



Red River Valley *Starbuck School* **CODE OF CONDUCT**



At Starbuck School, we embrace inclusion as a fundamental way of thinking and acting. We ensure every individual—student, staff, and community member—feels **accepted, valued, and safe**. Our school is a safe and caring community that continuously evolves to meet the diverse needs of all its members, supporting meaningful involvement and equal access to the benefits of a high-quality education.

The school code of conduct follows the Provincial Code of Conduct, a ministerial directive intended to expand upon existing legislation and regulation.

Students, staff, parents/caregivers and guests are expected to be **respectful, responsible, and safe** and must observe this Code of Conduct at all times on school property, during school-approved activities, and whenever behaviour impacts the school environment.

The Red River Valley School Division confirms the disciplinary authority of the principal over the conduct of students while they are at school, on school grounds, at school-sponsored activities, on school buses, and conduct towards one another to and from school. 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. The principal maintains authority to determine which behaviour intervention(s) are appropriate in a given situation.

The Provincial Code of Conduct emphasizes a student-centered and strengths-based approach to behaviour intervention and response, which should be rooted in caring and support. Schools are expected to focus on preventative practices and positive behaviour supports. Consequences will be administered while respecting the student's human dignity and considering their age, development, diverse needs, and social-emotional wellness.

Unacceptable behaviour includes but is not limited to:

- Abusing another person physically, sexually, emotionally, psychologically, verbally, in writing, or electronically, including threats and/or harm to self or others.
- Bullying another student, including hazing.
- Discriminating based on 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.
- Theft, vandalism.

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.

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 the 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 consultation during the managed move process

Students have the following responsibilities:

- to attend school and classes regularly and punctually (see Safe and Caring Schools: A policy Directive and Action Plan to Enhance Student Presence and Engagement [Manitoba Education and Early Childhood Learning].)

- 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 the 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 measures 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 possible*
- 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
- to promptly document and report to the principal a student suspension from the classroom
- to participate in, when deemed appropriate by the principal, the reentry process to support student transition
- to participate in, when deemed appropriate by the principal, the managed move process to support student transition

* 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 students during a prescribed school-approved activity.

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 nonobservance 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 student's parent(s)/caregiver(s) of a suspension beyond 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 policy 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
- 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

APPROPRIATE INTERVENTIONS AND DISCIPLINARY CONSEQUENCES

Student-Centred Behaviour Intervention and Response Strategies

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 behaviour.
Parental/Caregiver Involvement
Contact is made with parents/caregivers to discuss behaviour 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 behaviour expectations and goals.
Student Services Referral
A referral to the 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
The school will respond to all student threats to self or others through administrative action and/or school division threat assessment protocols or critical incident preparedness plans. Outside agency and/or police involvement may be requested. Parent(s) will be informed.
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.

Withdrawal from Classroom Setting
Withdrawal from the classroom setting for less than half a school day - such withdrawal is usually temporary, and when a prolonged withdrawal is recommended, parent(s)/caregiver(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.
Removal of Privileges
Removal of privileges such as access to the playground, cafeteria, library, and/or extracurricular activities under certain circumstances and for a finite period of time. Time out. Removal from school bus ridership, with parent/caregiver notification.
Sent Home Early
Being sent home early, with parent/caregiver notification.
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 behaviour. The expulsion can only be from the students 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 students' needs.

*****Discipline or consequences to a student for misbehaviour is a confidential matter and must not be discussed with other parents/guardians.**

Where the principal believes that a student at the school has been harmed because of another's behaviour, the principal must, as soon as reasonably possible, notify the students' parent(s)/ caregiver(s).

The notification must include the following:

- the nature of the behaviour that resulted in harm to the student
- the nature of the harm to the student

- the steps taken to protect student safety, including the nature of any intervention taken in response to the behaviour

The school principal is required to disclose more information beyond simply the fact that measures have been taken, but this disclosure does not require particular details. This may mean disclosing, in general terms, that one or more of the following actions were taken:

- an ongoing intervention plan has been or will be developed
- a staff member has had a discussion with the student
- the student's parent(s)/ caregiver(s) have been involved
- the student has had privileges removed
- the student was suspended

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.

Appeals of Disciplinary Decisions
Students and parents must follow the school board's appeal process. Typically, this involves an appeal to the teacher who made the disciplinary decision, then to the school principal if not resolved, then to the superintendent of schools if not resolved, and finally to the school board. Exceptions are suspension in excess of five days and expulsion; in these cases, the appeal goes directly to the school board.
Appeals of Suspension
In the case of a student who has been suspended for more than five days, the school board must permit the student and his or her parent or legal guardian to make representation to the school board about the suspension. The school board may confirm the suspension, modify it, or reinstate the student.
Appeals of Expulsion
A student expulsion may be appealed to the school board. If a parent/guardian (or a student 18 years of age or older), wishes to appeal the board's decision, the school division's appeal process shall be followed.