

---

**Section 2:**  
**Planning for Challenging Behaviour**

---



## 2. PLANNING FOR CHALLENGING BEHAVIOUR

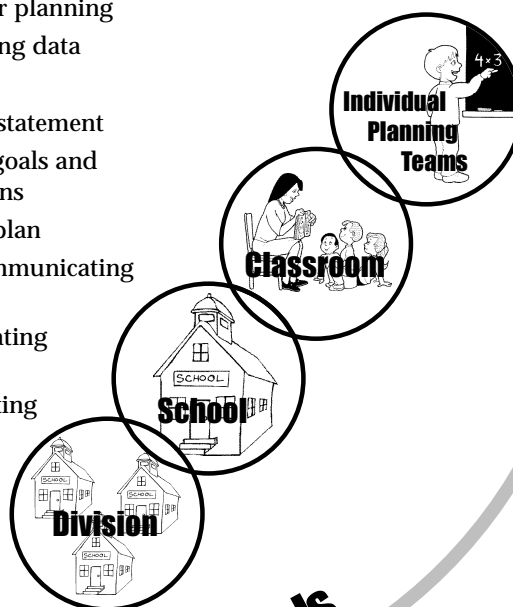
### The Planning Process

This section of the document will illustrate a general planning process by identifying the planning components that are required to address behavioural challenges in students. As the diagram below illustrates, the process begins by receiving inputs from the community, parents, staff, and students. Data is collected using existing sources, additional surveys, and focus groups. The planning process occurs at four levels: the division/district, the school, the classroom, and the individual student level. The planning teams utilize the data to establish their goals and priorities. As the planning team completes its work, it produces results that may include guidelines, policies, procedures, programs, services, or planning tools.

## Planning for Behavioural Challenges

- Establishing a planning team
- Establishing a focus for planning
- Collecting and analyzing data
- Establishing a vision
- Developing a mission statement
- Establishing strategic goals and objectives/key questions
- Developing an action plan
- Implementing and communicating the action plan
- Monitoring and evaluating the plan
- Reflecting and celebrating

Planning Process at Four Levels



## Where to Start?

### The 10 Steps of the Planning Process:

- Establishing a team
- Establishing a focus for planning
- Collecting and analyzing data
- Establishing a vision
- Developing a mission statement
- Establishing strategic goals and objectives/key questions
- Developing an action plan
- Implementing and communicating the action plan
- Monitoring and evaluating the plan
- Reflecting and celebrating

### The Planning Process

The planning process described below can be used at any of the four planning levels as they consider strategies or interventions for students with behavioural challenges.

### Rationale for Planning

Planning is important at the divisional, school, classroom, and individual student level. Planning at all levels is required in order to ensure the best possible education for students. The benefits of planning include:

- Involvement of stakeholders in decision making
- Consultation among partners
- Decisions are based on data
- Greater acceptance of change
- Encourage greater involvement of parents, students, staff, and community members
- Improved acceptance of new programs and policies
- Better services for students
- Improved communication
- Improved results and outcomes

### Establishing a planning team

A team of interested individuals should be selected and brought together to form the behaviour planning team. The team should represent all school stakeholders, including community members, parents, students, teachers, paraprofessionals, and student support personnel. The purpose of the team is to establish the needs in the area of behaviour support. Administrators should be actively involved in order to provide leadership, to allocate resources, and to facilitate planning and problem solving. From the outset, the planning team needs to establish ground rules for the operation of the committee. The team should clearly understand what is meant by a collaborative approach, how to build trust and ownership, and how to work as a team.

### Establishing a focus for planning

Prior to establishing any planning team, it is important to decide what it is the team is trying to accomplish. Clearly identifying the problem or issue that needs to be addressed will both help to determine who should be on the team and, later, keep the team focused on its goal. Determining the key questions that need to be addressed will direct what data, what goals, and what actions are required by the planning team.

### Collecting and analyzing data

Before beginning any new project or initiative, it is important for the team to establish its belief system and begin to collect and analyze existing data. If there is little data available, the team may need to collect additional data through a needs assessment, surveys, interviews, questionnaires, and focus groups. The data is collected to ensure decisions are based on facts rather than opinion.



**“The vision should focus on the need to include all students, as stated in the Philosophy of Inclusion (p. 1.6)”**

### Establishing a vision

As the team establishes its statement of beliefs and begins to analyze the data, it can begin the process of developing a vision statement.

To develop a vision, the team members must determine the beliefs and attitudes of the community. The beliefs are the underlying philosophies and perspectives about education, schooling, and a caring school environment. The team may also wish to consider the basic assumptions and understandings necessary for addressing behaviours.

Based on the review of these beliefs, a belief statement is developed. This belief statement is used to prepare the vision statement.

The vision should define the essence of what the team is attempting to do. It provides a clear picture of what the school can become.

### Developing a mission statement

A mission statement is a general description of purpose that reflects a school community’s educational values and beliefs. The mission statement connects all of the planning being conducted by the school.

### Establishing strategic goals and objectives/key questions

With support from subcommittees, the team begins to establish the strategic goals and objectives or key questions that will become the focus of the new initiative. Once this plan has been completed, it is critical that it be approved by the community and, subsequently, the school board.

### Developing an action plan

An action plan is a summary of what the team will do to implement the goals and objectives. It will identify the specific tasks to be accomplished, the criteria that will be used to

measure success, the resources necessary to accomplish the task, the training components that are required, and the person(s) responsible for implementing and achieving each task. Timelines are established for the plan.



For additional information on the planning process, see

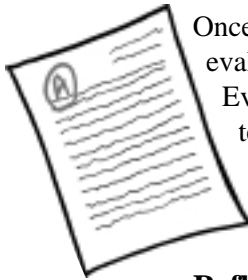
Manitoba Education and Training. *Vision to Action: A Resource for Educational Change*, 1997.

Manitoba Education and Training. *School-Based Planning: A Continuous Process for Effective Education: A Resource for Developing and Implementing Annual School Plans*, 1996.

### Implementing and communicating the action plan

In order to ensure that stakeholders buy into the new behaviour action plan and are on board for its implementation, the planning team may wish to develop and implement a communication strategy directed to the students, parents, and the community.

### Monitoring and evaluating the plan



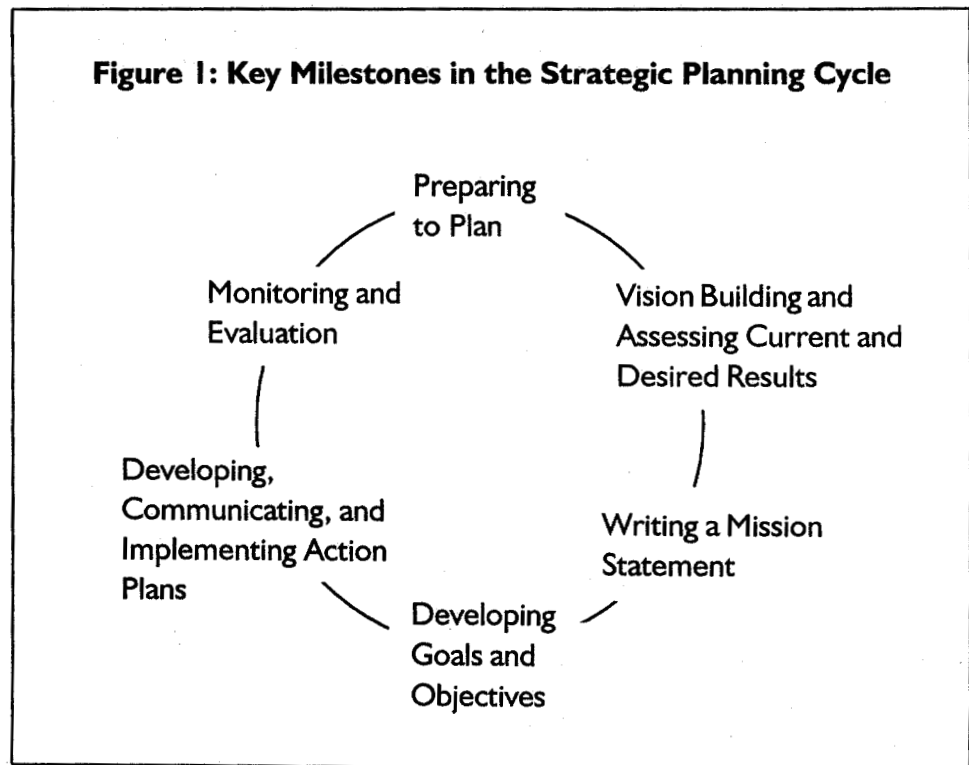
Once the action plan has been implemented, the planning team will monitor and evaluate the extent to which the goals and objectives have been met.

Evaluation needs to include both quantitative and qualitative data. As the team proceeds with its implementation, it is important that the team takes time to reflect on the changes and adjust the plan if it is required. A system of ongoing review and evaluation is needed.

### Reflecting and celebrating

As the plan is implemented and reviewed, the team should take the time to celebrate successes and let the broader community know how the new initiative is proceeding.

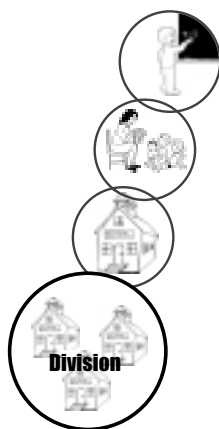
**“Before anything else, getting ready is the secret of success.”**



Reproduced from *School-Based Planning: A Continuous Process for Effective Education, A Resource for Developing and Implementing Annual School Plans*. Winnipeg, MB: Manitoba Education and Training, 1996.

The planning process will not always follow the steps above in lock-step order. Changes occur as the team runs into unexpected problems or opportunities. Planning is a journey that may need to change course along the way.

In the following four subsections, team planning at the divisional/district, school, classroom, and individual student level will be discussed.



## Planning at the Divisional/District Level

Planning for students exhibiting behavioural challenges at the divisional/district level will address the system needs for the school division or district. The committee involved in the planning should have wide representation from within and outside of the division/district. As well, the data being used may be obtained from a variety of community agencies, e.g., police, family services, youth correction, etc. A survey of existing services within the area may provide information on services that are lacking.

### Outputs from the divisional planning process

Depending on the area of planning under discussion, the final results or outputs might include the development of:

- A Code of Conduct
- Policies, e.g., policy on the use of time-outs
- Effective instructional practices, e.g., differentiated instruction, adaptations, multiple intelligences, and learning styles
- New programs or services, e.g., early intervention program for students with behavioural challenges
- Handbooks, protocols, or guidelines, e.g., a new divisional handbook on students with behavioural challenges
- Staff training plans, e.g., a plan for divisional professional development on positive behaviour support
- New staff positions with job descriptions, e.g., a divisional Behaviour Specialist position

The following sections provide examples of outputs, including projects and initiatives that are best accomplished by a team planning process.

### Specific Examples: Divisional Planning

#### a. Divisional Code of Conduct

A Code of Conduct is often developed at the divisional level. The code is a statement that addresses the division's philosophy in offering a safe and caring environment for all students and the importance of a positive school climate.

Codes of Conduct should be developed with input from a variety of stakeholders including teachers, students, support staff, parents or guardians, and community members.

**“Is it unfair to treat students differently? No. It is unprofessional to treat them the same.”**

— Roy G. Mayer, 2000

- Often, codes will include the rights and responsibilities of students, staff, and parents in the overall development of appropriate behaviour within the school.
- The code should be communicated to all families and community members in a written format. This document could be displayed in a prominent location in the school. A plan may also be developed for reviewing the code with students and teachers so that it is well-known and understood by all concerned.
- It is important that the Code of Conduct be updated and reviewed with stakeholders on a regular basis.

Most school divisions already have well-developed Codes of Conduct. An example of one division's Code of Conduct is included in the support materials at the end of this section.

### b. Policies on behaviour

School divisions may need to develop a number of policies that address the issues related to students with challenging behaviours. The actual number and types of policies developed will reflect the experiences and needs of school divisions over time. Policies might include:

- Suspension and expulsion of students
- Student conduct and consequences
- Due process and appeal procedures
- Drug and alcohol issues
- Requirements for Individual Education Plans (IEPs)
- Harassment policies

### c. Crisis response manual and procedures

From time to time school personnel will be called on to deal with major crisis incidents or behavioural situations. All school divisions should have procedures in place to deal with these incidents. The procedures are often included in a manual for dealing with emergency or critical situations.

In developing a critical incident response plan, the following issues need to be addressed:

- Selection and training of a crisis response team for the division and for schools
- Development of written procedures with appropriate community partners for dealing with emergency situations including a school warning signal
- Development of a reporting strategy to document the circumstances and the actions taken in dealing with a significant incident



One document that addresses this issue is available from the British Columbia Department of Education. It is entitled, *Responding to Critical Incidents: A Resource Guide for Schools* and is available on the Internet at:  
[www.bced.gov.bc.ca/specialed/rci/toc/htm](http://www.bced.gov.bc.ca/specialed/rci/toc/htm)



- Procedures for obtaining assistance in providing grief counselling and critical incident stress debriefing, dealing with media, and informing parents and persons in authority

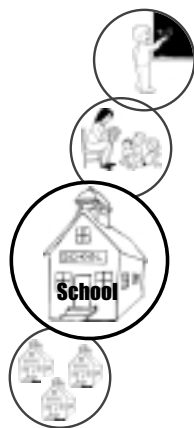
For additional information on crisis planning, please contact, the Mental Health Branch, Manitoba Health.

#### d. Staff training

The division should prepare an annual plan for the training of all staff on how to work with students with behavioural challenges. See Section 9 for a full discussion of this topic.

#### e. Providing special services and programs

The school division is responsible for determining the types of special services and programs to be offered across the division. The division will often have all of the special services and programs highlighted and described in a divisional brochure(s) and/or a divisional handbook that describes these services and programs. In some school divisions, special programs may exist for students with behavioural challenges. Some divisions have well-developed Internet sites that describe the division's services and programs for students with special needs.



### Planning at the School Level

Planning at the school level will address the needs of the local school. Additional information on planning at this level can be found in *School-Based Planning: A Continuous Process for Effective Education, A Resource for Developing and Implementing Annual School Plans* (Manitoba Education and Training, 1996). Planning at the school level should involve all of the stakeholders in the school. The team should select a planning process that matches the problems or issues to be addressed.

#### Outputs from the school planning process

A school team could be used to develop a number of initiatives related to behavioural challenges. The projects that a team could be involved in might include:

- Developing a school-wide plan for behaviour intervention
- Developing school rules or a school Code of Conduct
- Considering school procedures for dealing with difficult behaviour
- Developing unique intervention programs, e.g., mentoring projects, school elder projects
- Developing interventions that will prevent students from academically falling behind their peers
- Reviewing the development of a school plan for establishing a positive school climate

- Developing a system of positive school behaviour management
- Developing a staff training plan on issues related to behaviour

In the following sections, examples of outputs including projects and initiatives that require a team planning process are described.

## Specific Examples: School Planning

### a. Developing a school-wide behaviour support system

Many schools in Manitoba have participated in professional development activities on a school-wide behaviour support system for dealing with student behaviour. Based on this training, several schools have incorporated the work of George Sugai and Terrance Scott into their school plan for dealing with behavioural issues.

Effective behaviour support is an approach designed for enhancing the capacity of schools to deal with behavioural issues. It is a proactive approach to provide supports to all students. Schools develop a school-wide behaviour approach to meet their the needs as identified in their school. The following key themes are necessary and usually incorporated in the development of a school-wide behaviour support system:



Additional information on school-wide discipline can be found in:

Manitoba Education and Training (from WEVAS). *General Guidelines for School-Wide Interventions* (originally called *School Plans*), 1995. (Included at the end of this section.)

#### Key Themes of Effective Behaviour Support (EBS)

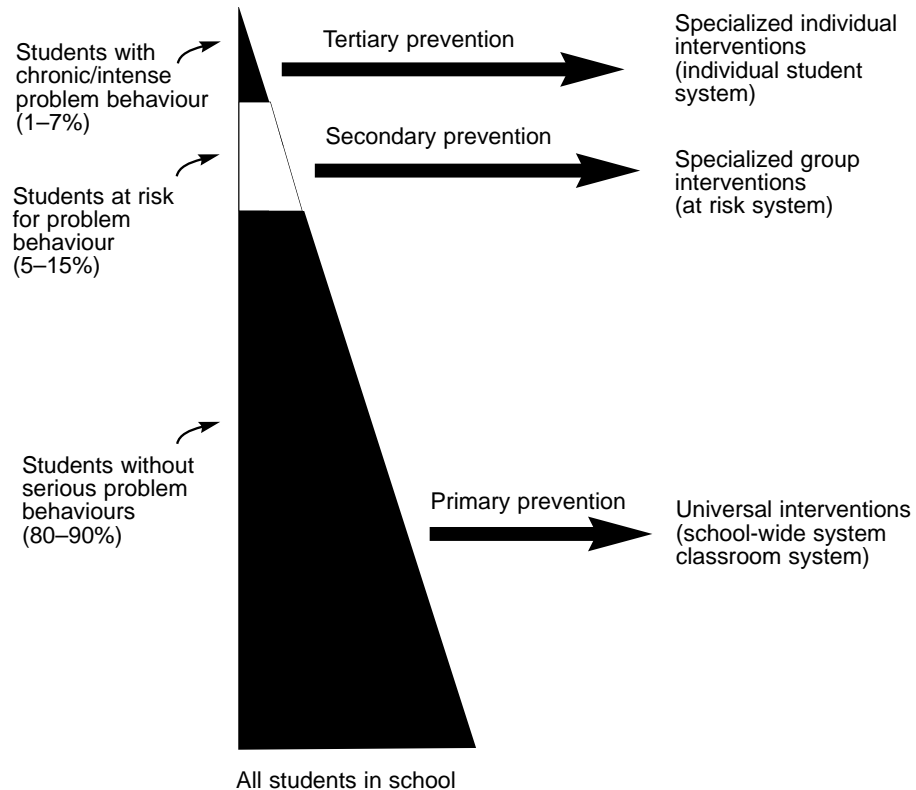
1. School-wide behaviour support procedures were designed by local teams.
2. Successful schools relied on clear administrative direction and support.
3. Schools identified a small number of behavioural expectations that defined the culture of the school.
4. The behavioural expectations were taught to all students.
5. Performing to the behavioural expectations was rewarded through an ongoing recognition system.
6. Dangerous and disruptive behaviour resulted in corrections. Problem behaviours were neither ignored nor rewarded.
7. Information on student performance was collected continuously and summarized for decision making by local teams.

**Key Themes of Effective Behaviour Support (EBS):** From “School-Wide Behavior Support: An Emerging Initiative” by Robert H. Horner and George Sugai, Fall 2000. *Journal of Positive Behavior Interventions* 2(4). Copyright © 2000 by PRO-ED, Inc. Reprinted with permission.

### b. A continuum of interventions

EBS suggests that schools develop a continuum of interventions to meet all student needs within the school. The three levels of intervention are included in the diagram below.

## Continuum of Behavioural Support



- **School-wide interventions:** These interventions are developed to apply to all students on a school-wide basis. Systematic teaching and reinforcement for appropriate behaviour are utilized consistently in the classroom and across special settings. They need to be consistently and efficiently implemented and reinforced by all staff. Special procedures need to be developed for special settings such as lunch rooms, playgrounds, hallways, and school buses.
- **Specialized group interventions:** This level of intervention is intended for students at risk for problem behaviour. Students who are identified as being at risk for problem behaviour are targeted using specialized group-based strategies.
- **Individual specialized interventions:** These highly specialized interventions are targeted at individuals with chronic challenging behaviour. Individual behavioural intervention plans will be required for these students.

**Three Groups of Students with Differing Behavioural Support Needs:** Copyright © 2001 by EBS Web, University of Oregon. Reprinted by permission. All rights reserved.

**“Planning is something we do when we want something to be approximately right instead of exactly wrong.”**

**c. Developing school rules**

As a school begins to implement a school-wide behaviour support system, the planning team needs to establish three to five key expectations for all areas within the school. The expectations or rules should be stated in clear language and in a positive format. These expected behaviours should be adopted and committed to by the staff and parents of the school.

## **Winnipeg Beach School Code of Conduct**

Students and adults will speak and act politely and respectfully towards each other.

Students and adults will move in and about the school in a safe, cooperative, and orderly manner.

Students and adults will respect individual and school property.

Students and adults will make all reasonable efforts to resolve conflicts through discussion.

**Code of Conduct:** Reprinted by permission of Winnipeg Beach School, Evergreen School Division No. 22.

#### **d. Teaching positive behaviour to students**

For schools to be successful in reducing behavioural difficulties, they must take the time to teach appropriate behaviour. Instruction on appropriate behaviour should involve all students in the school, not just those who exhibit behavioural challenges. School-wide instruction needs to become a focus for all staff so that a consistent approach is developed across the school. This instruction needs to be carefully planned and fully implemented.

A key component in the teaching of positive behaviour to students is the modeling of the expected behaviours by teachers. Students with behavioural challenges watch what adults do and not what they say. Teachers need to be very cognizant of the behaviours that they model in the classroom. If teachers teach without living the behaviours, they can be seen as dishonest and disrespectful.

- Start off the school year with a one- or two-day orientation for all students on proper behaviour and the understanding of the school rules.
- Review with students the three to five school rules that have been agreed to by the school's planning committee and that will be enforced by all staff members. It is most effective if the rules clearly state the desired behaviour in positive words.
- The rules should be posted and shared with parents and the community.
- Both initial instruction and frequent review should clearly explain the rules and give examples of what the behaviour looks like. It should also include multiple examples, role plays, practice within and across multiple settings, and it should involve a variety of people.
- Staff should regularly remind students of the rules, particularly at key times, e.g., before recess, class transitions, or at lunch break.
- Students should be recognized for consistently following the rules.
- Senior Years schools will focus on responsibility and ownership for the rules.
- Classroom lessons should be conducted on specific topics, e.g., name-calling, empathy, respect, random acts of kindness.

#### **e. Developing procedures for the use of positive consequences and the use of appropriate consequences**

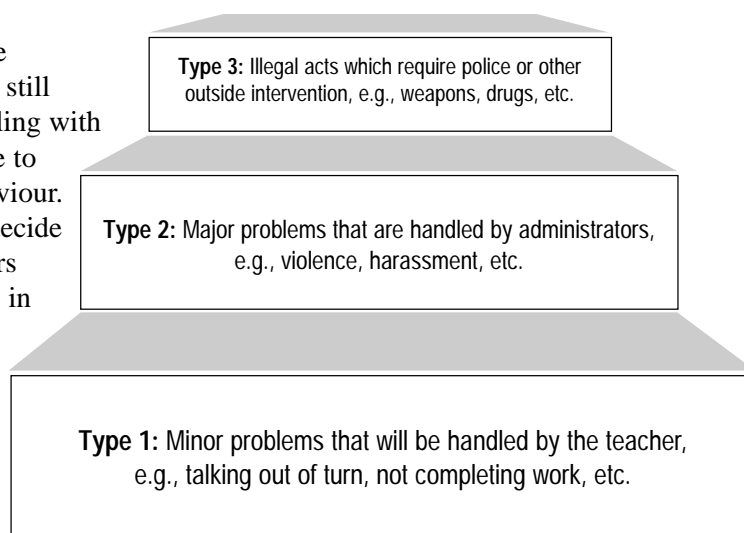
Once the initial behaviour expectations have been taught to students, schools may wish to provide positive consequences to encourage students to use the social skills.

Positive consequences may include time for special activities, positive feedback, or a tangible reward. Students should be involved in selecting appropriate consequences.

Many school teams have developed a school-wide system for providing positive consequences.

Whenever possible, positive behaviour needs to be acknowledged by the teacher through a verbal comment. All incentive programs work most effectively if the tangible rewards are gradually replaced with positive feedback and other natural outcomes.

Even with the positive interventions, schools still require a plan for dealing with students who continue to display problem behaviour. The school needs to decide the types of behaviours that will be dealt with in the classroom and those that will be handled in the office. Some schools develop three levels of intervention:



The key to the effective use of these consequences is that they are consistently and effectively enforced.

#### **f. Developing procedures for providing individual supports**

For the small group of students who will require individual specialized interventions to deal with their severe behaviors, a carefully designed system is important. These students will require formal supports and a behaviour plan to deal with their behaviours. See Section 7 for an example of a Behavioural Intervention Plan.

#### **g. Developing procedures for special locations such as lunch rooms, buses, gymnasiums, playgrounds (recess), and hallways**

As a school develops its plan for school-wide behavioural support, it should address the special requirements of nonclassroom settings. Because these settings tend to involve larger numbers of students and focus on supervision rather than instruction, a number of different elements require attention. These include the physical environment, establishing routines, teaching the students appropriate behaviours in the nonclassroom settings, and focusing on active supervision strategies.

#### **h. Staff training plans**

To implement a major initiative such as school-wide behaviour support, school staff will likely require initial professional development sessions. As the initiative proceeds, the planning team should have access to a facilitator or consultant who can help in problem solving and re-focus the initiative in the right direction. (See Section 9)



For additional information on school-wide behaviour support, please see the websites listed below.

- **Positive Behavioural Interventions and Supports**

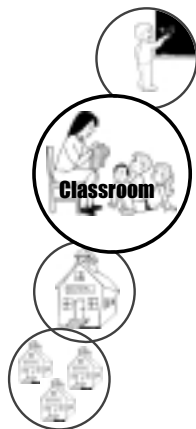
This site is sponsored by the U.S. Office of Special Education programs and it offers information on a variety of issues related to school discipline and positive behavioural supports.  
[www.pbis.org/english/index.html](http://www.pbis.org/english/index.html)

- **Effective Behaviour Support – University of Oregon**

This site provides information on the work of George Sugai and colleagues on Effective Behaviour Support.  
<http://brt.uoregon.edu/ebs/homepage.htm>

A summary article entitled “Effective Behaviour Support: A Systems Approach To Proactive Schoolwide Management” by Timothy Lewis and George Sugai appeared in the CEC publication *Focus On Exceptional Children*, February 1999.

Examples of school planning that address specific issues can be found in “A School Approach to Bullying” in Section 8, and “Positive School Climate at Landmark Collegiate” in Section 3.



## Planning at the Classroom Level

Planning at the classroom level is usually initiated by the classroom teacher. The planning may involve other teachers who are working at the same grade level or paraprofessionals who are assigned to the classroom. In smaller schools, the planning will be limited to an individual teacher. The teacher may not address all 10 steps in the process extensively, but the final result should be a well-planned process based on existing data.

The planning should also provide opportunities for student input. The teacher can involve students in classroom meetings, councils, or discussions.

Planning at the classroom level typically starts at the beginning of the school year. Faced with many new students, the teacher needs to collaborate with last year’s teachers, support staff, in-school support team, and clinicians to determine the needs of the students who will be in his or her classroom for the coming year. Data may be available in the cumulative, resource, or clinical files. Parents may visit the teacher prior to the start of school with additional information on their child. Some schools receive student profiles from the transferring students’ feeder schools.

Based on the data, the teacher will determine those students that will require interventions for academic or for behavioural concerns. Some students will require:

- Curricular supports or adaptations
- Courses that are modified or individualized programming
- Specific behaviour interventions

At the beginning of a new school year, the teacher's preparation may include:

- Development of classroom rules with student input
- Clear review of procedures and routines with students
- Involvement of parents at an early stage when concerns or problems have begun to develop
- Informed assessments conducted as needed
- Team planning meetings to develop IEPs

### Gender Issues

The teacher should also be aware of gender issues. This is very important, especially at the pre-adolescent and early adolescent stages. Students have a tendency towards either internalizing negative emotions (excluding peers from groups) or externalizing (bullying, acting out), and this split in behaviour is often congruent with the gender divide.

Many students, often girls, will prefer to talk about issues, while others, most often boys, will prefer more action-oriented activities to feel comfortable and open the door to communication.

Teachers need to recognize these gender issues, acknowledge role models, and discuss curriculum-sensitive gender issues.



For additional information on gender issues see:

Pollack, William S. *Real Boys: Rescuing Our Sons from the Myths of Boyhood*, 1999.

Piper, Dr. Mary. *Reviewing Ophelia: Saving the Selves of Adolescent Girls*, 1995.

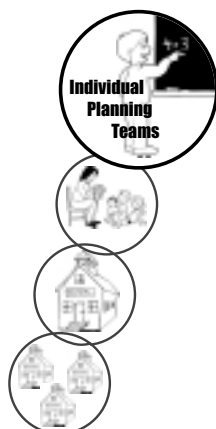
### Outputs from the classroom planning process

A classroom teacher beginning a new school year might consider planning in the following areas:

- Determining the strengths and interests of students
- Determining the needs of the students, both academically and behaviourally
- Establishing a system of positive discipline
- Developing classroom rules with student input
- Developing procedures for teaching classroom rules
- Developing classroom routines
- Initiating contact with parents when behavioural or academic challenges are noticed
- Establishing individual strategies and interventions for students with unique needs
- Establishing a positive classroom atmosphere

Classroom interventions for students exhibiting learning or behavioural difficulties are described in Section 5 and 6 of this document.





## Planning for an Individual Student

Planning for an individual student who has **major** learning or behavioural problems is assigned to a team known as an Individual Education Planning Team. The team is usually composed of the classroom teacher, the parents, the student, and the in-school support team. When additional support is needed, clinicians and community professionals may also be asked to become part of the team. To develop the plan for the student, the team relies on data.

Individual student data is obtained from previous classroom teachers, support staff, and support teachers such as resource teachers. Additional information comes from the parents, medical practitioners, and school clinicians.

Behavioural data may also be collected using observation techniques decided upon by the planning team. As assessments, clinical and medical reports, and observations are completed, the results are shared with the planning team members. While staff are awaiting the completion of assessments and the development of a plan, an interim strategy may be utilized.

Once all of the data is in place, the team will develop an Individual Education Plan. The plan will outline the student's strengths and needs, along with the interventions and strategies that will be used with the student, and establish who will deliver the various program components. The IEP is written and shared with team members. When individual behaviour difficulties are more severe and external professionals are involved, a Behaviour Intervention Plan or a multi-system behavioural plan may be required.

The plan is monitored, adjustments are made as necessary, and meetings are scheduled to review the plan. One member of the team will be responsible for acting as the in-school case manager. The in-school case manager will take on the duties of coordinating the team meetings, ensuring that all participants have copies of the written plan, and serving as a contact for parents.

### Outputs from the Individual Student Planning Process

- Individual Education Planning Team formed
- IEP developed (academic and behaviour interventions developed for the student)
- Assessments completed as necessary
- In-school case manager assigned
- Specialists added as necessary

Planning at the individual student level will be dealt with in more detail in Section 7 of this document.



Additional information on Individual Education Planning, is also available in:

Manitoba Education and Training. *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*, 1998.

This section has focused on planning for behaviour challenges at the divisional, school, classroom, and individual student levels.



Planning is only the beginning, a kind of map to guide the journey. As in all journeys, the team may run into unexpected problems or opportunities along the way. Plans do not always succeed, and changes may be necessary.

---

## **Section 2 Support Materials**

---

- Guidelines for School-Wide Discipline Interventions
- Code of Conduct — Winnipeg School Division



## General Guidelines for School-Wide Discipline Interventions

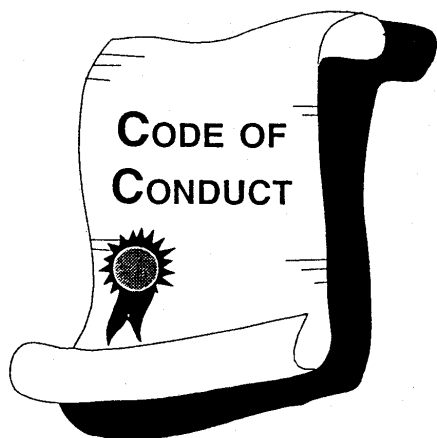
**Premise:** School-wide discipline is for everyone. It is not the solution to dealing with the most difficult students.

<b>Components:</b>	<b>Contents:</b>
Vision	<ul style="list-style-type: none"> <li>• Process to develop a community vision (involve teachers, parents, and students)</li> <li>• Procedure to identify “positive signs” (outcomes) that indicate the effectiveness of strategies</li> <li>• Commitment to celebrate successes with students</li> </ul>
Teams	<ul style="list-style-type: none"> <li>• Process for school staff to develop understanding of how teams operate (theory and practice)</li> <li>• Procedure to increase awareness of the gifts each staff member brings to the team</li> <li>• Mechanism(s) or opportunities to support one another</li> <li>• Personal commitments to the team</li> </ul>
Climate	<ul style="list-style-type: none"> <li>• Process for the community to become aware of the impact of positive and supportive communications and interactions on behaviours</li> <li>• Procedure to identify present positive student, staff, and parent efforts in this area</li> <li>• Mechanism to build and implement strategies that develop the school into a place where appropriate behaviour produces success and belonging (best if done jointly by staff, students, and parents)</li> <li>• Personal commitments to “make a difference”</li> </ul>
Management	<ul style="list-style-type: none"> <li>• Process for staff to learn of “classroom” management practices considered most effective (research and practice)</li> <li>• Procedure to develop and/or share creative solutions to common problems</li> <li>• Mechanism to provide mentorship(s)</li> <li>• Personal commitment to “share skills”</li> </ul>
Rules (Expectations)	<ul style="list-style-type: none"> <li>• Process for staff to become aware of how effective rules are developed (theory and practice)</li> <li>• Procedure for staff to determine the kinds of rules needed (e.g., those that require common response and those that should allow staff flexible responses; those that are school-wide and those that are teacher- or area-specific)</li> <li>• Mechanism for staff to allow students input into the rule-making procedure and some mechanism(s) to introduce, teach, and reinforce rules in various settings</li> <li>• Personal commitment to “support implementation”</li> </ul>

---

Adapted with permission of WEVAS, Inc., 1995 ATEC presentation.





## FOR THE WINNIPEG SCHOOL DIVISION No. 1

### BEHAVIOUR EXPECTATIONS AND CONSEQUENCES

#### FOR STUDENTS, STAFF, PARENTS/GUARDIANS

#### For the Student:

- Attend school regularly. Be on time, bring all required supplies and completed homework. When finished for the day, leave the school grounds promptly.
- Show common courtesy and respect to all; defiance of authority, abusive language and aggressive behaviour are unacceptable at all times.
- Behave respectfully to all regardless of race, religion, gender, age, or sexual orientation.
- Solve conflicts peacefully through discussion or by seeking help.
- Dress appropriately for classes and activities.
- Respect school property and the property of others.
- Follow this code of conduct and any code which the school may have.
- Make the most of the time in school: strive for academic excellence through classroom participation.

#### For the Staff:

- Provide the programs and services prescribed by the Winnipeg School Division and the Department of Education.
- Establish a positive learning environment.
- Evaluate students' achievement, and explain the evaluation procedures to be used in each course.
- Keep students, parents/guardians and administration informed about student progress, attendance and behaviour.
- Show common courtesy and respect to all; defiance of authority, abusive language and aggressive behaviour are unacceptable at all times.
- Behave respectfully to all regardless of race, religion, gender, age, or sexual orientation.
- Treat students and other staff members fairly and consistently.
- Respect confidential information about students and staff.
- Dress appropriately for the working environment.
- Assist students in resolving conflicts peacefully and use the Code of Conduct to encourage appropriate behaviour.

#### For the Parent/Guardian:

- Make sure your children attend classes regularly, arrive at school on time, and do their homework.
- Attend school events, support the school and stay in contact with school staff.
- Help your children develop positive attitudes to school and respect the staff and school property.
- Show common courtesy and respect to all; abusive language and aggressive behaviour are unacceptable at all times.
- Treat all individuals respectfully regardless of race, religion, gender, age, or sexual orientation.
- Encourage the peaceful resolution of conflict. Discourage violent or aggressive behaviour to solve a problem.
- Should there be a concern, try to solve it with your child's teacher. If unresolved, contact the principal. If the problem remains, then contact the superintendent. If the concern is not resolved at this level, then contact the Board of Trustees.
- Talk about the Code of Conduct with your children and what it means.

## Why a Code of Conduct?

The Winnipeg School Division supports a safe and positive learning environment for everyone within the schools and has developed a Code of Conduct to define expectations of behaviour for students, staff and parents/guardians.

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

## Consequences for Students

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

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

## Suspension

Students may be suspended from school for the following: chemical abuse (tobacco, alcohol, controlled substances), physical assault, verbal assault, weapons on school property (weapons may include, but are not restricted to: guns, pellet guns, starting pistols model guns, knives, bats, sticks, pepper spray), and misconduct.

Principals have the authority to suspend students up to one week; superintendents may suspend up to six weeks and the Board of Trustees may suspend for more than six weeks.

Parents/guardians will be notified immediately of suspension.

The Superintendent may transfer a student to another school.

Principals may involve the police and/or Child and Family Services.

## Expulsion

The 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, or unprovoked assault resulting in injury.

## Consequences for Staff

The conduct of the Winnipeg School Division staff is governed by the policies of the Division, the codes of conduct of their individual organizations, and the provincial and federal legislation. Consequences for inappropriate behaviour may range from a verbal warning to termination of employment.

## Consequences 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.

The Winnipeg School Division No. 1  
1577 Wall Street East  
Winnipeg, Manitoba R3E 2S5  
Phone 775-0231 Fax 772-6464