
Board Governance Policy Cross Reference: [1, 5, 12, 13](#)

Administrative Procedures Cross Reference:

[Behaviour Management Model - Restitution](#)

[Harassment](#)

[Emergency Preparedness](#)

[Offsite Programs and Activities](#)

[Respect for Human Diversity](#)

[Responsible Use of Information and Communication Technologies for Students](#)

[Smoke and Vapour Free Environments](#)

[Violent Threat Risk Assessment](#)

Form Cross Reference:

Legal/Regulatory Reference:

[Appropriate Disciplinary Consequences in Schools Regulation \(92/2013\)](#)

[Appropriate Educational Programming Regulations](#)

[Education Administration Act](#)

[Manitoba Human Rights Code](#)

[Provincial Code of Conduct: Appropriate Interventions and Disciplinary Consequences](#)

[Public Schools Act](#)

[Safe and Caring Schools: Taking Action Against Bullying](#)

[Safe Schools Charter of Manitoba](#)

[Youth Criminal Justice Act](#)

The Interlake School Division (ISD) accepts responsibility to foster and maintain a safe school environment for its students, staff, and community. The Division subscribes to the standards set by provincial and federal legislation and is committed to providing safe and nurturing learning environments for all students, staff, and members of the community who learn in, work at, or visit ISD schools.

The Interlake School Division affirms its commitment to recognizing the individual worth and dignity of every person and upholds its responsibility to provide learning environments and workplaces free of discrimination and harassment, as prescribed by the [Canadian Charter of Rights and Freedoms](#) and the [Manitoba Human Rights Code](#).

“Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.” [\(Provincial Code of Conduct: Appropriate Interventions and Disciplinary Consequences\)](#)

The ISD accepts its responsibility to implement effective measures to deal with inappropriate behaviours by students. This includes the establishment of preventive procedures, provision for appropriate early intervention strategies and the administration of disciplinary action such as is appropriate under the provisions of the [Public Schools Act](#), the [Education Administration Act](#) and their regulations, the [Safe Schools Charter of Manitoba](#), ISD administrative procedures, and other federal statutes such as the [Youth Criminal Justice Act](#).

Students are expected to practice appropriate behaviour at all times. Principles such as positive self-esteem, individual and social responsibility, respect for property and the rights and values of others shall form the foundation for appropriate behaviour. When behaviour is inappropriate, intervention and discipline should assist students to understand the fundamental values essential to the well-being of both the individual and society, and to accept the consequences for their actions. The Division embraces the philosophy of Restitution into its [Behaviour Management Model](#) with the intent to help students make positive behavioral choices. Focusing on helping students learn a better way to be is more effective and sustainable than focusing on misdemeanors and punishment.

All schools in the Division have established school beliefs and bottom lines to support restitution practices. School beliefs in all schools are centred on respect, responsibility, and safety. A bottom line is any action that compromises a school belief, and, as such, bottom lines are established to support school beliefs. If a student violates a bottom line and is not prepared to fix his/her mistake, then a consequence follows.

All students, staff, and parents/guardians are expected to work together in ways that ensure success for all learners. In order to achieve this goal, it is expected that everyone involved with ISD schools and communities will respect and abide by the stated standards and expectations as set out in the ISD and school codes of conduct. All ISD schools are required to communicate their school’s code of conduct to their respective communities.

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, et cetera, 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.

A. School Code of Conduct

[The Public Schools Act](#) requires that the Principal of each school, in consultation with the safe school advisory committee, establish a school code of conduct for students and staff. Principals are required to ensure that the annual review of the school's code of conduct and emergency response plan is completed by October 31 of each year. The [Appropriate Disciplinary Consequences in Schools Regulation \(92/2013\)](#) requires the Principal to ensure that disciplinary consequences for violation of the code of conduct are consistent with any directives from the Minister of Education.

1. Each school's code of conduct will include a statement that the following are unacceptable:
 - Abuse of another student physically, verbally, in writing, sexually, psychologically, or otherwise.
 - Bullying another student.
 - Discriminating on the basis of any characteristic set out in the [Manitoba Human Rights Code](#).

- Using, possessing or being under the influence of alcohol, cannabis (marijuana) or illicit drugs at school.
2. Each school's code of conduct will include a statement that the following will not be tolerated on school sites:
 - Gang involvement
 - Possession of a weapon
 - Vandalism, damage or destruction of property
 3. Each school's code of conduct will include a statement that students and staff must adhere to school policies respecting the use of information and communication technologies, including social media, text/instant messaging, websites, apps, emails, digital cameras and cell phones/devices (see Responsible Use of Information and Communication Technologies for [Students](#) and [Staff](#)).
 4. Each school's code of conduct will outline the disciplinary consequences, in as much detail as is reasonably possible, of violating the code of conduct, and the process for appealing disciplinary decisions.

B. Reporting Bullying and Other Harm

All employees or volunteers who have care and charge of one or more pupils must, if they become aware that a pupil of a school may have engaged in unacceptable conduct while at school or at a prescribed school-approved activity, report the matter to the Principal of the school as soon as reasonably possible.

Unacceptable conduct is defined as follows:

- abusing another student physically, sexually or psychologically, verbally, in writing or otherwise;
- repeated or deliberate bullying of another student that is of a serious nature, including cyber-bullying.

If the Principal believes that a student of the school has been harmed as a result of the unacceptable conduct, the Principal must, as soon as reasonably possible, notify the student's parent or guardian.

When notifying a parent or guardian, the Principal must provide the following information:

- the nature of the unacceptable conduct that resulted in harm to the student;
- the nature of the harm to the student;
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the unacceptable conduct.

Note: the Principal must not disclose the name of or any other identifying or personal information about a student who engaged in the unacceptable conduct (except for what is necessary to comply with reporting requirements). Refer to [Safe and Caring Schools: Taking Action Against Bullying](#) for further information.

C. Student Expectations

All students should experience:

- the freedom to risk learning new things without fear of making a mistake, in an environment of respect and acceptance;
- encouragement, support, recognition, effective instruction, guidance and appropriate resources;
- recognition and acknowledgment of their unique talents, skills and qualities;
- the freedom from harassment, intimidation (e.g. labelling, name-calling, ridicule, taunting, criticism or contempt) and threat of physical harm from adults or peers;
- the freedom to make choices, influence their own learning and pursue personal interests;
- the freedom to have (and appropriately express) their own feelings and opinions without fear of reprisal.

D. Student Responsibility:

Students are responsible for:

- complying with the Division and school codes of conduct;
- showing respect for the rights, property and safety of themselves and others;
- respecting and appreciating the diversity of all school members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age or ability;
- expressing themselves with respectful and inclusive language and behaviour;
- using electronic devices and technologies in an ethical and appropriate manner;
- exhibiting behaviour that avoids all forms of intimidation, harassment and discrimination of any kind;
- dressing in accordance with school dress standards;
- treating school property and the property of others with reasonable care;
- respecting the responsibilities of all school members in exercising their duties;
- promoting positive behaviour through the avoidance of all types of violent acts;
- attending classes, activities and events, and being prepared and punctual;
- showing courtesy and respect for the rights of all people in the school and in the community;
- demonstrating behaviour that contributes to a supportive, inclusive and safe learning environment;
- resolving interpersonal conflicts and difficulties through discussion or by seeking assistance from school personnel;
- growing and developing self-discipline

E. Staff Responsibilities

Staff are responsible for:

- subscribing to the procedures of the Interlake School Division and the tenets of legislation and job-specific codes regarding responsible, professional behaviour (e.g. MTS Code of Professional Practice);
- treating parents, students and fellow staff with dignity and respect at all times;
- participating and cooperating with parents/guardians and other school staff in the development and implementation of plans to address the learning needs of students;
- communicating information about student behaviour to parents/guardians and administration as appropriate;
- establishing and maintaining a secure, non-threatening and inclusive learning environment;
- using electronic devices and technologies in an ethical and appropriate manner;
- providing an environment that promotes self-esteem and self-discipline and responding to all behaviour detrimental to physical and emotional safety of students in their care;
- teaching and modelling appropriate behaviour;
- incorporating those aspects of learning about diversity that are appropriate to the age of their students.

F. Parent/Guardian Expectations

Parents/Guardians have a right to:

- be informed regularly of the attendance, behaviour and academic achievement of his or her child in school;
- consult with his or her child's teacher or other employee of the Division about the child's program and academic achievement;
- have access to his or her child's student file, subject to conditions;
- receive information about programs available to his or her child;
- be informed of the discipline and behaviour management policies of the school or school division and to be consulted before the policies are established or revised.

G. Parent/Guardian Responsibilities

Parents/Guardians are responsible for:

- instilling basic values and responsibilities in their children;
- treating staff with dignity and respect at all times, and when attending school events, they are responsible to model the standards of behaviour herein;
- following established protocol in expressing concerns about staff members;
- ensuring that their child attends regularly and punctually;
- helping their children understand and succeed in meeting the behavioural expectations outlined in this Code of Conduct, as well as any additional codes of conduct specific to their school;

- contacting the school regarding their child's needs (academic, social, emotional and behavioural);
- using electronic devices and technologies in an ethical and appropriate manner;
- demonstrating support for the school and offering constructive input;
- problem-solving in a manner respectful of all involved.

H. School Responsibilities:

- the Principal of each school must, in consultation with the safe school advisory committee, establish a code of conduct for pupils and staff;
- schools shall plan to ensure a safe, positive learning environment through following a number of steps:
 - identify students at risk;
 - develop and implement behaviour intervention plans for students with significant emotional and behavioural challenges and for students who have been suspended out of school more than two times during a school year.
 - keep records on the nature and duration of all incidents/suspensions, both in-school and out of school. Schools are encouraged to record in the Student Information System and are encouraged to use this data as part of the school planning and reporting process;
 - offer and arrange alternative programming for students who are suspended for more than five days. Alternative programming may range from work at home or courses at a different location/distance learning, depending on the student's needs and the length of the suspension;
 - identify a re-entry process that includes timelines involving the suspended student, parents/guardians and appropriate school team members, and ensure re-entry occurs on the day of or day following the suspension;
- schools shall provide professional learning to staff around issues of understanding diversity, anti-bullying, violence prevention and implementation of Restitution, as needed;
- schools shall involve parents/guardians in the development, implementation and communication of its code of conduct;
- schools shall ensure procedures and consequences are in place to address a wide range of behaviours and serious violations of the code of conduct;
- schools shall inform students, staff, parents/guardians and community regarding expected conduct and behaviour;
- schools shall identify staff requirements in maintaining a safe school environment and the staff role in prevention of recurrence of violent behaviours;
- schools shall develop and implement a bullying prevention program and establish partnerships with parents/guardians and community support groups where appropriate.
- schools shall provide opportunity for staff to acquire knowledge, skills and values, necessary for the development and maintenance for a safe school environment;

- regular contact with parents/guardians will be an integral component of each school's code of conduct;
- strategies to improve individual student attendance shall be proactive and personal in nature.

I. Interventions and Disciplinary Consequences

The code of conduct is designed to build a foundation for responsible student behaviour and create a safe and secure environment for all students. It shall provide clear guidelines for what is appropriate, and that certain bottom line behaviours will not be tolerated.

The Division approach to student discipline is to emphasize positive, proactive strategies and Restitution, as opposed to punitive and reactive strategies. The intent is to foster student learning and to maintain effective learning environments. Consequences may be necessary when other approaches to problem behaviour are unsuccessful; however, they are not effective when overused.

The Principal must ensure that the school discipline and behaviour management procedures, including the consequences for violating the school code of conduct, are consistent with these interventions and disciplinary consequences. The Principal maintains the authority to determine which consequence is appropriate in a given situation.

Any student(s) responsible for behaviour or conduct which contravenes the code of conduct and the educational purposes of the Division is/are subject to consequences. The code of conduct applies to all Division and school events including the regular school day, extra-curricular and co-curricular activities, while students are in conveyance and during student interaction with staff.

Effective school discipline hinges on a cooperative approach between school and parents/guardians. In the Interlake School Division, we try to involve parents/guardians as early as possible without calling home every time a student displays questionable behaviour.

Corporal punishment, defined as the planned premeditated application of physical punishment, is forbidden in the schools of the ISD. The ISD recognizes that the use of force as a restraint or intervention may be necessary to protect the safety of students or staff members, for the protection of property or to secure order in emergent situations. Where force is applied under these circumstances, staff members exercising this authority must be governed by reasonable restraint.

The following are examples of disciplinary consequences that may be used in schools. Although they are not always applied in the order in which they appear, they move from proactive to reactive consequences and are progressive when a student has a previous history of behavioural incidents. Schools may expand upon the list of appropriate interventions and disciplinary consequences as long as the additional items are consistent with the [Provincial Code of Conduct: Appropriate Interventions and Disciplinary Consequences](#).

Recognizing that guidelines may be helpful to teachers and administrators in dealing with serious and/or persistent behavioural issues, the attached Appendix A – Guidelines for Administration constitutes a list of prohibited behaviours and possible consequences. These shall be supplemented by a school and classroom code of conduct.

Schools must ensure that interventions and disciplinary responses that are implemented are appropriate given the severity of the violation. Principals and teachers must also take into account the student's state of development (i.e. ability to understand the consequences and impact of one's actions). Reasonable accommodations are required for students with exceptional learning needs that affect behaviour, taking into account the students' ability to comply with disciplinary measures. The range of interventions and disciplinary consequences to be included in the school's code of conduct include:

1. **Informal Discussion**

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

2. **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)/guardian(s), student, and school personnel.

3. **School Counsellor/Learning Support Teacher**

A school counsellor and/or learning support 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.

4. **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.

5. **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.

6. 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.

7. 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.

8. Restitution/Compensation

The student and/or parent(s)/guardians(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.

9. 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)/guardians(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.

10. Student Services

A referral may be made to 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. Legal guardian permission must be obtained for assessments and/or interventions.

11. 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 STAR program, Boys & Girls Clubs, Big Brothers Big Sisters, or Indigenous Elders). In all cases, legal guardian permission must be obtained.

12. Violent Threat Risk Assessment

The school will respond to all student threats to self or others through administrative action and/or [Violent Threat Risk Assessment](#) protocols or [Emergency Preparedness](#) plans. Outside agency and/or police involvement may be requested. Parent(s)/guardian(s) will be informed.

13. Police Notification

Police notification does not mean that police will lay charges in every situation; however, police should be notified for serious illegal 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. Parents/guardians will be notified unless police direct otherwise.

14. **Suspensions**

A separate Administrative Procedure has been developed to provide background information and guidance on student suspensions. See [AP 3265 - Student Suspensions](#) for more information.

15. **Expulsion**

In accordance with the [Public Schools Act](#), the Interlake School Division Board may expel a student from attending all schools of the ISD. Expulsion requires an official motion by the Board.

- When an expulsion occurs, a student is prohibited from attending any/or all schools in the Division. An expulsion permanently removes a student from attending school for a semester, an entire school year or permanently. The Board may rescind an expulsion at any time.
- The ISD Board may expel a student when an investigation of a student's actions and information provided by the school Principal confirm that such behaviour is injurious to student and staff safety and contravenes the educational purposes of the school.
- ISD shall not enroll or register any student(s) that are known to be under suspension or expulsion from another school division or system.
- When a child of compulsory school age is expelled, the ISD's obligation is to offer and arrange appropriate education programming to students under the age of 18.
- Expulsion should only occur following due process. A parent/guardian (or a student who is 18 years of age or older) has the right to appear before the Board or assist their child in making representation to the Board.
- If the Superintendent/CEO recommends expulsion of a student (usually at the recommendation of the Principal), the Board of Trustees will be notified at the next regularly scheduled meeting of the Board during the In Camera session. The following will then occur:
 - Student Services may be contacted by the Superintendent/CEO to conduct a review of the incident and submit a profile/report on the student for use by the Superintendent/CEO. This must be completed within 14 days.
 - The Superintendent/CEO will collect all information from the Principal and/or teachers, all other departments or individuals involved regarding this issue.
 - A letter will be sent to the parent(s)/guardian(s) (or student if age of majority) by registered mail advising that there will be a recommendation for expulsion to the Board. The letter must include the following information:
 - i. Date
 - ii. Time
 - iii. Location
 - iv. Direction to the parent/guardian and/or student that they can make representation to the Board with the right to be represented by a parent/guardian, other adult or legal counsel.
 - If for any reason the expulsion hearing cannot take place within the allotted six (6) week suspension, the Superintendent/CEO will recommend to the Board to extend the student's suspension to allow for the expulsion hearing.

- At the hearing, the Chairperson will speak on behalf of the Board.
- After all parties have made representation, the Board will discuss the information in camera.
- The decision of the Board for expulsion is made by Board motion during a regular Board meeting.
- The student and his/her representative (parent/guardian) will be notified by registered mail of the decision of the Board.

A student expulsion may be appealed to the Board. If a parent/guardian (or a student 18 years of age or older), wishes to appeal the Board's decision, the Division's appeal process as outlined under "Suspensions" shall be followed.