

**Learning Disabilities Association of  
Manitoba**

**Code of Conduct for Students, Parents  
and Teachers of the Arrowsmith and  
LINKS Programs**

2018 – 2019 Year

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## 1. Safe and Caring Environment

Staff, students, and parents share a responsibility to work together to provide an environment where all of our students feel safe and respected, thereby allowing them to reach their full potential.

This Code of Conduct highlights behavioural policies to keep everyone safe and provide consequences for those violating the codes. Applying appropriate consequences to inappropriate behavior, as they are warranted, promotes a positive approach to ensure a safe and caring program environment. Our code allows for staff to exercise professional judgment as to the seriousness of inappropriate behavior, particularly with regards to a threat to staff, students, or the efficacy of our program, and the appropriate consequences they deem necessary.

## 2. Acceptable Student Behaviour : Respect, Teamwork and Positive Attitude!

Students will:

- Strive for cognitive excellence through active participation in learning opportunities and school activities.
- Respect the need of others to work in an environment that is conducive to learning and teaching.
- Show common courtesy and respect to all.
- Discriminating on the basis of any characteristic set out in Manitoba's Human Rights Code is unacceptable.
- Abusive language and aggressive behaviour are unacceptable at all times.
- Attend school and classes regularly and punctually, and complete all homework assignments.
- Demonstrate respect for school property and the property of others.
- Dress appropriately for classes and school activities.
- Students will understand that the playground is not supervised after dismissal unless students are involved in supervised extra-curricular activities. For safety reasons, children must leave the school grounds promptly upon dismissal.
- Appropriate use of the Internet for school related activities.
- Accept responsibility for inappropriate words and actions (includes hand signals/gestures) and strive to repair harm and restore relationships.
- Solve conflicts peacefully through discussion or by seeking adult assistance.

(adapted from Winnipeg School District Code of Conduct)

### 3. Other Program Rules

- Cellphones or other electronic devices are not allowed in the classroom unless part of the program.
- Adult students are requested not to use their cellphones while engaging with other students before class or at breaks.
- Students can use the washroom off the main hall and staff use the washroom off the kitchen. Exceptions can be made for urgent situations.
- Students must wait their turn for teacher attention regarding marking their attempts.
- Parents must email or call to inform of student absence or late arrival. If a call or email is not received a member of staff will email or call for the sake of safety.
- Students cannot enter the building prior to 8:50 am.
- Students must be picked up at 3:45 pm
- Parents/ guardians must come into school for pick up, in the best interest of safety.
- Parents/ guardians must wait in the designated lunch area for pick up and drop off times unless other arrangements have been.
- The doors to the daytime Arrowsmith program close at 4:00p.m.
- Delays in pick up may incur additional fees depending on what prior arrangements have been made and agreed to by management.
- When requesting a meeting with a member of staff, parents/guardians/ adult students should email to arrange an appropriate date and time for all parties of interest.

### 4. Arrowsmith Specific Guideline

The Arrowsmith focuses on cognitive learning and does not address the emotional and behavioural issues that may accompany learning challenges. Should these emotional and behavioural issues become a major and ongoing disruption and impact on the well-being and safety of students or staff, we may have to consider removing that student from the program. It may be advisable to refer some students outside of the Arrowsmith program. Referrals may include but are not limited to LINKS+ social groups and/or psychological services.

### 5. Approach to Discipline

The best way to prevent the use of disciplinary consequences is to develop a positive program environment that is based upon mutual respect and a team approach that involves teachers, administration, parents, and students. We give our students clear behavioural expectations while they are with us. We want our students to be good classmates who behave responsibly in the classroom and are good citizens outside of our program as well.

We prioritize rewarding students for meeting program objectives, while also delivering programs in a way that encourages the students to celebrate their achievements. Even when we need to apply consequences for inappropriate behavior, we strive to re-focus the students on positive behavior and attention to program objectives so that they can achieve new milestones. We will administer discipline with dignity and professional judgment as a kind, firm, judicious parent might do.

## 6. Transgressions and Consequences

### Daily Classroom Disciplinary Actions

For the Arrowsmith Program to be most effective students need to have a quiet, focused space to allow for intense concentration. Within the classroom, in case of negative behavioural issues (ie: excess noise, disrupting others, not attending to their program work) a three warning process takes place for ALL students. Once the student has reached the third warning they are relocated to another location within the building. If the students are refocused, on task they will return to the class after the next break. If the same behaviours continue after re-entry into the class, the student will be relocated for the remainder of the day. Parents will be informed of the behaviour and consequences in an effort to promote a positive, productive class environment the next day.

If improper behaviour is not be rectified and continues, the guardians will be contacted and the student will be sent home for the day.

### Further Transgressions

In addition to daily classroom disciplinary actions, we group additional inappropriate behaviour into 4 categories:

- a) *Misusing or abusing school property*- Misusing or abusing school property, will result in the school property being removed and the student being redirected.

*Action:* If there is damage to property, the student or guardian will be financially responsible. The student will not have access to the equipment until the damage has been paid for. The student will be offered alternate programming until the payment has been made.

- b) *Minor Transgressions* – includes but not limited to mild pushing in line, invading personal space, inappropriate language that isn't threatening or repetitive.

*Action:* Students are corrected verbally and professional judgment is used to determine if other consequences (ie: relocation within the building, loss of privileges such as recess) are appropriate. If improper behaviour is not be rectified and continues, the guardians will be contacted and the student will be sent home for the day.

- c) *Medium Transgressions* – includes but is not limited to significantly inappropriate language (swearing or use of language that contains violent words) directed to students or teachers, inappropriate actions gestures or socially unacceptable actions (ie: pointing a pretend gun at someone, hand actions indicating disrespect, disrespecting another students property).

*Action:* If the teacher does not assess danger to students or themselves, they will provide a clear warning to the student that this behavior is unacceptable and the next offence will result in guardians being contacted immediately and the student will be sent home for the day. Subsequent actions may result in a suspension to be determined by management.

- d) *Major Transgressions* – includes but is not limited the following:
- weapon (possession, threat, attack)
  - inappropriate physical contact or physical assault (staff and students)
  - highly inappropriate and aggressive language or verbal assault (staff and students)
  - harassment
  - substance use/abuse (use/possession of illegal drugs, alcohol and tobacco; abuse of controlled substances, trafficking in illegal drugs)
  - destruction of property or vandalism
  - misconduct (conduct considered detrimental to the learning environment which is not included in the above)
  - inappropriate use of the Internet.

*Action:*

1. First priority is to keep all the students and staff safe. Police may be called if deemed necessary.

2. The student will receive an immediate suspension, the length of which will be determined by LDAM managing director.
3. Dependent on the severity, intensity or frequency of the action, further action including behaviour plan, re-entry meeting, threat assessment, and/or possible expulsion from Arrowsmith and/or LINKs program may be warranted.
4. Plan To Move Forward for suspended students will be established including the following:
  - a. Re-entry meeting with student and guardians and staff (teacher(s), managing director, board members) will occur at a mutually agreed upon time.
  - b. Staff may develop a documented behavioural contract that will address the specifics and what is required for the student to return to the program. The behavioural contract will consider the student's ability, while ensuring a safe, positive and productive work environment for every student.
  - c. An Action Plan must be established **and** signed by all parties prior to re-entry to the program.
  - d. A Transition period for the student re-entry into the program.

#### **Financial Note:**

**Suspension:** Missed time under these circumstances is not refundable.

**Expulsion:** Program advance fees are not refunded, and monthly fees are payable in full for the remainder of the month. Depending on the situation, a meeting will be called to discuss financial arrangements.

#### **7. Appeal Process regarding student discipline process:**

- a) Students and parents on behalf of students should make an appointment at a mutually convenient and agreed upon time with the teacher or staff member to discuss, clarify and to appeal disciplinary decisions regarding their or their student's behaviour.
- b) Should the student/parent be unsatisfied with the result of their appeal they are encouraged to make an appointment at a mutually convenient and agreed upon time and appeal to the Arrowsmith Managing LDAM Board Director.
- c) Should the student/parent be unsatisfied with the result of their appeal they are encouraged to make an appeal with the LDAM Board in the following manner.
  - a. Make a written appeal to LDAM President to explain your position to the Board.
  - b. The LDAM President (or designate) will acknowledge receipt of this appeal within 5 business days.

- c. The LDAM President (or designate) will then determine a course of action to bring to the board in accordance with their rules of order.
- d. An Incident investigation (see below), and/or presentation of the appeal at a scheduled board meeting may be required.
- e. Decisions made by the board are final.

## **8. Incident Investigation**

When a serious incident occurs, such as a physical attack or verbal attack on an individual, or when a violent incident is likely to occur, LDAM Management may seek assistance to investigate the matter from either a Board Member or someone recommended by the Board of Directors. Once witnesses and stakeholders (teachers, management, parents, possibly other students) are interviewed and the investigation is completed. Recommendations will be discussed with relevant parties and then implemented by the LDAM board.

The incident itself should be documented regarding who was involved, the sequence of events leading up to and during the incident (or expected incident), relevant dates, and any other pertinent information.

## ***Code of Conduct for Teachers***

### **1. Professional Values and Relationships - Teachers should:**

- Be caring, fair, and committed to the best interests of the pupils/students entrusted to their care, and seek to motivate, inspire, and celebrate effort and success
- Acknowledge and respect the uniqueness, individuality and specific needs of pupils/ students and promote their holistic development
- Be committed to equality and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, and socio-economic status, and any further grounds as may be referenced in equality legislation in the future.
- Seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement
- Work to establish and maintain a culture of mutual trust and respect in their schools.

### **2. Professional Integrity - Teachers should:**

- Act with honesty and integrity in all aspects of their work
- Respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- Avoid conflict of interest between their professional work and private interests.

### **3. Professional Conduct - Teachers should:**

- Take all reasonable steps in relation to the care of pupils/students under their supervision, so as to ensure their safety and welfare
- Work within the framework of relevant legislation and regulations
- Comply with Provincial and Arrowsmith policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection
- Report, where appropriate, incidents or matters which impact on pupil/student welfare to management. Act where required to ensure that children feel safe and can focus on learning.

- Communicate effectively with pupils/students, colleagues, parents, school management and Arrowsmith in a manner that is professional, collaborative and supportive, and based on trust and respect.

#### **4. Professional Practice - Teachers should:**

- Maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback
- Apply their knowledge and experience in facilitating pupils'/students' holistic development
- Plan and communicate clear, challenging and achievable expectations for pupils/students
- Create an environment where pupils/ students can become active agents in the learning process and develop lifelong learning skills
- In a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance
- Act in the best interest of all pupils/students, ensuring that students can learn in a safe environment.

## ***Code of Conduct for Parents and Guardians***

### **Working With Parents**

Teaching our students effectively involves a shared responsibility between staff and parents to work cooperatively. As students will be more positive about their experience at LDAM when they see teachers and parents working cooperatively to further their learning progress. This approach also develops a strong degree of trust between teachers and parents.

At times teachers and parents may disagree on the nature and application of consequences for the actions of students. Our policy is that parents may meet with staff, within reasonable limits, in an attempt to resolve disagreements, and to ensure that parents and teachers can effectively move forward.

Aggressive communication, behaviour, and/or threats of any kind will not be tolerated in the workplace. If that is not possible for any parties included, that individual will be asked to leave the premises, with further communication decided by LDAM managing director.

Parents and guardians have a responsibility to support the efforts of Arrowsmith staff in maintaining a safe and respectful learning environment for all students. This is largely accomplished by: communicating with the school, becoming familiar with Learning Disabilities Association of Manitoba Code of Conduct and encouraging their children to follow the rules of Arrowsmith and LINKS acceptable behaviour.

### **Parents are encouraged to:**

- Show an active interest in their child's school work and progress;
- Communicate with the school as time permits;
- Help their child be appropriately dressed and prepared for school;
- Ensure that their child attends school regularly and on time;
- Report to the school their child's absence or late arrival;
- Become familiar with the Code of Conduct and school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist and support school staff in dealing with disciplinary issues
- Treat teachers and other parents with respect

**Parents should not:**

- expect their child's negative behaviour to be ignored, particularly when harmful to other students (physically, verbally, emotionally) or in regards to disrupting that child's focus and/or the focus of others on the Arrowsmith program.
- speak in an aggressive or disrespectful manner, regardless of whether they agree or disagree with school policies.
- expect the school to change their policies. LDAM board of directors make the final decision.

### ***Acceptable Use of the Computer at School and suggestions for Home***

Parents and guardians should stay well informed about both the benefits of the Internet and the dangers that their children could encounter as they explore the Internet. By understanding the dangers and discussing them with their children, parents and guardians can help realize the positive potential of the Internet while minimizing its inherent risks. Some of the recommended actions for parents to take include:

- Establish a set of rules for your child to follow when using the Internet that include amount of use, acceptable sites, how to interact appropriately online, and what to do if they feel uncomfortable or in danger. Students with household rules are least likely to engage in activities that adults consider risky, such as posting their contact information, visiting gambling sites, seeking out online pornography or talking to strangers online.
- Inform a teacher if your child feels uncomfortable or threatened by things done on the Internet such as gossip, bullying, or harassment.
- Communicate with your child: talk to your child about Internet safety and ethical behaviour on the Internet. Participate with them online. If they know more than you, let them teach you.

Acknowledgement and Acceptance of the Learning Disabilities Association of Manitoba. Code of Conduct for Students, Parents and Teachers of the Arrowsmith and LINKS Programs.

I, \_\_\_\_\_ the parent/guardian/adult student (Full Legal Name) of \_\_\_\_\_ (students name: Full Legal Name) have read and agree to Learning Disabilities Association of Manitoba: Code of Conduct for Teachers, Students and Parents for the Arrowsmith and LINKS Programs for the 2018- 2019 school year.

Student Full Name: \_\_\_\_\_

Parent/Guardian/Adult student name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_