



The Red River Valley School Division Administrative Procedure A3 is updated to align with the Provincial Code of Conduct (2025), a ministerial directive that expands upon existing legislation and regulation. The purpose of this procedure is to provide a reference for students, staff, and parents/legal guardians in determining acceptable behavior.

As required by The Public Schools Act (PSA), the principal of each school, in consultation with the school's advisory committee, must establish a code of conduct for students and staff and review it annually by October 31 of each year.

Rights, Responsibilities, and Prohibited Conduct:

The updated code of conduct must include a statement that all students and staff must behave respectfully and comply with the code. The following behaviors are considered unacceptable and will result in an intervention, response, and/or consequence:

- Abusing another person physically, sexually, emotionally, psychologically, verbally, in writing, or electronically.
- Bullying another student.
- Discriminating on the basis of any characteristic outlined in subsection 9(2) of The Human Rights Code.
- Using, possessing, or being under the influence of alcohol, cannabis, or illicit drugs at school.
- Engaging in gang activity on school sites.
- Possessing a weapon, as defined in section 2 of the Criminal Code (Canada), on school sites.

In addition, students and staff must adhere to school policies regarding the appropriate use of the Internet, including social media, websites, e-mail, and digital devices. This now explicitly includes the use of

AI-generated content (e.g., audio, images, video, or text), doxing, swatting, cyber flashing, and sextortion.

Behaviour Intervention and Response:

The Provincial Code of Conduct emphasizes a student-centered and strengths-based approach to behavior intervention and response, which should be rooted in caring and support. Schools are expected to focus on preventative practices and positive behavior supports.

Cross Reference:		
Adoption Date: February 23, 2016	Amendment Date: May 31, 2016; March 11, 2019; January 6, 2026	Page: 1 of 3



Appropriate interventions, responses, and consequences, consistent with the provincial directive, may include but are not limited to:

- **Discussion with a Trusted Adult:** A student meets with a trusted adult (e.g., a teacher, administrator, school counsellor, or an Elder/Knowledge Keeper) to discuss the behavior.
- **Parental/Caregiver Involvement:** Contact is made with parents/caregivers to discuss behavior and strategies for positive change.
- **Formal Meeting:** A meeting is held with the student, parents/caregivers, and other relevant support members to develop a plan.
- **Restoring Community/Restitution:** This may involve compensation for damage to school property, either monetarily or through actions that rebuild a sense of community.
- **Positive Behaviour Agreement:** A collaborative agreement signed by the student, parents/caregivers, and school staff that outlines behavior expectations and goals.
- **Student Services Referral:** A referral to school or divisional student services personnel.
- **Outside Agency/Community Involvement:** A referral to outside agencies for health, mental health, or other community resources.
- **Risk/Threat Assessment:** A formal process to assess and respond to threats that impact the school environment.
- **Police Notification:** The police may be notified for serious incidents.

Use of Exclusionary Practices

Exclusionary practices should be used with caution and should be the least restrictive option. These may include withdrawal from the classroom, detention, or removal of privileges.

- **Suspension:**
 - A teacher may suspend a student from the classroom for up to two days. The teacher must provide alternative programming and discuss with student services.
 - A principal may suspend a student from the school for up to five days. The principal with the teacher must provide alternative programming and discuss with student services.
 - A superintendent may suspend a student for up to six weeks. Alternatives to suspension must be considered. The superintendent, principal and teacher must provide alternative programming and discuss with student services.
- **Expulsion:** School boards may expel students for severe behavior. The expulsion can only be from the student's attending school, not the entire school division. The division must provide alternative programming and designate a case manager for the student.
- **Managed Move:** This is a collaborative process to transition a student from one school to another, which is carefully planned to support the student's needs.

Cross Reference:

Adoption Date: February 23, 2016

Amendment Date: May 31, 2016; March 11, 2019; January 6, 2026

Page: 2 of 3



Appeal Process

The divisional administrative procedure must include a process for appealing decisions regarding behavior interventions, responses, or consequences. The appeal process is in place to protect the rights of students and their parents/caregivers.

Cross Reference:		
Adoption Date: February 23, 2016	Amendment Date: May 31, 2016; March 11, 2019; January 6, 2026	Page: 3 of 3