

- Follow WSD 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
- Adhere to the Winnipeg School Division policies, provincial expectations, regulations and Code of Conduct
- Show an active interest in their child's school work, progress and behaviour
- Communicate regularly with the school and advocate for their child's success
- Contact the school promptly to report their child's absence or late arrival
- Attend school events, support the school and stay in contact with school staff
- Understand that the playground is not supervised after dismissal unless students are involved in supervised extra-curricular activities For safety reasons, children must leave the school grounds promptly upon dismissal
- 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

### **Parents/Guardians are expected to:**

- Ensure their children attend school and classes regularly and punctually, have all necessary supplies, and have completed all assigned homework
- Help their children develop positive attitudes toward learning and respect for peers, staff and school property

### ROLES AND RESPONSIBILITIES

- Encourage their child(ren) to report bullying behaviour to school staff or initiate contact with the appropriate staff member Be aware that bullying, including cyberbullying, or abusing another person orally 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
- Encourage the peaceful resolution of conflict Work and cooperate with the school to resolve concerns involving their child(ren)
- Follow the established procedures for dealing with concerns or issues:
  - Begin by contacting your child's teacher to discuss the concern and to seek a solution;
  - If the concern is not resolved, contact the school principal;
  - If a resolution is not found or you are not satisfied with the principal's response, contact the District Superintendent;
  - If the concern is not resolved at this level, then contact the Chief Superintendent of Schools, and if still not resolved the Board of Trustees
- Review the Code of Conduct and the school's expectations for student behaviour and conduct with their child(ren)
- To cooperate fully with teachers and other school/division employees to ensure their child complies with school/division discipline and behaviours management policies and the school's code of conduct

## PROACTIVE STRATEGIES

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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
- Supervising students at all times
- Encouraging student participation in activities that promote a safe, caring and inclusive environment
- Fostering student voice in all schools
- 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, community members and organizations

## INTERVENTION STRATEGIES

The goal of student discipline is to repair the harm done to interpersonal relationships and restore a feeling of security and peace in the school community, which then makes it possible for teachers to teach and students to learn

Winnipeg School Division believes that effective student management teaches appropriate behaviours and incorporates a range of consequences for any inappropriate behaviours

Consequences should be based on individual needs, the severity and frequency of the problem and the ability of the person to understand and handle the consequences

### For Students

Cooperation between the school and the parents/guardians reinforces effective discipline of students

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

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

- A principal, vice principal or teacher talks with the student to reach an agreement regarding the student's behaviour. A restorative discipline approach will be used to the extent possible, to encourage accountability for one's actions
- A conference is held with the student, parents/guardians, teacher, principal or vice principal, 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 their assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, the parents/guardians are contacted
- Privileges such as access to playground, cafeteria or lunch program, extracurricular activities and/or bus transportation may be removed. Parents/guardians will be informed

INTERVENTION  
STRATEGIES

- The students and parents are required to compensate for any damages. Such compensation may be monetary in nature, but could take alternative forms such as community service.
- Parents will be advised of after-school detentions.
- In some instances, a contract may be used detailing specific behaviour required. The contract is developed and agreed upon by the school, the parents/guardians and the student. Copies of the behaviour contract will be provided to everyone involved.
- At the discretion of the principal, students may be assigned to an in-school suspension.
- The school support team may consult with divisional support personnel when developing a behaviour intervention plan. Parents/guardians will be involved.

- Winnipeg School Division

Clinical Services and Student Services personnel may become involved to assist in developing appropriate proactive and reactive approaches for unacceptable behaviour. Such involvement may include placement in an alternate or treatment centre if deemed appropriate. Parental permission will be obtained for assessments and/or interventions.

- A referral to an outside agency or community resource may be necessary to address a student's behaviour. In all cases, parental permission will be obtained.

INTERVENTION  
STRATEGIES**Suspension**

(see *PolicyJGD, Suspension of Students*)

- Students may be suspended from school for the following: weapons (possession, threat, attack), physical assault (staff and students), verbal 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) and inappropriate use of the Internet
- Principals shall seek alternatives to student suspensions when feasible
- Teachers have the right to recommend suspension from the classroom for a period not exceeding two days, a student who engages in conduct the teacher considers detrimental to the classroom learning environment Parents/Students may appeal the suspension to the principal
- Principals have the authority to suspend students up to one week; superintendents may suspend up to an additional five weeks and the Board of Trustees may suspend for more than six weeks
- Parents/guardians will be notified immediately of the length and reason for the suspension
- If a parent/guardian and/or student wishes to make representation to the school board about the extended suspension (more than 5 days), Winnipeg School Division's appeal process will be followed whereby the school board may confirm the suspension, modify it or reinstate the student
- The Superintendent may transfer a student to another school
- Principals may involve the police if the offence is a violation of the law (e.g. drugs, theft or assault); parents/guardians will be informed immediately of any such action Other circumstances may require a report to Child and Family Services



## Expulsion

*(see Policy JGE, Expulsion of Students)*

The WSD Board of Trustees may expel a student from attending any school for the following: use of a weapon to threaten or inflict injury, physical assault, verbal threats, assault resulting in injury, or trafficking in illegal drugs or controlled substances

- If a parent/guardian and/or student wishes to make representation to the school board about the expulsion, Winnipeg School Division's appeal process will be followed whereby the school board may confirm the expulsion, modify it or reinstate the student



## 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

- 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

- In the event that such a situation arises, the resulting investigation will be extensive in scope and includes the involvement of Clinical Services Police and other agencies 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 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 themselves or to others will be permitted to attend school until safety is assured

### For Staff

- The conduct of the Winnipeg School Division staff is governed by the policies of WSD, the Code of Conduct, and provincial and federal legislation Consequences for inappropriate behaviour may range from a verbal warning to termination of employment

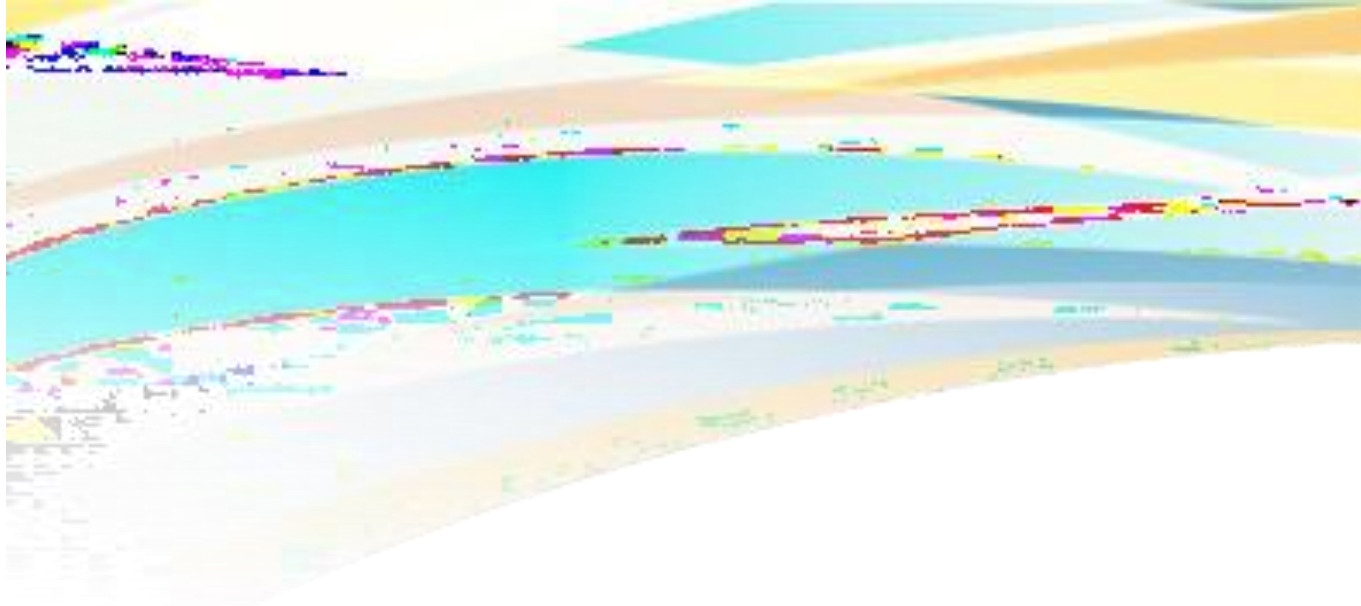
### For Parents/Guardians

- 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 or other consequences as defined by law

**Legislative Reference:**

The Winnipeg School Division Code of Conduct is consistent with:

- Manitoba Human Rights Code
- The Public Schools Act, Section 47 1 (1), 47 1 (2) – 47 1 1(6)
- The Education Administration Act, Section 4(1), (p2), (p 3)
- Manitoba Regulation 77/2005, Safe Schools Regulation, Section 6
- Bill 18, The Public Schools Amendment Act  
(Safe and Inclusive Schools)
- Appropriate Disciplinary Consequences in Schools Regulation  
92/2013
- Provincial Code of Conduct – Appropriate Interventions and  
Disciplinary Consequences (January 2014)
- Disciplinary Consequences – Policy JGD, JGD-E(1), JGE Page



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