



## Welcome to W.C. Miller Collegiate



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Thank you for choosing W.C. Miller Collegiate. Our high school has a proud tradition of providing quality education for students through a variety of curricular and extracurricular opportunities. This tradition of excellence will be an important foundation as we work together to complete your high school education.

One important factor in contributing to success at school is a partnership between home and school. Students and parents are asked to take time to review the contents of this handbook, in order to ensure awareness and knowledge of school expectations.

If you have any questions or concerns, you are encouraged to contact school administration using the provided contact information.

### **What's in a Name?**

W. C. Miller Collegiate is named after Wallace Conrad Miller, who was a very popular politician in this area. He was born in Waterloo County, southern Ontario, in 1896. After WWI he relocated to Gretna, where he served as Notary Public, Police, Magistrate, and Chair of the Gretna School Board. In 1936 he was elected to the Provincial Legislature where he served with distinction as the MLA for Rhineland until 1958. His last years of service were as Minister of Education.

### **Mission Statement**

W.C. Miller Collegiate is committed to providing a balanced, comprehensive curriculum, a safe, supportive environment, and a positive preparation for lifelong learning, responsible citizenship and community contribution.

## TABLE OF CONTENTS

School Contact Information	1
Mission Statement	1
2019 – 2020 General Information	3
Schedule	3
School Supplies	3
Lockers	3
Telephone Communication and Student Messages	4
Traffic and Parking	4
Transportation	4
Assemblies	5
Religious Exercises & Religious Accommodation	5
Visitors	5
Cafeteria	6
Medication	6
Fees	6
Fundraising	7
Parent Advisory Council	7
Library	7
School Counselor (Guidance)	7
Resource	8
School Safety Information	8
Academic Information	9
Academic Integrity	9
Exams	9
PowerSchool	9
Registration/Course Selection	10
Course Changes	10
UnderGrad Awards	10
School Policies	10
Assessment Policy	10
Attendance Policy	11
Cell Phone Policy	12
Media Policy	12
Substance Use/Abuse Policy	13
Student Dress Code Policy	13
BLSD Divisional Policies & Procedures	14
Code of Conduct	14
Student Threat Risk Assessment	22

## **2019-2020 GENERAL INFORMATION**

### **Schedule**

W.C. Miller Collegiate operates on a semester system with an even and odd day cycle. There are 5 periods in each day with a scheduled lunch break for all staff and students. There are music classes that run outside of the scheduled school day, either before or after school. These scheduled are communicated by the teacher once the ensemble groups are formed.

The bell schedule is as follows:

8:50 – 10:00	Period 1
10:05 – 11:05	Period 2
11:10 – 12:10	Period 3
12:10 – 1:05	Lunch
1:05 – 2:10	Period 4
2:20 – 3:25	Period 5

### **School Supplies**

Students will be expected to provide basic school supplies for their courses. Supplies will include pens, pencils, loose-leaf paper, and binder(s). In addition, some courses will have specific requirements. Teachers will indicate unique requirements on course outlines at the beginning of each semester.

### **Lockers**

Students are assigned lockers by the school. The use of a locker is optional; the use of a lock is not. The following points should be noted:

- The school will provide locks to ensure the safety of each student. Only school locks can be used.
- Do not change lockers unless you receive permission from the office.
- Lockers must remain locked at all times. Students will be required to pay a \$5 lock replacement cost if the provided lock is lost.
- The school is not responsible if theft occurs.
- Students are warned not to bring large sums of money or valuables to school. During Phys. Ed. class, items such as watches and jewelry should be locked in a locked locker and not left in pockets/purses, etc. in the change rooms.
- Do not leave lunches in lockers for extended periods of time.
- Lockers remain the property of Border Land School Division. School staff reserves the right to full access to a student's locker at any time.

If you have forgotten your locker combination, or have issues with your locker, please see the librarian for assistance.

## Telephone Communication and Student Messages

Our main office is staffed with two administrative assistants who answer calls between 8am and 4pm daily. Please contact the office to communicate attendance information and for any other general inquiries.

Students will be called out of class for **emergency** messages. All other messages will be distributed at breaks between classes as well as by TV monitors installed on each floor of the school building. There is a student phone available for local calls outside of the main office.

## Traffic and Parking

The privilege of using the school parking lot is one we wish to extend to students who choose to abide by the following guidelines:

- The paved driveway immediately next to the sidewalk and entrance is a one-way thoroughfare and should be treated so at all times of the day by cyclists and drivers.
- Bicycles should be parked in the designated area at the north corner of the school.
- No parking along the chain-link fence. Parents (waiting for their students) and delivery vehicles are permitted to stop temporarily along the chain link fence.
- The numbered parking spots are designated for staff. Students and parents should park in the unmarked spots and/or the student parking lot.
- Vehicles parked on W. C. Miller's parking lots are subject to search if there is reasonable concern regarding contraband.
- Vehicles parked inappropriately may be towed at the expense of the vehicle owner.

## Transportation

### Regular Bus Routes

Daily transportation is a privilege and as such students are expected to be aware of bus riding regulations. Discipline problems will be reported to the principal. Transported students shall ride to and from school on the buses to which the division assigns each student. Students who do not normally use bus service must have permission from the driver and principal prior to occasional use.

### Storm Day Cancellations

If the school division decides not to run the buses an announcement will be made on *CFAM*, usually by 7:00 a.m and posted on the BLSD website (<http://blsd.ca/>). Announcements will also be made on the school Facebook page, as well as through an app called 'Remind 101', which parents may sign up for. If afternoon buses are cancelled, students who will be billeted in town must sign out at the office indicating their host's name and telephone number. Parents should make these contingency plans before November 1st.

### Extra-Curricular Trips

It is division policy that buses are to be used in the transportation of our students to school events. For various reasons, the use of cars or vans is sometimes necessary. The use of this type of transportation will be permitted only if the teacher organizing the event and an administrator has sanctioned this means of transportation and the division guidelines can be met. Students may not transport other students for school functions.

### Private Transportation

Students traveling to and from school in private vehicles do so at their own risk. The Border Land School Division is not liable for any consequences.

### RRTVA Students

Vocational students are to use school buses to be transported from school to school. If parents give the student permission to use their own vehicle or the instructor gives authorization for a student to travel using a personal vehicle to school, the student must travel directly to the vocational site from his/her home. Under no circumstances are vocational students to ride to their vocational sites with other students.

## **Assemblies**

Periodically, W. C. Miller holds assemblies in the MPR, gym, or cafeteria. These assemblies are an integral part of our school communication. All students and staff are expected to attend. Students and staff are asked to remove their caps, toques, hoods, and electronic devices during these assemblies.

## **Religious Exercises & Religious Accommodation**

Religious exercises will be held before the school day begins in a common meeting area if appropriate permission is obtained through a community petition. A morning announcement will be made and those students who wish to participate are invited to proceed to this area. Religious exercises are organized and run by volunteers.

Reasonable accommodation will be made for individuals or groups requiring space within the school day for religious practices. Please contact the office.

## **Visitors**

Visitors are welcome and are asked to report to the office upon arrival at the school. Students are discouraged from having outside friends meet them at school when classes are in session.

## **Cafeteria**

W. C. Miller Collegiate has excellent cafeteria facilities that provide students and staff with daily lunch service. Cafeteria cards are available from the office and cafeteria and may be used to purchase drinks as well as cafeteria food.

## **Medication**

School staff members are not authorized to provide any medication to students. If necessary, prescription medication can be stored in the office or with parent permission students may carry their own. If students need pain medication like Tylenol and Advil, they are encouraged bring their own to school. The office has a small quantity for emergency purposes which can be given with parent permission but will not regularly supply pain medication.

## **Fees**

### **Student Fees**

W.C. Miller is proud to operate without collecting student fees for general classroom instruction.

### **Course Fees**

Fees may be required for large project work, insurance coverage, specialized equipment/apparel, or field trips in specific classes. This information will be shared by the teacher at the beginning of the course.

### **Extra-Curricular Fees**

Students who play on school teams are expected to pay a fee which covers the cost of tournaments, refereeing, hotels, and uniform usage for the sporting season. Fundraising opportunities are available for students to cover these fees. The approximate fees for each sport can be found on our school website, under the athletics tab.

### **Yearbook Fees**

We believe that a yearbook is an important memento of your high school experience. We apply a yearbook fee to all of our grade 12 students of approximately \$60. Students in grades 9-11 can choose to order a yearbook. Watch Miller News for more information on costs and deadlines.

### **Damage/Vandalism**

Should a student accidentally cause damage to school property and report it immediately, they may be asked to pay for half the repair costs. Should a student damage or vandalize school property intentionally and/or not report it, they will be asked to pay full replacement costs.

### **Payment Information**

W.C. Miller Collegiate is set up to process payments by cash, cheque, or debit in our main office. Families who bank with Access Credit Union can also e-transfer funds to the school.

## **Fundraising**

W.C. Miller Collegiate has a unique fundraising model where students can fundraise to offset fees they incur through the school. The Parent Advisory Council organizes multiple grocery gift card fundraisers through the year as well as a Mom's Pantry order. Proceeds from these fundraisers are tallied for each individual that gets involved and can be accumulated over the students 4 year stay at W.C. Miller. When students/parents would like to apply this fundraising to their school fees they may do so by contacting the office. If a student has funds remaining when they graduate from W.C. Miller, they can transfer them to an incoming sibling or donate them back to the school legacy fund for future projects. This fundraising can not be used for graduation.

## **Parent Advisory Council**

W.C. Miller's Parent Advisory Council meets monthly with the principal to discuss issues and offer advice to the school on matters important to the education of our students. The council has taken an active role in fundraising, special events organization, and policy review. Parents are invited and encouraged to participate in this council.

## **Library**

The school library is a learning centre. Every effort is made to provide rich and diverse research and reading material to our students and staff. The library has quiet work areas, a project area for group work, and computers for research. Students should familiarize themselves with library policies and procedures, especially with regards to overdue, damaged or lost material. Students should not attempt to repair library books themselves; damaged books should be returned to the librarian for repair.

## **School Counselor (Guidance)**

W.C. Miller Collegiate's School Counselor provides a variety of support services for our students. These services fall into four main categories of counseling: Social Emotional Counseling, Academic Counseling, Behavioral Counseling and Post-Secondary/Career Planning Counseling.

Students are welcome to drop by the guidance office at any time, provided that their classroom teacher has given them permission to leave class. Students can also be referred to our guidance office by administration, teachers, our resource department, or a parent/guardian. The main goal of any counseling provided to our students, is to teach them self-empowerment and encourage them to take responsibility for their decisions, actions and emotions.

**Please Note:** *1) In situations where a student's counseling needs extend beyond the scope of our guidance counselor's training, referrals to outside agencies are made. 2) Students receiving counseling will be afforded complete confidentiality except in cases where a student's safety is at risk.*

## Resource

The resource department at W.C. Miller exists to meet the variety of learning needs of all students in the building. Resource teachers work alongside classroom teachers to support students. If you are experiencing any academic issues in the classroom, feel free to talk to your classroom teacher or a resource teacher.

## SCHOOL SAFETY INFORMATION

Operating a safe school is something that is in the best interest of the children, the adults who work in the school, as well as the community that we serve. Quite simply, being safe is the right thing to do. There are various aspects to Safe Schools Guidelines including first aid/CPR, lockdowns and fire drills to name a few. A number of these items require specific training and/or practice on an ongoing basis. In some cases, all staff and students are trained; in other cases, specific staff is trained. In all situations, all staff members are aware of who has training in order to best serve our school community. Below you will find a list of all of the aspects that our school follows regarding safe schools:

### FA/CPR:

Several staff are trained in First Aid and CPR. We also have an AED located on the north wall just outside of the office near the MPR and one in the foyer of the gym.

### Fire drills:

Fire drills happen ten times per year. Fire exits are posted and all students and staff are aware of evacuation procedures.

### Gender Diversity:

Several staff are trained in sensitivity to gender diversity concerns/issues.

### Health Concerns:

Students with specific health needs are planned for using the URIS (Unified Referral and Intake System) program. Staff are trained annually to respond to specific health care needs and more general situations (asthma & allergies). If your child experiences health conditions that require intervention while at school, please contact the school and complete an application.

### Lockdowns:

All students and staff receive training with regard to lockdown procedures. Drills happen twice per year.

### Parents/Guardians/Visitors in the school:

We require all visitors to the school to sign in at the office upon arrival so that we may keep track of who is in our building. Visitors must also sign out before leaving the building.

#### Severe Weather:

All students and staff receive training with regard to severe weather procedures. A severe weather drill occurs once a year.

#### Violent Threat Risk Assessment (VTRA) Fair Notice:

All staff are aware of the Violence-Threat Risk Assessment procedures. As per divisional policy, all incidents of threat to self-harm or to harm others will be actively investigated. Please see the Threat Risk Assessment Information listed under Divisional Policy and Procedures for specific details of the protocol.

#### Volunteers:

All volunteers are required to complete a CAR (Child Abuse Registry check) and a CR (Criminal Record check) prior to volunteering. Information and forms can be obtained from the office.

#### Winter Storms:

Cancellations will be posted on the divisional and school websites; cancellations will also be announced on CFAM. Miller also uses Facebook and REMIND to push messages out to subscribed users.

## **ACADEMIC INFORMATION**

### **Academic Integrity**

We believe that all Miller students can behave with the highest academic integrity. Plagiarism, using someone else's work and claiming it as your own, violates this trust. There will be academic consequences imposed in support of maintaining academic integrity. Students are free to appeal allegations of plagiarism to the teacher and administration.

### **Exams**

Exams must be written when scheduled. Should an exceptional circumstance arise, it is the student's responsibility to contact administration well in advance to discuss the situation. An example of this would include Royal Conservatory of Music exams. Exam conflict forms are provided in the office prior to each exam period for students to record conflicts and request changes.

### **Powerschool**

Parents and students may access their academic and attendance information online. User names and access codes for parents will be distributed at the beginning of the school year for use at <http://powerschool.blsd.ca/public/>. If you need assistance logging in or accessing your account

please contact the school. Students may access their student PowerSchool account with the same log in information they use for school computer access.

## **Registration/Course Selection**

Students are informed of course options for the following school year in early February. Presentations are made to each grade group and information is shared on our website. Course selection forms are completed by March and are used as the basis for scheduling for the following school year. New students are encouraged to make contact with the school to initiate the registration process at the same time so that the necessary information can be collected.

Students who live outside of the W.C. Miller catchment or beyond the Border Land School Division boundaries may apply to attend W.C. Miller. New students should apply by May 15th and must complete a "School of Choice" form.

## **Course Changes**

Students are expected to take the courses they select during registration. From time to time students may request a course change or voluntary withdrawal (withdrawal dates: First Semester December 20 and Second Semester May 15). Course changes will only be considered because of timetable conflicts (beginning of each semester) or for academic reasons. Once classes are underway students need to obtain a "**Course Change Form**" from the office to initiate the process and discuss their requested change with the Guidance Counsellor. Each course change must be approved by administration.

## **UnderGrad Awards**

W. C. Miller Collegiate strives to honor student achievements in academic, vocational, athletic, musical, and civic/citizenship excellence, to celebrate achievements that might otherwise go unnoticed, and to show what counts at Miller.

Our UnderGrad awards from the 2018-2019 school year will be presented on October 3<sup>rd</sup> at 1pm . Information on awards and award criteria are listed on our webpage under the Students/Parents menu.

## **SCHOOL POLICIES**

### **Assessment Policy**

Border Land School Division has adopted the *Principles of Fair Assessment and Assessment for Learning*. At W.C. Miller Collegiate the following policy statements will guide the assessment process in the classroom:

- The criteria of assessment and evaluation will be clearly explained in the written course outline provided at the beginning of each course. Students will be informed of any changes/updates made to the outline during the course.
- It is highly expected that where learning is sequential, instructional units be completed prior to beginning the next unit.
- In order to gain a credit in any course, a student must complete ALL compulsory assignments by the deadline.
- Late assignments will be noted with a 0 in PowerSchool until the assignment is complete or an alternate agreed upon assignment is submitted.

## **Attendance Policy**

Regular school attendance is a critical factor for academic success. Consistent school attendance, punctuality, academic success and school completion have a positive correlation. In addition, regular school attendance helps students develop a responsible attitude toward commitments they will have throughout their lives. Since school is a partnership, parents are expected to ensure their children attend school on a regular basis.

Although accurate record keeping and analyses of data are critical, we believe the ultimate success of the school attendance policy is determined by the quality of the school culture. Creating a positive school culture is a prerequisite for good attendance. At W. C. Miller we believe the essence of our educational culture is developed in classrooms. Explanations, clarifications, discussions, opportunities for feedback, and group tasks are invaluable components of an effective learning environment. Students who miss school are generally at greater risk of reduced academic performance. The goal of our attendance policy is, therefore, twofold: to increase student success by promoting daily attendance, punctuality, and to help students develop responsibility in preparation for attendance expectations in their future careers.

Attendance is tracked in four ways (the codes will be visible on PowerSchool):

School-Initiated Absences (SI): Absences from class due to events initiated by the school.

Excused Absences (E): Absences from class with parent/guardian communication to the school.

Unexcused Absences (A): Absences from class without permission from the school or parent/guardian.

Late (L): Arrival in class after the bell.

Note: Sometimes there are cases when a student is late to class for reasons beyond his/her control (Student Council Project, test goes overtime, etc.). In such cases the student should bring a note signed by the supervising teacher and give it to the teacher when entering the class.

Students are held accountable for their attendance in the following ways:

- Daily tracking of late arrival to class. After 5 late arrivals to a specific class, the student is expected to make up the missed instructional time by attending the late room.

- Daily tracking of attendance. After 8 absences, a home contact will be made by the teacher via phone, email, or letter to highlight possible attendance concerns; after 15 absences, the teacher will arrange a meeting with the student, parents, and school administration to discuss next steps regarding credit acquisition.

W.C. Miller uses an automated phoning system that will call the home of any student marked unexcused for one or more periods throughout the day.

## **Cell Phone Policy**

Cell phones with their increased photographic, recording, internet, and text messaging capabilities, put privacy at risk and make it increasingly difficult to maintain the safe and supportive environment to which we are committed. Furthermore, cell phones in the classroom often have a negative impact on student learning. At W. C. Miller we are committed to providing students with a “safe, supportive environment” and, for that reason, expect the following:

- Cell phone use is permitted at lunch hour, during breaks between classes and after school hours.
- Cell phones may be used during class time with teacher permission and are to be kept off and out of sight during class time in all other cases.
- The school will not be responsible for loss, damage, or theft of any electronic device brought to school.
- Use of cell phones on field trips and sporting events during school hours will be at the discretion of the supervisor/coach.

### **Consequences may include:**

- Student loss of cell phone for duration of class.
- Student loss of cell phone for duration of school day. Cell phone may be picked up from the office.
- Student loss of cell phone for one or more days. Parents will be contacted and may pick up phone earlier from the office.
- Repeated offenses may also lead to other disciplinary action such as detention, suspension, etc.

## **Media Policy**

Cell phones, digital cameras, MP3 players, I-pods, PSP players and electronic devices **may be used** under certain circumstances with teacher permission. Headphones and music must be off during assemblies, teacher instruction, and student presentation/group work. Students may be asked to store their equipment in the office in order to comply with these expectations. Failure to honour these guidelines will result in equipment being confiscated.

Recording (sound or image) of students or staff members may occur with permission. In the case of students, parents must give permission for their child's image to be shared with outside news/media outlets (note registration form).

We routinely take photos of our school events and activities and post them to our Facebook page and website and many of our extracurricular events are live streamed. If individual photos are taken the student is asked for permission before posting. When large group photos are captured this is not possible. If you have concerns, please contact the school.

## **Substance Use/Abuse Policy**

W.C. Miller Collegiate recognizes that substance use / abuse, interferes with student success, both academically and in extracurricular involvement. The use and abuse of tobacco, alcohol, marijuana, and controlled substances has a negative impact on the health and well-being of students, their engagement with learning, and ultimately their ability to function in society.

Disciplinary action will result for all instances of:

- Use or display of tobacco including vapes and e-cigarettes on school property
- Use or display of marijuana on school property
- Supplying alcohol, tobacco, vape products, etc. to minors
- Being under the influence of drugs or alcohol while at school or school events
- Display and/or possession of alcohol, drugs, and/or drug paraphernalia
- Trafficking or supplying of drugs or alcohol, while under authority of the school, in attendance or upon returning to school, or during school-related extracurricular participation or attendance.

Any student serving a drug related suspension may be referred to Addictions Foundation of Manitoba personnel. Students with alcohol related suspensions may also be required to attend sessions.

## **Student Dress Code Policy**

The following dress code expectations have been created by a joint staff/student committee:

- No offensive symbols or wording, alcohol ads, clothes promoting drugs, and gang colors, etc. will be allowed.
- A students' underwear (waist down) should not be showing.
- Footwear must be worn at all times in the school building.
- Clothing should be appropriate to the educational environment and respectful of others. A community standard is upheld and final decisions about appropriate attire are determined by school administration.
- **Note:** For a full divisional dress code, please see <http://blsd.ca>, under Governance > Admin. Procedures 1.A.110.

## Consequences

If a student arrives at school inappropriately attired they will be asked to change. If appropriate clothing is not available, the school will supply it or the student will be sent home to change. If a student is reminded repeatedly by staff member(s) to change/modify their attire, a meeting will be set up with the student and administration. The student's parents/guardians will be contacted outlining his/her actions and consequences of further disregard for the dress code.

## **BLSD DIVISIONAL POLICIES & PROCEDURES**

### **Code of Conduct**

In keeping with our Foundation Statements, all staff and every student is entitled to function responsibly within a safe, caring, and enabling environment. In support of this expectation, the Board requires that the entire organization subscribe to the Border Land Code of Conduct. This Code of Conduct includes a statement of expectations of behaviour and related responsibilities for participants in the system. The Border Land School Division Code of Conduct shall be reviewed annually by a committee. Each school, employee, student, and volunteer within Border Land School Division is expected to behave in a respectful manner and comply with the divisional code of conduct.

### **Working with Parents**

Teaching self-discipline is a shared responsibility that hinges on a cooperative approach between the school and parents. Students will feel safe when they see the adults from the two parts of their lives, school and home, come together to focus on their interests. When teachers and parents communicate regularly and work collaboratively, they are more likely to develop a degree of trust.

School 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 any time they have a concern regarding a disciplinary matter. The process for appeal is found later in this procedure.

In Border Land School Division, unacceptable behavior includes but is not limited to the following:

- Harassing/discriminating
- Bully/cyberbullying
- Threats to self and others
- Gang involvement
- Possess a weapon, as "weapon" is defined in section 2 of the *Criminal Code*
- Possession or being under the influence of an illicit drug
- Inappropriate use of the internet and electronic communication

Across Manitoba, schools have been striving to find the best approach for working with students who exhibit challenging behaviours. These efforts have led to successful approaches for preventing and changing challenging behavior. The themes that are common to a successful approach include the development of a positive school climate, a positive school-wide approach, team planning, community involvement, and professional support

### **Appropriate Interventions and Disciplinary Consequences**

All schools are expected to engage in preventative practices – in other words, the use of instruction and programs that focus on social responsibility and positive behavior rather than the need for negative consequences. Many schools have successfully introduced restorative practices that aim to develop community and manage conflict and tensions by repairing harm and building relationships (eg. conflict resolution or peer mediation programs, restitution and restorative justice.) Negative consequences may be necessary when other approaches to problem behavior are unsuccessful; however, they are not effective when over used.

Teachers and Principals must ensure that interventions used 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 which consequence is appropriate in a given 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 behavior, as well as to the student who committed this behaviour. Reasonable accommodation is required for students with exceptional learning needs that affect their behaviour, taking into account the student's ability to comply with disciplinary measures.

Interventions and consequences may be applied as appropriate to the context, but they need not be applied in the order they appear in this document. Schools may expand upon the list as long as the additional items are consistent with the Manitoba Education directive.

#### **Informal Discussion**

A teacher or administrator speaks with the student to reach an agreement regarding the student's behaviour. Parent(s) may be contacted in some circumstances. Students who are 18 years of age or older must give their consent to contact parents.

#### **Parental Involvement**

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

#### **School Counsellor/Resource Teacher**

A school counsellor and/or resource teacher meets with the student with the specific goal of developing a plan for changing attitudes and improving student behaviour. Parent(s) should be informed.

#### Formal Interview

A conference is held with the student, the teacher, and an administrator and/or school counsellor and the parent(s) to develop a plan for changing the student's behaviour. As one example of a plan, it may be useful to conduct a functional behavioural assessment to guide the development of effective positive interventions based on the function of the behaviour.

#### Withdrawal from Classroom Setting

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

#### Removal of Privileges

Privileges such as access to the playground, cafeteria, library, extracurricular activities, and/or bus transportation are removed under certain circumstances. Parent(s) will be informed.

#### Detention

The student is detained at the school for specific unacceptable behaviour. Should a detention extend beyond regular school hours, parent(s) will be informed.

#### Restitution/Compensation

The student and/or parent(s) are required to compensate for damages incurred to school division property by the intentional or negligent act of a child. Such compensation may be monetary in nature, but could take alternative forms such as community service.

#### Behavioural/Performance Contract

In some instances, the student is required to meet specific behavioural standards in order to avoid more severe consequences. Such expectations are developed among 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.

#### Student Services

A referral may be made to school division student services personnel who can assist school personnel in the remediation of inappropriate student conduct. Such involvement may include a level of counseling or clinical supports for the student that is beyond the school's capabilities. Parental permission must be obtained for assessments and/or interventions.

#### Outside Agency/Community Involvement

A referral to an outside agency or a community resource may be necessary to address a student's behaviour (e.g., a physician, adolescent or adult mental health services, Addictions Foundation Manitoba, the anxiety clinic at St. Boniface Hospital, the Lighthouses and Turnabout crime prevention programs, Boys & Girls Clubs, Big Brothers Big Sisters, or Aboriginal Elders). In all cases, parental permission must be obtained.

### Threat Assessment

The school will respond to all student threats to self or others through administrative action and/or school division threat assessment protocols or through critical incident preparedness plans. Outside agency and/or police involvement may be requested. Parent(s) will be informed.

### Police Notification

Police notification does not mean that police will lay charges in every situation; however, police should be notified for serious incidents that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on the school environment. School boards should identify the types of incidents that require mandatory and discretionary police notification and ensure that principals are aware of protocols respecting police notification. Parents will be notified unless police direct otherwise.

### Student Suspension

- Alternatives should be considered before suspension (e.g., classroom strategies, in-school alternatives, school-wide programs, and alternative and/or off-site locations).
- A teacher may suspend a student from the classroom for not more than two days.
- A principal may suspend a student from the school for not more than five days.
- A superintendent may suspend a student from the school for not more than six weeks.
- A parent and/or pupil may make a request to appear before the school board to make representations about a suspension. A school board may, upon receiving such representation, confirm or modify the suspension or reinstate the pupil.

### Categories for student suspension

Misconduct – this may include insubordination, physical altercation with another individual, verbal altercation with another individual, threats, bullying or harassing.

Substance Use – this includes alcohol or tobacco use

Illegal Drugs – this may include being under the influence of, in possession of, or trafficking of any drug deemed illegal

Weapons – this may include being in possession of, threatening with, or attacking with a weapon.

Property Damage – this may include damage to Border Land School Division property as well as damage to other individuals' personal property.

Inappropriate ICT Use– this includes any action on a technological device, on or off school property, that violates the Border Land School Division Acceptable Use Agreement.

### Student Expulsion

A school board may expel from a school any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment.

### Appeal Process of Disciplinary Decisions

If a student and/or parent/guardian are not satisfied with a disciplinary decision, they should speak first to the teacher who made the disciplinary decision and then to the school principal if the issue is not resolved. If there is still an unsatisfactory response, an appeal in writing, see Appendix D, can then be made to the superintendent of schools, and if necessary then

to the school board. Exceptions to this are suspensions in excess of five days and expulsions, in these cases the appeal goes directly to the school board.

## **Definitions**

### **Bullying**

Bullying is behaviour that is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation, or property. It is also behaviour that is intended to create, or should be known to create, a negative school environment for another person.

Bullying takes place in a context of a real or perceived power imbalance between the people involved and is typically (but need not be) repeated behaviour.

It may be direct (face to face) or indirect (through others); it may take place through any form of expression, including written, verbal, physical, or any form of electronic communication (referred to as cyberbullying), including social media, text messages, instant messages, websites, or e-mail.

### **Cyberbullying**

Cyberbullying is bullying by means of any form of electronic communication, including social media, text messaging, instant messaging, websites, or e-mail.

### **Expulsion**

The removal of a student from all schools of a school division permanently, at the discretion of the school board.

### **Reasonable accommodation**

The school's obligation to address students' special needs that stem from the protected characteristics specified in Manitoba's Human Rights Code, such as physical or mental disabilities, etcetera., and that affect the individual's ability to access educational/school services or facilities. The measures to accommodate special needs will be reasonable and required unless they cause undue hardship due to cost, risk to safety, impact on others, or other factors.

### **Unacceptable conduct**

Unacceptable conduct includes abusing another student physically, sexually, or psychologically, verbally, in writing, or otherwise. It also includes bullying another student.

## **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 in a respectful manner 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 with respect school property and the property of others who are employed at or attending the school.
- To assume responsibility if he or she destroys, damages, loses, or converts by an intentional or negligent act school or division property.

### **Parents/Guardians**

#### *Rights*

- To be informed regularly of the attendance, behaviour, and academic achievement of his or her child in school.
- To be informed of the discipline and behaviour management policies of the school or school division or school district, and to be consulted before the policies are established or revised.
- To accompany his or her child and assist him or her to make 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 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 the intentional or negligent act of that child.

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

### **Responsibilities and Authority of Teachers**

- To maintain order and discipline among students attending or participating in activities that are sponsored or approved by the school, whether inside or outside the school.
- To behave in a respectful manner 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 take into account the student's state of development.
- To report to the principal unacceptable student conduct while at school or at 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 cyberbullying, whether it occurs 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, or school district and persons who have 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, a school 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, et cetera.
- 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 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, in terms of 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 take into account the student's state of development.
- To notify parents, as soon as reasonably possible, if the principal believes that a student has been harmed as a result of the unacceptable conduct.
- To suspend a student for up to one week for engaging in conduct that the principal considers injurious 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 within 24 hours of a student being suspended, a written report setting out the pupil's name, the period of suspension, and a description of the disruptive behaviour for which the pupil was suspended.
- To keep a record of each suspension of a student.
- To develop categories of the reasons for which a student may be suspended, and to ensure that each suspension is accordingly categorized and that the total number of students suspended and the duration of suspensions are
- tabulated.
- To ensure that educational programming is available to a student who has been suspended.

### **Responsibilities and Authority of Superintendents**

- To suspend a student from school for up to six weeks for engaging in conduct that the superintendent considers injurious 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 setting out the student's name, the period of suspension, and a description of the disruptive behaviour for which the student was suspended.

### **Responsibilities and Powers of School Boards**

- To establish written policy\* respecting the appropriate use of
  - the Internet, including social media, text messaging, instant messaging, websites, and e-mail, and
  - digital cameras, cell phones and any other electronic or personal communication devices identified by the board.
- To establish 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 his or her parent(s) or legal guardian(s) to make representations 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 to be guilty of conduct injurious to the school environment.
- To ensure that educational programming is made available for students under the age of 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 is of the opinion that the teacher has repeatedly

- suspended an individual student for reasons that are not justified, or
- suspended students for reasons that are not justified.

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

## **STUDENT THREAT RISK ASSESSMENT**

W.C. Miller Collegiate believes that all staff, parents and students have a responsibility to maintain a safe, caring and respectful environment. All threats to students and staff must be taken seriously. A threat is communicating intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, electronic (email, Facebook, cell phone, Snapchat, Instagram, twitter, etc.), or made by gesture and may be direct, indirect, conditional or veiled. All threats will be taken seriously, investigated and responded to. Because of the serious nature of a threat, school staff, parents, students and community members must report all threat related behaviours.

**This bulletin serves as Fair Notice to the parents/guardians of BLSD that all incidents of threat to self-harm or to harm others will be actively investigated.** After a threat is made, this investigation will begin even if parents/guardians cannot be informed immediately. Continued efforts will be made to contact the parents/guardians of the student who made the threat that a threat assessment is being done.

### **Who is Involved in a Threat/Risk Assessment?**

Each school team has a Threat/Risk Assessment Team which is multi-disciplinary. The team may include the principal, vice-principal, guidance counselor, school division clinicians and other agencies including the police.

### **Other Agencies and Partners**

Schools have connections with partners and agencies including local police, RCMP, Mental Health, and Child & Family Services. These partners may participate in gathering information, analyzing information and developing and implementing intervention plans.

### **Purpose of Student Threat Risk Assessment**

- To ensure the immediate safety of students, staff, parents and community members.
- To decide if the threat-maker will act on the threat
- To develop and implement an intervention plan that addresses the emotional and physical safety of all parties including students, staff, parents, community members and the person making the threat.
- To promote the ongoing emotional and physical safety of all students, staff, parents and community members.

### **What Happens in a Student Threat Risk Assessment?**

All threat making behaviour(s) by a student(s) are reported to the principal who activates the protocol for the initial response.

When a threat occurs, it is essential to:

- Make sure that everyone is safe.
- Interview the threat maker, teachers, other school staff, friends, classmates and peers, parents, and any and all other people who might have information connected to the threat-making incident to collect information.
- Search the student's backpack, locker, desk, and any other location at school and sometimes at home (student's bedroom) or in the community that provides information connected to the threat.
- Connect with identified partners and agencies to share information about the threat.
- Analyze all the information and assess if the threat is low, medium or high.
- Develop intervention plans that will be shared with parents, staff and students (as required).
- Put the intervention plans into action together with identified partners and agencies.

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## **STUDENT HANDBOOK PRIZE BALLOT**

Thank you for taking the time to review this information.

Please complete and return this ballot to the office by September 13<sup>th</sup> to be entered in a prize draw for W.C. Miller Swag!

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

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