



Code of Behaviour / Substance Abuse and Abuse

Section J:

Students

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POLICY

Expectations, consequences and procedures for behaviour, conduct and discipline are based on the **HSD Mission Statement**

“Hanover is a student-centred school division striving for excellence while developing skills and promoting values for a productive and wholesome life.”

and are governed by the following **HSD Policies**:

- HSD Procedural By-laws
- HSD Discipline Policy
- HSD Code of Behaviour
- HSD Substance Use / Abuse Policy
- HSD Suspension, Expulsion and Detention of Students Policy
- HSD Investigation by Police in Schools Policy
- HSD Freedom from Harassment Policy
- HSD Acceptable Use Policy
- HSD Damage to School Property Policy
- HSD School Bus Discipline Policy

Appeal Process for Disciplinary Decisions

Dispute Resolution Procedures

A student and his/her parent(s) or legal guardian(s) should appeal directly to the teacher who made the disciplinary decision in dispute.

In the event that the issue is not resolved at this level, an appeal may be made to the school principal.

In the event that the issue is not resolved at the school level, an appeal may be made to the superintendent of schools.

Only after “all normal dispute resolution procedures or formal channels have been exhausted” may students or parents exercise their right to appeal to the Board of Trustees of the Hanover School Division.

Appeal to the Board of Trustees of the Hanover School Division

HSD Policy #A-9f outlines the procedures for appealing a disciplinary decision to the Board of Trustees of the Hanover School Division. Such an appeal requires a written notice to the Superintendent at least 24 hours prior to a regularly scheduled meeting of the board.

Freedom from Harassment Policy

The HSD Freedom from Harassment Policy #B-45 defines harassment and outlines the consequences of harassment and the procedures for reporting of harassment. This policy also outlines the procedure for investigating and dealing with harassment claims.

This policy specifically forbids verbal, physical and sexual harassment and any form of bullying or hazing and states that gang activity or involvement on school sites will not be tolerated.



Acceptable Use of Technology and the Internet Policy

The HSD Acceptable Use Policy (AUP) #D-38 outlines the rights and responsibilities of staff and students using HSD computer workstations, networks and Internet access. Staff and students must adhere to the HSD AUP respecting appropriate use of electronic mail and the Internet, including the prohibition of accessing, uploading, downloading or distributing material that HSD has determined to be objectionable or contrary to the divisional mission statement. Students and parent(s) / guardian(s) are required to sign an AUP agreement before access is granted and access will be revoked if the agreement is not respected.

Substance Use / Abuse Policy

The HSD Substance Use / Abuse Policy #B-13 affirms that HSD is committed to a comprehensive plan to address substance use and abuse through education, early intervention and disciplinary action where required. Abstinence is upheld as a legitimate and healthy personal choice. Low tolerance to drug and alcohol use, possession or trafficking is reflected in mandatory minimum suspension regulations and requirements for re-entry and rehabilitation plans.

CODE OF BEHAVIOUR

The Hanover School Division has developed this Code of Behaviour through discussion with partnership councils, student councils, teaching staff, support staff and trustees. The Code is intended to provide a guideline and reference for parents, staff and students in determining acceptable behaviour in our educational environment.

PARENTS

Expect That...

- Teachers, as role models for students, will exhibit excellent language usage, display enthusiasm for learning, show respect for others and property, and take pride in their appearance.
- Staff will enforce the rules in the **Code of Behaviour**.
- Staff will communicate promptly with the home whenever there is a significant problem with respect to discipline.
- Administration will exhibit leadership, provide support, and monitor instruction in the school.
- Students will receive fair and consistent treatment.
- The school will give clear directions concerning extra-curricular activities.
- Staff will cooperate to create an atmosphere that is conducive to a positive learning environment.

Teachers will plan and teach assigned courses.

Should...

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- Be role models in the home in order to establish in their son or daughter:
 - positive values; and
 - respect for fellow students, school personnel and property.
- Maintain regular communication with their son or daughter about school matters.
- Encourage their children to attend regularly and punctually, and to complete all school assignments.
- Attend their school's events and meetings, and give positive input and support to their school.
- Maintain open communication with all staff.

STAFF

Expect That...

- Students will attend classes regularly and on time, appropriately dressed, with homework assignments completed, and with appropriate materials (text, notebook, pen, etc.)
- Students will behave appropriately on school property and at school activities, so as not to interfere with the learning and rights of others.
- Fighting, physical or verbal assaults on students or staff will be dealt with according to the severity of the offence.
- School administration will provide leadership and support.
- They will have the positive assistance and cooperation of students, parents and colleagues in the performance of their duties.
- Everyone associated with the school will be treated with courtesy and respect. Appropriate language should be used.
- Parents will communicate openly with them about matters that might affect the performance of the student.

Should...

- Establish and maintain in the school a safe, secure non-threatening environment which is conducive to learning.
- Evaluate student achievement and explain the evaluation procedures to be used in each course.
- Communicate information about student progress, attendance and behaviour to students, parents and administration.
- Provide positive role models.
- Establish and maintain an orderly, safe environment while traveling on the bus.



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- Maintain open communication with the home and the school.
- Take personal responsibility for continuous professional growth.
- Treat students fairly, consistently and with respect.

STUDENTS

Expect That...

- They will be treated consistently and fairly.
- Clear, relevant lessons be presented, along with explanations for the evaluation procedures to be used in each course.
- They will be able to work in a school atmosphere which is safe, secure, non-threatening and conducive to their satisfaction in learning.
- School personnel will be accessible to students for extra help concerning courses, assignments, remedial assistance, personal and career decisions, and other school matters.
- Teachers will maintain order and discipline in their classrooms and will provide explanations for any disciplinary action.
- Teachers will prepare for class, and mark and return assignments promptly.
- School administration will ensure that students receive proper instruction in the school.
- They will be able to participate in the wide range of activities offered in the school.
- Staff will treat them in a courteous and respectful manner.
- Support staff will help create a positive learning environment.

Should...

- Attend school regularly and punctually.
- Be prepared for all classes by bringing required materials and completed homework assignments.
- Complete work missed in classes due to absence.
- Develop self-discipline and show courtesy for all people in the school and in the community; students should use appropriate language.
- Make the most of educational opportunities through active classroom participation and involvement in other school activities, both in and out of the classroom.
- Take pride in their work, their appearance and what they have accomplished.



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- Resolve interpersonal conflicts and difficulties through discussions with the other person or through seeking assistance from school personnel.
- Take pride in their respective schools within Hanover and help foster this feeling in other students.
- Show respect for school property and the personal belongings of others

CONSEQUENCES

Hanover School Division's approach to discipline is based on the idea that students best learn to discipline themselves if they are allowed to experience the logical consequences of their actions. There are a wide range of consequences, depending on the severity of each individual incident of misbehaviour or the frequency that misbehaviour occurs.

The following is a list of consequences that are used in our schools. Although they are not always applied in the order in which they appear, the list moves from less severe to more severe consequences.

NOTE: The special needs, and the age of students will always be taken into account when reaching a decision.

Effective discipline of student hinges on a cooperative approach between school and parents. In Hanover School Division, we try to involve parents as early as possible without calling home every time a student misbehaves.

The intent throughout this discipline approach is to ensure that no student should infringe upon the right of another student to learn.

INFORMAL INTERVIEW

A teacher or administrator talks with the student to reach an agreement regarding the student's behaviour. The parent(s) may be contacted in some circumstances.

GUIDANCE INVOLVEMENT

A resource conference or series of conferences are held with the guidance counsellor or resource teacher with the specific goal of developing a plan for changing attitudes and improving student behaviour. The parent(s) will be contacted.

PARENTAL INVOLVEMENT

Contact is made with the parent(s) to discuss the specific behaviour of the student and steps which must be undertaken to change the behaviour. The nature of contact could vary from a telephone conversation to a formal conference at the school with parent(s), student and school personnel.

FORMAL INTERVIEW

A conference is held with the student, the teacher and an administrator and/or guidance counsellor and the parent(s) to develop a plan for changing the student's behaviour.

WITHDRAWAL FROM CLASSROOM SETTING

Where specific unacceptable behaviour is deemed to have a negative impact upon the classroom learning environment, the student is withdrawn to a supervised alternate location to complete his/her assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, the parent(s) would be contacted.



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REMOVAL OF PRIVILEGES

Privileges in the nature of access to playground, cafeteria, library, extracurricular activities and/or bus transportation are removed under certain circumstances. The school administrator will notify the parent(s) when such removal of privileges occurs.

DETENTION OF STUDENT

The student is detained at the school for specific unacceptable behaviour. Where such detention extends beyond regular school hours, the parent(s) are informed. Saturday detention may be considered.

RESTITUTION

The student and/or parent(s) are required to compensate for damages incurred. Such restitution may be monetary in nature, but could take alternative forms such as community service.

STUDENT SERVICES

Student Services personnel are involved to assist in the remediation of some unacceptable behaviour. Such involvement may include a level of counselling for the student which is beyond the school capabilities. Such involvement is sought in cases of unacceptable behaviour, extreme absenteeism or lateness. In all cases, parental permission is sought.

BEHAVIOURAL/PERFORMANCE CONTRACT

In some instances, the student is required to meet specific behavioural standards in order to avoid more severe levels of consequence. Such expectations are developed between 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.

SUSPENSION

Suspension from school is a serious consequence which is imposed subject to Division Policy B-14:

- a) The principal of any school may suspend, for a period not exceeding one week, a pupil who persists in conduct which he deems injurious to the welfare of the school.
- b) The Superintendent has authority and power to suspend for a period not exceeding 6 weeks, a pupil who persists in conduct that he deems injurious to the welfare of the school.
- c) In all cases of suspension by a Principal or Superintendent, the suspending officer shall within 24 hours report in writing the suspension, and shall in said report, set out the names of the pupils, the period of suspension and the acts or conduct for which said pupil was suspended. The Superintendent shall report each case to the Chairman of the Board.
- d) The suspending officer shall immediately notify the parent or guardian of the suspension stating the cause and period of suspension.

OUTSIDE AGENCY INVOLVEMENT

In some circumstances, student behaviour may involve violation of the law (e.g. drugs, theft or assault). In such cases, the police are informed by the school administration as outlined in Division Policy C-13. i) That in cases where an assault is made or threatened against Hanover Division personnel on school property or at school functions, the Hanover School Division will proceed with the laying of charges. ii) That in cases where division property is damaged, the Hanover School Division may proceed with the laying of charges. Parents are informed immediately of any such action. Other circumstances may result in a referral to Child & Family Services workers

SUBSTANCE USE / ABUSE POLICY

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The Hanover School Division recognizes that substance use / abuse, interferes with student success, both academically and in extracurricular involvement. The use and abuse of tobacco, alcohol and controlled substances impacts negatively on the health and well-being of students, their sense of connectedness and belonging in their school, their engagement with learning and ultimately their ability to function in society.

The Hanover School Division is committed to a comprehensive plan to address substance use and abuse through:

I. Educational prevention programming for all students at appropriate age

II. Intervention for students with identified problems of substance abuse

III. Disciplinary action for all instances of:

- use of tobacco on school property
- supplying of tobacco to minors
- Being under the influence of controlled drugs or alcohol
- Possession of controlled drugs or alcohol
- Trafficking or supplying of controlled or prescription drugs or alcohol

while under authority of the school, in attendance or upon returning to school, or during school-related extracurricular participation or attendance.

NB: Schools may enforce codes which prohibit the display of tobacco, alcohol or drug-related messages/advertising on clothing, personal objects or postings in lockers. Procedures and consequences are determined by school conduct codes.

Guidelines for the Implementation of the Substance Use / Abuse Policy

1. Educational Prevention Program

- a. Objectives of Preventative Educational Programming
- b. To promote positive self esteem and personal competence
- c. To develop effective social and communicative skills
- d. To develop skills for responsible decision-making
- e. To develop an awareness of healthy and productive lifestyle choices
- f. To provide accurate information about substance use / abuse on
- g. and its harmful effects on personal health
- h. To increase understanding of the harmful personal, social and legal
- i. consequences of substance abuse
- j. To provide students meaningful alternatives to substance
- k. use / abuse, including tobacco, alcohol and drugs.
- l. To encourage and support the reduction of substance use / abuse
- m. To reinforce the awareness that abstinence is a legitimate personal
- n. lifestyle choice

The Hanover School Division will continue to provide opportunities for staff members to improve their knowledge and skills with respect to substance use / abuse education and will continuously re-evaluate the program to ensure that these educational preventative objectives are being addressed.

2. The Prevention Curriculum

The Hanover School Division promotes preventative education on substance use / abuse, using a wide range of available resources, including:

3. Teaching of appropriate outcomes in the K-S4 Curriculum (Physical Education / Health / Integrated)
 - a. Department of Education materials including:
 1. "Choose" - video
 2. "Say No to Drugs and Alcohol" - video
 - b. Supplementary Programming including:
 - c. Lion's Quest - Skills for Growing (K - 5)
 1. Skills for Adolescence (6 - 8)
 2. Skills for Living (S1 - S4)
 3. Developing Capable People
4. Addictions Foundation of Manitoba materials and personnel
5. RCMP and MPIC materials and personnel including:
 - a. RCMP community policing - school visits by officers
 - b. DARE Program
 - c. Two Way Street Program
 - d. Kids and Cops Program
 - e. The Score Program - Drugs and Sports
 - f. RCMP Substance Abuse Awareness Presentations
 - g. "Wrecked" - MPIC video
6. Leadership Programs including:
 - a. MHSAA Champions Program
 - b. Co-operative Youth Program
 - c. Encounters Canada
 - d. TADD Programs
7. Motivational Multimedia / Speakers / Assemblies
8. Parent Resources including:
 - a. "Raising Children in Troubled Times" - video series
9. School/Community based initiatives

Hanover schools will encourage and facilitate participation by Hanover students, staff and parents in these and any other appropriate educational initiatives which may arise.

II. Intervention

A. Objectives of the Intervention Program

1. To encourage responsible and healthy lifestyle choices
2. To identify individuals in need of support in dealing with substance use / abuse
3. To offer encouragement, support and assistance to individuals needing help in making positive lifestyle changes related to substance use / abuse

B. Identification of Individuals Needing Intervention

1. Confidential referral by academic and support staff
2. Confidential referral by Student Support personnel
3. Concerns voiced through parents and peers
4. Self-identification

C. Supports for Individuals Needing Intervention

1. School-based counselling
2. School-based peer support groups - mentoring and peer counselling
3. Counselling provided by Student Support personnel
4. Addictions Foundation of Manitoba Outreach Programs
5. Community Supports
 - community, church support groups
 - Adolescent Mental Health personnel

III. Disciplinary Procedures

Appropriate disciplinary action will be taken in all instances of:

- use of tobacco on school property
- supplying of tobacco to minors
- being under the influence of controlled drugs or alcohol
- possession of controlled drugs or alcohol
- trafficking or supplying of controlled or prescription drugs or alcohol

while under authority of the school, in attendance or upon returning to the school or during school-related extracurricular participation or attendance.

Consistent with the Canadian Charter of Rights and Freedoms, division staff shall:

- a) treat all students equally and fairly
- b) conduct investigations, searches and disciplinary actions in a professional and appropriate manner, respectful of all parties
- c) react in a manner consistent with the purpose of ensuring the well-being, safety and security of all students.

Schools should ensure that students and parents or legal guardians are fully aware of the divisional substance use / abuse policy and the potential consequences as outlined below

The principal will do the following:

- a) Confiscate any alcohol, drugs or drug-related paraphernalia brought on to school property - this could include tobacco openly displayed or used on school property. Items seized will not be returned but will be handed over to the RCMP.
- b) Conduct a search of the student's locker and personal effects if necessary.
- c) Contact the parents or legal guardians to advise of the situation and disciplinary procedures.

- d) Contact the police for assistance or advice if necessary. Drug-related offences will be reported to the police.
- e) Take appropriate disciplinary action, depending on the severity of the offence - appropriate disciplinary action may involve a variety of interventions, including in-school and out-of-school suspension and the setting of criteria for the return of the student to school after a suspension.
- f) Issue a suspension ranging from one day for lesser offences to five days for more serious alcohol infractions and all illicit drug-related infractions.
- g) Where a first offence involves trafficking or other offences such as violent, abusive or dangerous behaviour, recommend to the Superintendents' Department that the student be suspended beyond 5 days, or according to the severity of the infraction, expelled from Hanover School Division schools.
- h) Arrange for the safe departure of the student from the school property. Assistance may be required from parents, emergency contacts or police.
- i) Arrange for appropriate follow-up with the student and/or parent and legal guardians. Set the terms of the students return to school, with recommendation for counselling from school-based, Student Support or Addictions Foundation Manitoba personnel. Parents are encouraged to take part in the counselling process. Parents may be required to meet with the principal upon return of the student to the school.
- j) Document the student's infraction of the substance use / abuse policy.
- k) Advise the student of the consequences should there be a subsequent infraction.

Subsequent / Repeated Infractions

When:

a lesser offence of same or similar nature is repeated at the same school in the same school year;

a more serious offence of same or similar nature is repeated in the same school, over the course of that student's attendance at that school;

a serious offence of same or similar nature involving longer term suspension (more than 5 days) is repeated in the division, over the course of a student's attendance in the division.

The principal will do the following:

- a) Follow the same procedures as outlined for the first infraction, except...
- b) In the case of lesser tobacco or alcohol-related offences, issue a suspension ranging from 3 to 5 days.
- c) In the case of more serious alcohol-related infractions and in all drug-related infractions, recommend to the Superintendents' Department that the student be suspended beyond 5 days, or according to the severity of the infraction, expelled from Hanover School Division schools.



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- d) Appropriate disciplinary action may involve a variety of interventions, including suspension and the setting of criteria for the return of the student to school after a suspension.
- e) Require the student to attend sessions with Student Support or Addictions Foundation Manitoba personnel, or community counselling services recognized by the school. Parents are encouraged to take an active part in the counselling process and are expected to be part of the re-entry team, when the student is allowed to return to school.

The school will assist parents, students or legal guardians to arrange for either school-based, Student Support, or community-based assessment and counselling services.

Legal References:

Additional Information: Formally Policy B-13

Appendixes:

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