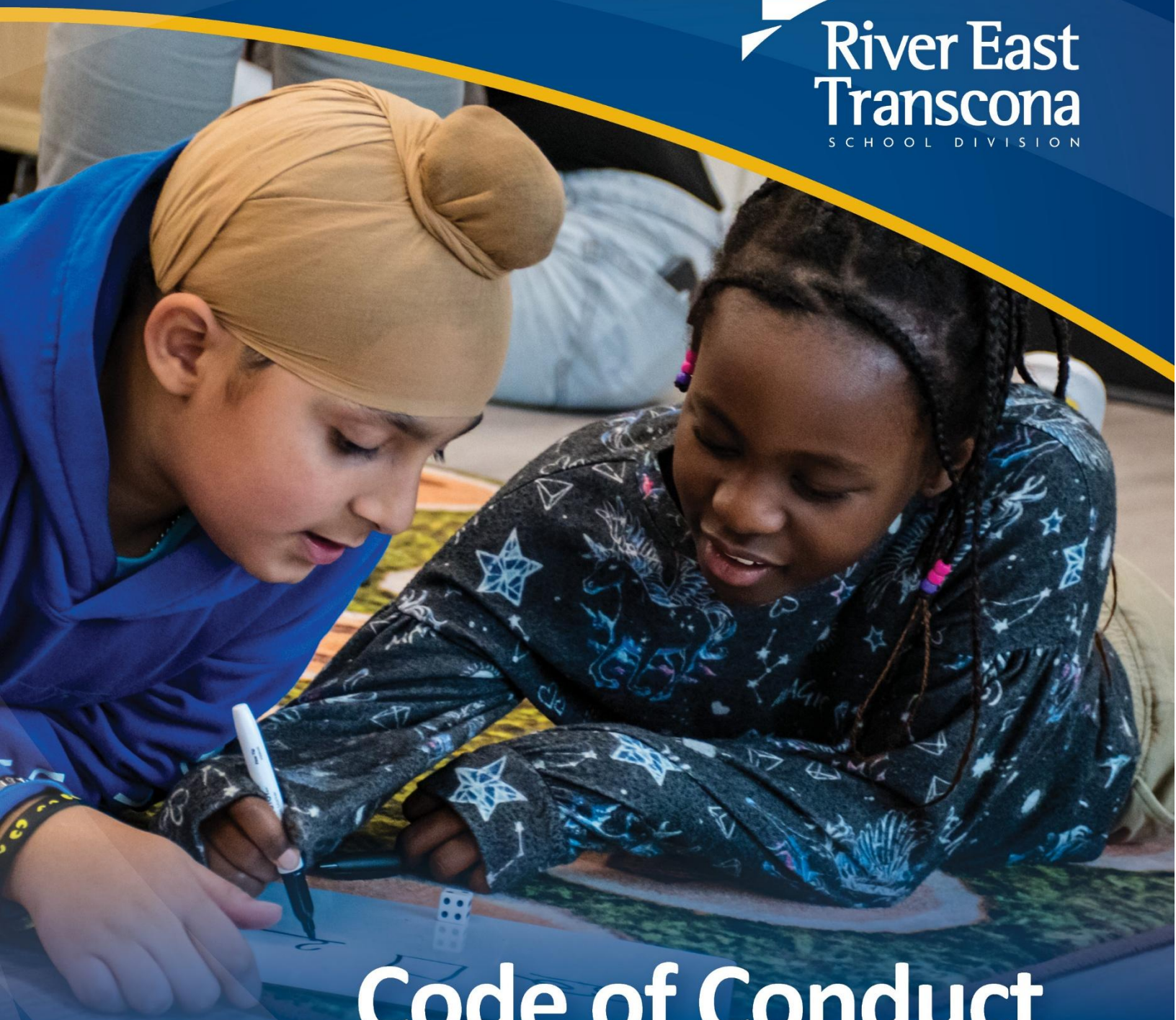




Code of Conduct

**Shared Commitments for Safe and
Caring School Communities**

Code Of Conduct

The purpose of the Code of Conduct is to ensure a safe, caring, and inclusive environment where all students can achieve high levels of success. River East Transcona School Division (RETSD) is committed to treating every individual with dignity and respect. All interventions and responses use a student-centred, strength-based approach. Behaviours are understood as forms of communication, and all responses aim to support student learning and personal growth.

RETSD staff, students, parent(s)/legal guardian(s) and community members will contribute to a safe, caring, and inclusive learning environment. All members of the school community will demonstrate respect and responsibility by following the Code of Conduct's guiding principles:

1. Schools will encourage active student voice. Whenever possible, we endeavour to use structures that place students at the centre of all planning and decision making.
2. Community-school initiatives will be encouraged. Student success and well-being are collective responsibilities that benefit from active involvement from everyone responsible for children and youth.
3. Positive relationships will be nurtured to provide a sense of safety and belonging for all students.
4. All behaviour interventions, responses, and consequences will be administered in a manner that respects each student's human dignity.
5. A continuum of supports and services will be provided to meet the unique academic and behavioural needs of students, using research-informed and evidence-based practices.

Safe and Caring School Environment

As citizens, we share a responsibility to work together to provide school environments where all students feel safe and respected, thereby allowing them to reach their full potential. RETSD is committed to fostering inclusion for all people and helping them achieve **Mino-pimatisiwin/The Good Life**.

The *RETSD Code of Conduct* is consistent with the *Safe Schools Charter of Manitoba (Province of Manitoba, S.M. 2004, c. 24)* and the *Safe and Caring Schools Provincial Code of Conduct: Behaviour Intervention and Response Using a Student-Centred and Strength-Based Approach (April 2025)*. Both documents set forth guidelines that apply to student and staff behaviour.

The following behaviours will result in an intervention, response, and/or consequence:

1. Abusing another person verbally, in writing, electronically, or otherwise—physically, sexually, emotionally, or psychologically.
2. Exhibiting bullying behaviour toward another person.
3. Discriminating on the basis of any characteristic in subsection 9(2) of *The Human Rights Code*.
4. Using, possessing, or being under the influence of alcohol, cannabis, or illicit drugs at school.
5. Engaging in gang activity on school sites.
6. Possessing a weapon, as “weapon” is defined in Policy JICI-E1.
7. Failing to adhere to RETSD policies regarding the appropriate use of the internet, AI-generated content, social media, text messaging, direct messaging, websites, and email.
8. Failing to adhere to RETSD policies regarding the use of cameras, cell phones, and other electronic or personal communication devices.

Roles & Responsibilities

RETSD believes that staff, students, and parent(s)/ legal guardian(s) each have a responsibility to maintain a safe, caring, and inclusive environment.

The principal or their designate shall:

1. Act as the disciplinary authority over the conduct of students while they are at school, on their way to and from school, and being transported by school bus.
2. Address unacceptable student conduct, including bullying, cyberbullying, and abuse of another student.
3. Notify the parent(s)/legal guardian(s) as soon as reasonably possible if they believe that a student has been harmed as a result of another person’s behaviour.

School staff will:

1. Provide relevant learning experiences and reasonable accommodations based on the diverse learning and behavioural needs of students.
2. Approach the education of students in a respectful manner.
3. Provide a classroom environment that is safe, caring, and inclusive.
4. Participate in creating a positive school culture.

5. Communicate information about student progress, attendance, and behaviour to students, parent(s)/legal guardian(s), and administration.
6. Respect and demonstrate consideration for all cultures and identities.
7. Respect confidential information about students and staff.
8. Support and implement prevention and response intervention strategies offered through a continuum of supports and services.

Students will:

1. Be polite, respectful, and co-operative to all people within the school community.
2. Develop self-discipline, self-regulation, and self-management skills.
3. Resolve interpersonal conflicts and difficulties through discussions or by seeking assistance from school staff.
4. Demonstrate and support a safe, caring, and inclusive school environment.
5. Respect that fellow students and staff have a right to a school environment free from violence.
6. Respect school property and the personal property of others.
7. Dress appropriately according to the RETSD's Student Dress Code Policy (Policy JICA).

Parent(s)/legal guardian(s) will:

1. Recognize the authority of school staff to provide a safe, caring, and inclusive environment.
2. Communicate regularly with the school staff and advocate for their child's success.
3. Ensure regular, punctual attendance and contact school staff when their child is absent.
4. Support and work collaboratively with school staff to ensure their child's success and appropriate behaviour.
5. Encourage the peaceful resolution of conflict and discourage disrespectful, violent, or aggressive behaviour to solve a problem.

Prevention

Teaching expected student behaviour is essential for proactive and preventative practice. RETSD staff, parent(s)/legal guardian(s), and school plans will encourage participation in activities that promote a safe, caring, and inclusive environment.

School staff will promote a positive school climate by:

1. Participating in the creation of a positive school culture.
2. Implementing a continuum of schoolwide behavioural supports.
3. Developing, maintaining, and strengthening working relationships with parent(s)/legal guardian(s), community members, and organizations.
4. Providing active supervision.
5. Implementing validated prevention and intervention programs.

Intervention

RETSD provides a continuum of supports and services that helps foster effective learning behaviours and embeds social-emotional learning based on student's individual needs. RETSD applies a wide range of interventions, responses, and/or consequences for behaviours that interfere with safety, learning, or work. The choice of consequence will depend on the severity of the incident, the needs of the student, and the frequency of the behaviour.

The following are examples of interventions and consequences that may be used:

1. **Discussion with a Trusted Adult:** A trusted adult such as a teacher, principal, vice principal, school counsellor, resource teacher, or, when appropriate, a RETSD Elder or Knowledge Keeper meets with the student to discuss behaviour and strategies for moving forward in a positive way. The parent(s)/legal guardian(s) may be contacted when appropriate.
2. **Parent(s)/Legal Guardian(s) Involvement:** School staff will contact the parent(s)/legal guardian(s) to discuss the student's behaviour and possible strategies to encourage positive change. Contact may include a telephone conversation or a formal conference at the school and must be documented. For students who are 18 years of age or older, staff will seek the student's consent before informing parent(s)/legal guardian(s) about their behaviour.

3. **Collaborative Planning:** School staff may hold a meeting with the student, parent(s)/legal guardian(s), and other relevant members of the student's support circle to develop a plan that encourages positive behaviour. The school may conduct a behavioural assessment to better understand the student's needs and identify appropriate interventions. If necessary, the school team, together with the student and parent(s)/legal guardian(s), may develop a Student Specific Plan (SSP), as outlined in the Appropriate Educational Programming (Policy JB-R).
4. **School-Based Student Services Staff Involvement:** School-based student services staff, such as resource teachers, school counsellors, and clinicians, are available to support the student, family, and school community. School teams may also consult with RETSD support staff when developing a Behaviour Intervention Plan (BIP). Parent(s)/legal guardian(s) will be involved in the process.
5. **Restoring Community/Restitution:** The student and/or parent(s)/legal guardian(s) are required to compensate for damages caused by the student. Compensation may be monetary and can also include actions that acknowledge responsibility and rebuild a sense of community.
6. **Positive Behaviour Agreement:** In some cases, the student may be required to meet specific behavioural outcomes outlined in a written agreement. The expectations are developed and agreed upon by the school, parent(s)/legal guardian(s), and the student. The agreement is documented, with copies provided to all parties.
7. **Student Services Consultation and Referral:** RETSD student services staff may assist in developing proactive and reactive strategies for addressing unacceptable behaviour. This support may include counselling or services beyond what school staff can provide. Permission from parent(s)/legal guardian(s) will be obtained for any assessments or interventions.
8. **Outside Agency/Community Involvement:** A referral to an outside agency or community resource may be necessary to support the holistic needs of a student. Examples include trauma-informed and culturally safe health and mental health services, harm reduction supports, substance use and addiction services, victim services, prevention programs, and other responsive services.
9. **Risk Assessment:** The Assessment of Risk to Others (ARTO) process is used to assess high-risk or threatening behaviours and identify appropriate interventions to protect individuals and maintain a safe environment in schools and the community. All high-risk behaviours are taken seriously and will be assessed promptly. When a high-risk threat to self or others occurs, staff will assess safety, implement necessary interventions, determine next steps, and apply appropriate consequences.

10. **Police Notification:** Police may be notified when serious incidents happen during the school day, in-or out-of-school related activities, or in other circumstances if the incident has a negative impact on the school environment.

Responses

RETSD believes effective student management includes timely and appropriate responses to behaviours that affect safety, learning, or the school environment. Staff will consider the individual needs of the student, the severity of the incident, and the frequency of the behaviour when determining a response.

The following are examples of responses that may be used:

1. **Student Suspension:** Suspension is the temporary removal of a student's right to attend school. It may be necessary when a student's conduct endangers others, disrupts learning, or is harmful to the school's educational purpose. Suspension is used when other disciplinary measures have been ineffective or when immediate action is required for safety. All suspensions are governed by the procedures set out in *Student Suspension and Expulsion (JKD)*.
2. **Student Expulsion:** Expulsion may be applied when a student's behaviour poses a serious danger to others, causes significant harm to school property, or is habitual. Expulsion is the responsibility of the Board of Trustees and is governed by the procedures set out in *Student Suspension and Expulsion (Policy JKD)*.
3. **Managed Move:** A managed move is a supportive and collaborative transfer of a student to a new school or program when attendance at the current school is not appropriate. This process ensures continued educational programming and involves careful planning with the student, parent(s)/legal guardian(s), the current school, and the receiving school or program, and the senior administration team.

Appeal Process

RETSD recognizes that, on occasion, concerns may arise. Parent(s)/legal guardian(s) and students may raise their concerns or appeal decisions as follows:

1. **Appeals of Disciplinary Decisions:** RETSD encourages open communication to resolve concerns or complaints. Concerns should be addressed as early as possible by following the steps outlined in the *Concern Protocol (Policy KE)* and *Concerns and Complaints Procedures (Policy KE-R)*.

2. **Appeals of Suspensions or Expulsions:** Parent(s)/legal guardian(s) and students have the right to appeal suspensions longer than five days and all expulsions to the Board of Trustees. The Board may confirm, modify, or overturn the decision. Appeal procedures are outlined in *Student Suspension and Expulsion (Policy JKD)* and *Student Suspension and Expulsion Guidelines and Procedures (Policy JKD-R1)*.

References

- [The River East Transcona School Division Policy Manual](#)
- [The Provincial Code of Conduct](#)
- [The Public Schools Act](#)
- [The Safe Schools Charter of Manitoba](#)
- [Human Rights Code](#)
- [Criminal Code of Canada](#)
- [Mamàhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy](#)
- [Safe and Caring Schools Provincial Code of Conduct: Behaviour Intervention and Response Using a Student-Centred and Strength-Based Approach](#)
- [Standards for Appropriate Educational Programming](#)

Applicable Policies Include:

- Policy ACF— [Respect for Human Diversity](#)
- Policy BEDH— [Public Participation at Board Meetings](#)
- Policy IJND—[Instructional Technology Use](#)
- Policy JB-R - [Appropriate Educational Programming Student-Specific Planning](#)
- Policy JICA - [Student Dress Code](#)
- Policy JICDAC— [Assessment of Risk to Others](#)
- Policy JICH— [Alcohol and Other Drug Use by Students](#)
- Policy JICJ—[Student Use of Student Supplied Electronic Devices](#)
- Policy JKD—[Student Suspension and Expulsion](#)
- Policy KE-R— [Concerns and Complaints Procedures](#)
- Policy JICDAB – [Freedom from Bullying](#)
- Policy JICI – [Weapons](#)
- Policy JICI-E1 – [Definitions for Weapons Policy](#)
- Policy JKD - [Student Suspension and Expulsion](#)
- JICG - [Electronic Vaporizer](#)
- IFCA - [Indigenous Education](#)
- JB - [Appropriate Educational Programming](#)

The Code of Conduct is an official RETSD policy. It is also available for viewing as Policy JIC – Code of Conduct at <https://www.retsd.mb.ca/policies>.