



The Board of Trustees of the Portage la Prairie School Division supports a Code of Conduct focusing more on education and restitution practices and less on exclusionary practices such as suspension. This Code of Conduct includes a statement of expectations of behaviour and related responsibilities and expectations for students, staff and families in the system. (Appendix E). Each school, employee, student, and volunteer within the Portage la Prairie School Division is expected to behave respectfully and comply with the divisional code of conduct.

Detention, Probation, Suspension, and Expulsion of Students Procedure Statement:

Manitoba Education document [A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension](#) (2023), Portage la Prairie School Division will work to:

- Limit, reduce, and phase out exclusionary practices, except in situations of imminent safety risk to students and staff, appropriately balancing the need for at-risk students to receive an education and ensuring that all students have a safe and orderly learning environment.
- Implement proactive measures and work to find alternatives to suspension, ensuring student safety through any interventions.

Portage la Prairie School Division’s procedures will support the guidelines in the document mentioned above and will be consistent with other Safe and Caring Schools expectations.

Guiding documents:

- [A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension](#)
- [Companion Guide for Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension](#)
- [Safe and Caring Schools: Provincial Code of Conduct - Appropriate Interventions and Disciplinary Consequences](#)
- [Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion](#)
- [Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging Standards for Appropriate Educational Programming in Manitoba](#)

Schools 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

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whenever they have a concern regarding a disciplinary matter. The appeal process is later in this procedure.

Teachers and Principals must ensure that interventions 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 the appropriate consequence in each 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 behaviour and the student who committed this behaviour. Reasonable accommodation is required for students with exceptional learning needs that affect their behaviour, considering the student’s ability to comply with disciplinary measures.

The Public Schools Act and the Appropriate Disciplinary Consequences in Schools Regulation (M.R. 92/2013) permit the use of suspension. Suspension may be determined to be the appropriate disciplinary consequence when a student’s unacceptable conduct or disruptive behaviour is found to be injurious to the school environment and deemed an imminent safety risk to students and staff.

It is expected that all disciplinary decisions follow these guiding principles:

- Policies and procedures must support Manitoba's Philosophy of Inclusion to ensure a safe, caring, and inclusive learning environment.
- Decisions shall appropriately address safety risks to students and staff, plan for a safe and orderly learning environment, and reflect the best interests of the students.
- Decisions shall respect children’s and youth's rights and access to education.
- Student success and well-being are collective responsibility and require active agency on the part of all responsible for children and youth.
- Appropriate measures shall be taken to ensure that school discipline is administered in a manner consistent with respecting the child’s human dignity.
- Disciplinary alternatives are to be informed by research and best practices.
- Relationships matter in providing all students with safety and belonging.

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Procedures:

Guideline 1: Definitions and Terminology

Exclusionary Practices:

Any school disciplinary action that removes or excludes a student from their usual educational setting, including the following:

- Withdrawal from the classroom setting for less than half a school day for disciplinary purposes but under the direct supervision of school personnel
- Detention
- Removal of privileges
- Removal from school bus ridership
- Exclusion time-out
- Being sent home early
- In-school suspension
- Out-of-school suspension
- Expulsion
- Seclusion

Out-of-School Suspension: An instance in which a student is dismissed from school for disciplinary purposes for a finite period when their peers are expected to be in attendance. (MEECL, Standards for AEP, p.24)

In-School Suspension: An instance in which a student is temporarily removed from their regular classroom(s) for at least half a school day for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. (MEECL, Standards for AEP, p.25)

Expulsion: Expulsion is an extreme exclusionary discipline practice, different from suspension. Although The Public Schools Act and supporting regulations allow School Boards to expel, the guidelines in this policy directive focus on minimizing the use of suspension due to its negative outcomes and aim to limit, reduce, and subsequently phase out exclusionary practices.

Seclusion: Seclusion is a safety response. It is never used as a punishment, consequence, disciplinary action, or a way to force compliance.

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Informal removals/being sent home:

Instances when a student is sent home due to behavioural disruptions. Such informal removals must be documented if a student’s day is reduced outside the student-specific planning process.

Guideline 2: Enhancing Proactive and Preventative Practices

Schools will be conscious of the Guiding Documents listed above. “Schools create a sense of belonging and community that helps students develop and maintain their social, emotional, and psychological well-being.

Across the social-ecological systems (student, family, classroom, school, community, and society), opportunities are created for children and youth to experience connection and build a foundation of caring that will support the problem-solving process when issues are identified, or incidents occur. Feeling connected and part of the school community strengthens a sense of belonging, develops positive relationships, and communicates support in resolving issues.” (Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging, 2017).

Guideline 3: Alternative Approaches to Suspension

Schools must provide opportunities for students and staff to increase their understanding of behaviour and learn to respond to unwanted behaviour in alternative ways to promote a safe, caring, and inclusive learning environment; supportive student discipline should be about teaching and learning.

An in-school suspension may be applied for a finite period instead of an out-of-school suspension when considered safe and appropriate to offer a safe, structured, and supervised environment. An in-school suspension allows targeted interventions and supports that address behaviour and facilitate problem-solving. There is a benefit to maintaining a connection to the school community and adults in a safe environment and with uninterrupted learning.

Guideline 4: Discretion and Consideration/Supportive Student Discipline

Disciplinary responses are to be viewed as an opportunity to problem-solve. Teachers, Principals, and Portage la Prairie School Division will examine multiple factors in determining whether suspension is an appropriate disciplinary consequence.

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Provide reasonable accommodation when disciplining a student, and consider the student’s state of development, ability to comply, and amount of support required.

Disciplinary responses will need to consider the students’ unique learning needs and abilities, including:

- Is the student able to access the information?
- Does the student understand the procedure or rules?
- Are the disciplinary actions used for most students appropriate for each student?

Additional factors that may direct the course of action:

- Information gathered from the student, reporting staff, and others who may have witnessed or been involved
- Whether a process should be initiated for determining the risk of threat to self or others and the risk of recurrence
- Possible motivation or underlying reason(s) that led to the incident
- Previous disciplinary incidents
- Previously employed interventions and their effectiveness
- Student’s background and support network
- Alternative approaches not previously employed
- Whether the suspension will be a breach of probation
- Discussion with parent(s)
- Discussions with the in-school team and divisional staff
- A student cannot be suspended as a response to absenteeism.
- Suspension duration must not incrementally increase based on the number of suspensions a student has previously received.

Guideline 5: Suspension Procedures In School

Categories for student suspension

- **Misconduct** – this may include insubordination, a physical altercation with another individual, a verbal altercation with another individual, threats, bullying or harassment, assault, theft, racial abuse, gangs, and disruption of the school day.
- **Substance Use** – this includes alcohol, vaping, and tobacco use, and this includes being under the influence of, in possession, or trafficking of any drug.
- **Illegal Drug Use** - illicit drugs or any other substances that include being under the influence of, in possession or, or trafficking of any drug.
- **Weapons** – this may include being in possession of, threatening with, or attacking with a weapon.
- **Property Damage** - may include damage to Portage la Prairie School Division

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property and other individuals' personal property.

- **Inappropriate ICT Use** - involves any action on a technological device, on or off school property, that violates the Portage la Prairie School Division Acceptable Use Agreement.

Notification to Parents and Superintendent

If a student is to be suspended, parents must be notified promptly of the reason and period of suspension directed by the Principal, or Superintendent’s Department, whoever is suspending the student. No student who presents an imminent safety risk to self or others shall be dismissed from school before parents/guardians have been notified.

Within 24 hours of the decision to suspend, a written letter/suspension form will be sent to the parents/guardians with information that includes:

- The student’s name, birth date, and MET number
- The nature of the suspension (in-school or out-of-school)
- The reason(s) for the decision to suspend in relation to the code of conduct
- The period of the suspension (with beginning and end dates)
- Information regarding the re-entry process
- The date, time, and location of the re-entry meeting
- Information regarding the opportunity for support if the parents, such as an interpreter or support person to accompany them to the re-entry meeting
- The name and contact of the school personnel who will serve as the parent's initial contact to arrange appropriate educational programming and maintain regular contact with the student
- Information about the parent’s/guardian's right to make an appeal and the appeal procedures
- Clarity of any other restrictions

All student suspensions are to be recorded on the Suspension of Student form and reported to the Superintendent’s office within 24 hours of the suspension.

The report must be entered into PLPSD’s Student Information System within 24 hours of the suspension.

Access to Educational Programming during Suspension

Schools must arrange educational programming for suspended students.

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During suspension, access to learning should be maximized by providing students with the resources they need and utilizing universal design principles.

Students must have an opportunity to maintain a connection to the school community, to continuity of programming, and to build skills rather than to feel a sense of punishment or discipline.

Guideline 6: Re-Entry Meetings

The purpose of the re-entry process is to:

- Provide an opportunity to debrief.
- Review the reason for the suspension.
- Reflect on the incident and circumstances.
- Clarify expectations.
- Work towards addressing relational problems, if applicable.
- Plan for the student to rejoin the classroom/school community.
- Restore a sense of safety and belonging for all.

Re-entry meetings are an opportunity to bridge and repair relationships. The student, parent/guardians, and appropriate school/divisional staff should be present. If a parent/guardian is unable or refuses to attend the re-entry meeting, schools must document the reasons for the refusal and actions taken by the school to obtain consent and resolve concerns.

The discussion at the re-entry meeting should include:

- Review the division’s code of conduct, including the appeal process
- Restore a sense of safety and belonging (i.e., establish a connection with an adult in the building who provides daily check-ins for positive feedback and problem-solving)
- Structure transitions, resources, and environmental considerations to be in place for a safe return
- Determine programming needs (e.g., academic support, increased opportunities to attend to social-emotional learning and regulation)
- Review planning needs if a student-specific plan is already in place
- Develop a student-specific plan for a student who has been suspended out of school more than two times during a school year (MEECL, Standards for AEP,2022)
- Determine whether individual counselling or divisional supports are needed (i.e., determine and support student’s protective factors)
- Refer to community-based/agency support as appropriate
- Reaffirm goals for personal and school success, respect the student’s right to be

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heard, and participate in decisions that affect them

- Designate staff to case manage (i.e., ensure planning needs are met and follow-up is embedded for ongoing support)
- Review recommendations and update plans as necessary
- Encourage the repair of relationships with those who may have been harmed or affected and who also should be treated with courtesy, compassion, and respect for their dignity and privacy (YCJA)

Completing schoolwork must not be used as a condition of re-entry, and a student's suspension must not be prolonged because the parent cannot be present at the re-entry meeting.

Out of School Suspension (OSS)

Students will not be permitted at school during an out-of-school suspension. At the discretion of the Principal, they may not be allowed to participate in school-sponsored activities, whether inside or outside the school, on the school bus, or school property.

The Principal will ensure that expectations are communicated to the student, staff, parent/guardians, and divisional staff as appropriate. This communication should include:

- The period of the suspension (with beginning and end dates)
- The name of the school personnel who will serve as the initial contact for any questions/concerns
- Arrangement of appropriate educational programming and regular contact with professional staff (e.g. virtual, phone, in person)
- Clarification of expectations, noting any restrictions
- Information regarding the date, time, and location of the re-entry meeting
- Additional people or agencies and their contact information and any expectations set forth (if relevant)

Students who have been suspended out of school more than two times during a school year are required to have a student-specific plan.

In School Suspension (ISS)

An in-school suspension will be carried out in a supervised educational environment, with restricted contact with peers during the instructional day. During an in-school suspension, a

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student may be prohibited from attending one or more classes and school-sponsored activities.

Providing there is no safety risk to students or staff, the Principal may determine that a student observing an in-school suspension can continue participating in school-sponsored activities, with direct supervision, to maintain connection, relationships, and a sense of belonging.

The Principal will ensure that expectations are communicated to the student, staff, parent/guardians, and divisional staff as appropriate. This communication should include:

- The period of the suspension (with beginning and end dates)
- Location of the alternative supervised learning environment
- The name of the school personnel who will serve as the initial contact for any questions/concerns
- Instructions for non-instructional times, such as lunch and recess
- A structured plan outlining the appropriate educational programming the student is to be engaged in during the suspension
- Information regarding the date, time, and location of the re-entry meeting

If a student receives two or more in-school suspensions during a school year, school teams should consider ways to support that student in decreasing future suspensions. The repeated use of an in-school suspension may indicate that a student-specific plan should be developed or revised.

A teacher's suspension of a student from class is considered an in-school suspension. The teacher must promptly document and report the suspension to the principal (M.R. 92/2013).

The teacher will:

- Notify the principal, who will inform the parent/guardian of the reason and duration of the suspension, which may not exceed two days.
- Provide the Principal with a written report outlining the antecedent events, the reason for suspension from calls, and the teacher's actions.
- Arrange a supervised learning environment and ensure appropriate educational programming continues.
- Discuss the re-entry process with the Principal, who will communicate this to the parents.
- Meet with the student, principal, and parents before re-entry to communicate expectations and develop strategies to repair the relationship.

Guideline 7: Appeal Process of Disciplinary Decisions

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If a student and parent/guardian are not satisfied with a disciplinary decision, they should speak first to the teacher who made the decision and then to the school Principal if the issue is unresolved. If there is still an unsatisfactory response, an appeal in writing (see Appendix C) can be made to the Superintendent of schools and, if necessary, to the School Board.

Exceptions to this are suspensions over five days and expulsions; in these cases, the appeal goes directly to the School Board. The School Board may confirm the suspension, modify it, or reinstate the student (M.R. 92/2013; Manitoba Education and Training, Provincial Code of Conduct, 2017).

Guideline 8 – Documentation

Each event of suspension must be documented.

Documentation must include:

- Information about the misconduct.
- Disciplinary measures issued.
- The actions undertaken by the school about a student.

A copy of the documentation will be placed in the pupil file and entered into the divisional student information system.

Documenting suspension may include:

- Consultation with the Superintendent or designate.
- A record of the re-entry meeting.
- A process to identify students with multiple/recurring suspensions.

Guideline 9 – Monitoring and Review

School Divisions are required to ensure that schools keep records on the nature and duration of all suspensions, both in and out of school. Categories must be consistent across all schools, and a divisional process for tabulation and entry into the divisional information system.

Data must be reviewed at the school and divisional levels, following regular reporting periods and annually.

Data collection should be used to:

- Reviewing the school’s code of conduct and emergency procedures (M.R. 77/2005).

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- Plan for safety and belonging
(Manitoba Education and Training, Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging 2017).
- Enable schools and school divisions to understand circumstances around suspensions while facilitating the implementation of more effective strategies to support educational programming.
- Monitor and analyze suspension rates and trends.

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APPENDIX A

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.
- *Responsibilities*
- To attend school and classes regularly and punctually.
- To comply with school and school division discipline and behaviour management policies.
- To behave respectfully 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 school property and the property of others who are employed at or attending the school with respect.
- To assume responsibility if they destroy, damage, or lose a device by an intentional or negligent act to school or division property.

Parents/Guardians

Rights

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

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/division'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 that child's intentional or negligent act.

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(Note: Teachers and students whose personal property is damaged or lost may bring an action under *The Parental Responsibility Act*).

Responsibilities and Authority of Teachers

- To maintain order and discipline among students attending or participating in activities sponsored or approved by the school, whether inside or outside the school.
- To behave respectfully 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 consider the student's state of development.
- To report to the principal unacceptable student conduct while at school or 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 it, whether 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, and persons with 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, the PLPSD 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, etc.
- 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

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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, regarding 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 consider the student’s state of development.
- To notify parents, as soon as reasonably possible, if the principal believes that a student has been harmed due to the unacceptable conduct.
- To suspend a student for up to five days for engaging in conduct that the principal considers harmful 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’s Department a written report within 24 hours of a student's suspension, setting out the pupil’s name, the period of suspension, and a description of the disruptive behaviour for which the pupil was suspended.
- To enter a record of each student's suspension in the PLPSD Student Information System within 48 hours of the suspension.
- To ensure that educational programming is available to a student who has been suspended.

Responsibilities and Authority of Superintendent’s Department

- To suspend a student from school for up to six weeks for engaging in conduct that the Superintendent’s Department considers harmful 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 describing the period of suspension and a description of the disruptive behaviour for which the student was suspended.
- To review the monthly and annual suspension reports and follow up with schools as required.
- To report all serious incidents to MEECL or MACY

Responsibilities and Powers of School Boards

- To establish a written procedure* respecting the appropriate use of:
 - the Internet, including social media, text messaging, instant messaging, websites, e-mail, digital cameras, cell phones and any other electronic or personal

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communication devices
 identified by the board.

- To establish a 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 their parent(s) or legal guardian(s) to communicate 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 guilty of conduct detrimental to the school environment.
- To ensure that educational programming is made available for students under 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 believes that the teacher has repeatedly
 - (a) suspended an individual student for reasons that are not justified or
 - (b) suspended students for reasons that are not justified.

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

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APPENDIX B – Portage la Prairie School Division Suspension Report

In accordance with section 40.5 of M.R. 468/88 of the Education Administration Act, the Principal may suspend a student who persists in conduct which the Principal deems injurious to the welfare of the school. A suspension by a Principal shall not exceed five (5) school days.

The Superintendent’s Department may suspend a student for the reasons stated for a period not to exceed twenty-five (25) school days.

The School Principal shall immediately notify the parents of a suspended student, followed within twenty-four hours by a statement or letter indicating the reason for and duration of the suspension.

A copy of this statement shall be forwarded to the Superintendent’s Department within twenty-four hours.

In the event that the Superintendent suspends a student, notification of parents is required by the Principal.

All suspension documents will be entered and printed directly from the Division’s Student Information System and entered into the parent portal.

The following form will be used when the information cannot be retrieved from the student information system:

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**PORTAGE LA PRAIRIE SCHOOL DIVISION STUDENT
SUSPENSION REPORT**

School : _____

Date: _____

Dear: _____

This is to advise you that pursuant to the procedures of the Portage la Prairie School Division, the following student has been suspended from classes and all school-related activities for a period of _____ day(s), date(s) _____

Student's Name: _____ Grade: _____ Birthdate: _____

Address: _____ Postal Code: _____ Telephone: _____ Bus No. _____

MET Number _____

Number of previous suspensions: current school year = __ previous school year = ____

The reason(s) for this suspension:

- 1) Misconduct
- 2) Substance Use
- 3) Illegal Drugs
- 4) Weapons
- 5) Property Damage
- 6) Inappropriate ICT Use

Description of the Incident

IMPORTANT - Students serving a suspension are not allowed on school division property without prior authorization.

Readmission meeting required: Yes No Date: _____ Time: _____

Meeting participants: _____

Completed copies of this report are to be forwarded to Parent/Guardian

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Portage la Prairie School Division
"Dedicated to the Pursuit of Excellence"

Supt. Dept. School Counsellor
Student Services Dept. Transportation Dept. (if applicable)

Date copies sent: _____ Signature of Principal _____

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APPENDIX C



DISCIPLINE APPEAL FORM TO SUPERINTENDENT

- I have met with the teacher involved. Date and time _____
- I have met with the school administration Date and time _____

To:

Name _____
 Address _____
 Telephone _____

From:

Name _____
 Address _____
 Telephone _____

1. Nature of the basis of your appeal. This should be a description in your own words of the grounds for your appeal; including all names, dates, and places necessary for a complete understanding of your appeal. (Additional paper may be used if necessary).

2. Has this concern been discussed with the classroom teacher and/or school administrator?

- Yes
- No

If no, please do so prior to filing this appeal with the Superintendent's Department.

3. If yes, what was the result of the discussion?

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APPENDIX E: PORTAGE LA PRAIRIE SCHOOL DIVISION CODE OF CONDUCT

This code of conduct is intended to provide a guideline and reference for parents or guardians, staff and students in determining acceptable behaviour in our education environment.

STUDENTS

Have the right to expect that...

- all staff will treat them with courtesy, consistency and fairness;
- clear, relevant lessons will be presented, along with explanations for the evaluation procedures to be used;
- they will be able to work in a school climate which is safe, pleasant, orderly, respectful and conducive to learning;
- school personnel will be accessible to students for help concerning learning activities and personal and career decisions in a manner and a time that suits the situation;
- teachers will prepare for class and mark and return assignments within a reasonable time;
- school administrators will monitor programs and instruction in the school;
- they will have the opportunity to participate in activities;
- teachers will abide by the terms of their Professional Code of Conduct.

Will be responsible for...

- attending school and classes regularly and on time;
- being prepared for all classes by bringing required materials and completing assignments;
- making arrangements for any work missed due to absence;
- developing respect for self, others and property;
- making the most of education opportunities through active participation;
- taking pride in their work, their appearance and their accomplishments;
- resolving conflicts and difficulties in a mutually acceptable manner;
- obeying and observing the law and all school rules of conduct;
- taking pride in their school and community.

SCHOOL STAFF

Have the right to expect that...

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- parents/guardians/students will treat them with respect;
- students will attend classes regularly and on time, with assignments completed and with appropriate materials;
- students' behaviour will promote a positive learning environment;
- school administrators will provide leadership and support;
- students, parents, and colleagues will provide support and cooperation in the performance of their duties.
- students will observe all school rules of conduct.

Will be responsible for...

- planning, teaching and supervising assigned courses;
- establishing and maintaining a learning environment which is pleasant, orderly, respectful and conducive to students' learning;
- evaluating student achievement and explaining assessment procedures to be used;
- communicating information about student progress, attendance, behaviour, and special needs students, parents and administration;
- arranging suitable out-of-class time for assisting students;
- providing an environment that will promote self-esteem;
- treating students fairly and consistently;
- respecting the rights of all individuals;
- maintaining open communication;
- striving to provide an optimum quality of education;
- ongoing personal and professional development.

PARENTS/GUARDIANS

Have the right to expect that...

- teachers will provide effective instruction for students and will display enthusiasm for teaching and learning;
- school staff will respect others and property;
- students will be able to participate in activities;
- reasonable precautions will be taken to ensure the safety of students to and from school, and while in school;
- administrators will exhibit leadership and support for students and staff;
- administrators will actively supervise programs and instruction in the school;
- teachers will teach the required Manitoba Education Early Childhood and Learning curriculum as well as provide the assigned programs and services using appropriate teaching practices and methods;
- the school will provide clear, relevant learning activities, along with explanations for the evaluation procedures to be used.

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Will be responsible for...

- treating school staff with courtesy and respect;
- instilling in their child:
 - the desire to work to the best of his/her ability;
 - an understanding of the importance of education;
 - respect for property and resources;
 - respect for the rights of fellow students and staff;
 - recognition of the authority of the school staff to ensure a safe, secure, non-threatening learning environment;
- contacting the school when there are areas of affirmation and concern;
- when possible, attending school events and meetings to give support to the school
- their child's behaviour;
- their child's regular attendance in classes, and informing the school when their child is absent

Date Approved:	Date Reviewed:	Date Revised:	
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