



Code of Conduct

Administrative Procedure 1.A.30

1.0 School Administration
1.A. Foundations

Board Governance Policy Cross Reference: 2, 3, 16, 17

Legal Reference: *Safe Schools Charter, Public Schools Act, Education Administration Act, Appropriate Educational Programming Regulations.*

Date Adopted: May 2005

Date Amended: August 2008, March 2009, May 2012, February 2014, September 2018, October 2019, August 2025

Evergreen School Division's mission is to engage students in learning to become contributing citizens of a democratic society. In order to meet this mission, the Division will provide a safe and caring environment by fostering strength based approaches to maintain respectful and responsible behaviours of all. Students and staff must behave in a respectful manner toward one another and comply with this code of conduct.

Unacceptable Behaviours

The following behaviours that warrant an intervention and response include but are not limited to the following:

- Bullying/cyberbullying behaviour
- Harassment/discrimination, on the basis of any characteristic set out in subsection 9(2) of The Human Rights Code
- Threats to others
- Theft
- Trafficking in drugs or sex
- Physical violence/aggression
- Sexual assault/aggression
- Hazing
- Gang activity
- Possession of a weapon
- Possession of or being under the influence of alcohol, cannabis, or an illicit drug
- Harmful use of the Internet and electronic communication including AI-generated content (e.g., audio, images, video, or text), doxing, swatting, cyber flashing, sextortion
- Self- or peer exploitation
- Threats and/or harm to self

Behaviour Interventions, Responses, and Consequences

The principal maintains the authority to determine which intervention, response or consequence will be utilized depending on the frequency and severity of the code of conduct

non-observance. School staff will be sensitive to the student(s) impacted by behaviour that does not meet expectations, as well as the student(s) who engaged in the behaviour. The following interventions, responses or consequences may be, but are not limited to:

- Discussion with a trusted adult
- Parental/caregiver involvement
- Formal meeting
- Restoring community/restitution
- Positive behaviour agreement
- Student services referral
- Outside agency/community involvement
- Risk/threat assessment
- Police notification
- Student suspension
- Student expulsion
- Managed move

Appeal Process

Students and parent(s)/caregiver(s) must follow the established appeal process. See: 1.A.40 Concerns and Complaints. Exceptions are suspensions in excess of five days and expulsions – in these cases, the appeal goes directly to the school board.

Definitions

Bullying – “A damaging social process that is characterized by [a real or perceived] imbalance of power driven by social, societal, and institutional norms. It is often repeated and manifests as unwanted interpersonal behaviour among students or school personnel that causes physical, social, psychological, and emotional harm to the targeted individuals or groups, and the wider school community.” (UNESCO) It may be direct or indirect; it may take place through written, verbal, physical, and sexual forms of expression. Various forms of electronic communication may be used (See: cyberbullying).

Cyberbullying – Bullying behaviour by means of various electronic communication, including social media, text messages, direct messages, websites, email, or using AI-generated content (e.g., audio, images, video, or text).

Cyber Flashing – When a person receives uninvited requests for sexual images or messages, or is sent unsolicited sexual images or messages. (Canadian Centre for Child Protection, “Online Sexual Violence”)

Discipline – Effective school discipline seeks to encourage responsible behaviour and to provide all students with a satisfying school experience as well as to discourage misconduct. School discipline has two main goals: (1) to ensure the safety of staff and students, and (2) to create an environment conducive to learning.

Doxing – Publicly releasing someone’s personal, identifying information, such as their name, address, phone number, email address, or school, online without their consent. (“Doxing,” *Cambridge Dictionary*)

Expulsion – When a determination is made that a student has engaged in severe behaviour that is found to be injurious to the school environment and/or deemed an imminent safety risk to students and staff, and the student must be removed on a long-term basis. An out-of-school suspension lasting longer than six weeks shall be considered an expulsion. Expulsions may be administered by the school board only. Expulsions may occur from the school the student is attending, but not from the entire school division. If a student is expelled, the expulsion will last until the school board rescinds the expulsion or the end of the current school year, whichever comes first.

In-School Suspension – An instance in which a student is temporarily removed from their regular classroom(s) for at least half a school day for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Managed Move – The transfer of a student to a new school or program that is characterized by careful planning and full support by both the outgoing school and receiving school or program.

Out-Of-School Suspension – An instance in which a student is dismissed from school for disciplinary purposes for a finite period of time when their peers are expected to be in attendance.

Parent(s)/Caregiver(s) – Refers to parents and caregivers and is used with the recognition that in some cases only one parent/caregiver may be involved in a child’s education or that the significant adult in the life of many students may not be their parent. The term may also apply to a student who has reached the age of majority.

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

Sextortion – When someone threatens to release personal sexual images or videos of another person unless demands are met, often for money, more sexual content, or sexual favours. (Canadian Centre for Child Protection, “Sextortion”)

Swatting – The deliberate, malicious, and illegal act of reporting a false crime or emergency to evoke an aggressive response from first responders or law enforcement agencies to attend someone’s residence or place of work.

Weapon – Any item designed, intended or used to (a) threaten or intimidate and/or (b) cause injury to someone else. Without restricting the generality of the foregoing, this definition includes real and imitation rifles, guns and knives.

Rights and Responsibilities Regarding Behaviour Intervention and Response

Rights and Responsibilities of Students

Students have the following rights:

- To expect that appropriate measures shall be taken to ensure that any behaviour intervention, response, or consequence is administered in a manner consistent with respecting human dignity
- To be treated with care and concern irrespective of situation
- To be accompanied by a parent/caregiver or other adult to assist and make representations to the school board in an appeal when the decision has been made to suspend beyond five days
- To be accompanied by a parent/caregiver or other adult to assist and make representations to the school board before a decision is made to expel
- To access appropriate educational programming during suspension and/or expulsion
- To be accompanied by a parent/caregiver or other adult to assist in a consultation during the managed move process

Students have the following responsibilities:

- To attend school and classes regularly and punctually (see procedure 1.B.40)
- To observe school and school division behaviour management expectations and intervention and response policies
- To observe the school code of conduct
- To actively participate in behaviour intervention and response planning
- To complete assignments and other related work required by teachers or other employees of the school or school division
- To be respectful of school property and the property of others who are employed by or attending the school
- To assume responsibility if school and/or division property is destroyed, damaged, or lost as a result of an intentional or negligent act

Rights and Responsibilities of Parent(s)/Caregiver(s)

Parent(s)/caregiver(s) have the following rights:

- To be informed regularly of attendance, behaviour, and academic achievement of their child in school
- To be informed of the behaviour management, intervention, and response policies of the school and/or school division

- To accompany their child and assist them in making representations to the school board regarding a suspension of more than five days or before a decision is made to expel the child
- To accompany their child and assist them in collaboration during the managed move process

Parent(s)/caregiver(s) have the following responsibilities:

- To cooperate with teachers and other school and/or division employees to ensure their child observes the school and/or division behaviour management, intervention, and response policies, and the school's code of conduct
- To take all reasonable measure to ensure the student attends school regularly
- To assume responsibility, with the student, where school and/or division property is destroyed, damaged, or lost as a result of an intentional or negligent act of that student (Note: Teachers and students whose personal property is damaged or lost may bring action under The Parental Responsibility Act.)

Responsibilities of Teachers

Teachers have the following responsibilities:

- To maintain a safe and caring environment for students attending or participating in activities that are sponsored or approved by the school, whether inside or outside of the school building
- To treat students with care and concern irrespective of situation
- To comply with the school code of conduct
- To ensure the interventions, responses, and consequences implemented in performing duties to maintain a safe and caring environment are appropriate given the frequency and severity of the code of conduct non-observance and taking into account the student's age and state of development as well as their degree of social-emotional and mental wellness
- To report to the principal non-observance of the code of conduct while at school or at a prescribed school-approved activity as soon as reasonably possible¹
- To report to the principal, as soon as reasonably possible, harmful use of the Internet, electronic communication, and AI-generated content (e.g., audio, images, video, or text) whether it occurs during school hours or not*
- To report to the principal, as soon as reasonably possible, that a student may have engaged in or been impacted by bullying/cyberbullying behaviour, or any other behaviour that would require an intervention and response, 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 entrust it to the principal

* The duty to report to the principal also applies to employees and persons who have care and charge of one or more students during a prescribed school-approved activity.

- To promptly document and report to the principal a student suspension from the classroom
- To participate in, when deemed appropriate by the principal, the re-entry process to support student transition
- To participate in, when deemed appropriate by the principal, the managed move process to support student transition

Responsibilities of Principals

Principals have the following responsibilities:

- To treat students with care and concern irrespective of situation
- To establish, in consultation with the School Advisory Committee, a school code of conduct, and to review that code of conduct at least annually
- To ensure that a school's behaviour management policies – including behaviour intervention, response, and consequences for non-observance of the school's code of conduct – are consistent with any ministerial or policy directives
- To supervise or ensure supervision of buildings and grounds during school hours, checking for safety, repairs, and cleanliness
- To remove, or cause to be removed, persons from the school premises who are causing a disturbance or interruption, who are trespassing, or who are present for a purpose not reasonably associated with the normal functioning of the school
- To provide behaviour intervention and response, appropriate to the needs of each student, from the time the student arrives at school until the student departs for the day, except during any period that the student is absent from school at the request of their parent(s)/caregiver(s)
- To provide behaviour intervention and response for students on their way to and from school, while travelling to and from school, on school division transportation, and while at school-related activities
- To ensure that the interventions, responses, and consequences implemented in performing duties to maintain a safe and caring environment are appropriate, given the frequency and severity of any code of conduct non-observance, and taking into account the students' age and state of development, as well as their degree of social-emotional and mental wellness
- To notify the parent(s)/caregiver(s), as soon as reasonably possible, if the principal believes that a student has been harmed as a result of another person's behaviour
- To inform the student's parent(s)/caregiver(s), as soon as reasonably possible, of any suspension and the reasons for the suspension
- To give the school board or designate, within 24 hours of a student being suspended, a written report setting out the student's name, the period of suspension, and a description of the incident for which the student was suspended
- To keep a record of each student suspension
- To develop categories of the reasons for which a student may be suspended, and to ensure that each suspension is accordingly categorized

- To keep records on the nature and duration of all suspensions, both in-school and out-of school
- To ensure that educational programming is available to a student who has been suspended for more than five days
- After consultation with the superintendent, to participate in, and direct appropriate staff to participate in, the managed move process in order to support student transition

Responsibilities of Superintendents

Superintendents have the following responsibilities:

- To inform the students' parent(s)/caregiver(s) of a suspension beyond the five days and up to six weeks and the reasons for the suspension where the behaviour has been deemed injurious to the school environment and/or an imminent safety risk to students and/or staff
- 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 incident for which the student was suspended
- To advise the school board if and when a student will participate in the managed move process in any capacity
- To engage in consultation with the school principal about the appropriateness of a managed move in any capacity

Responsibilities of School Boards

School boards have the following responsibilities:

- To establish written policy² respecting the appropriate use of
 - The Internet, including social media, text messages, direct messages, websites, email, and AI-generated content (e.g., audio, images, video, or text)
 - 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 behaviour prevention and respect for human diversity
- To permit a student and their parent(s)/caregiver(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

² 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 safe and caring school environment.

- To suspend or expel any student who has engaged in behaviour deemed injurious to the school environment and/or an imminent safety risk to students and/or staff
- To ensure that alternative programming is made available for students of compulsory school age 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
 - Suspended students for reasons that are not justified