

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
DIVISIONAL STANDARDS FOR EMPLOYEE CONDUCT	GBEB

I. POLICY

The Louis Riel School Board recognizes and celebrates the explicit relationship between the quality and integrity of the Division’s learning and working environments and the commitment of employees to realizing the Vision and Mission’s central priority of student learning.

The Board believes that articulating specific expectations for employee conduct serves several important purposes, including but not limited to:

- supporting the needs, best interests, social-emotional growth, physical well-being, and academic learning of all students in the Louis Riel School Division (LRSD)
- validating and supporting the ethical and professional conduct, investments and contributions modelled by exemplary employees
- promoting and maintaining safe, inviting, inclusive and respectful learning and working cultures and environments
- clarifying divisional expectations that support both the responsible and effective supervision and guidance of employees
- upholding the reputation and integrity of LRSD

Recognizing that LRSD employees form part of the broader public service, the Board upholds values for an ethical public service as outlined in [The Public Service Act](#):

- respect for others
- integrity
- accountability
- skill and dedication

Accordingly, this policy and its GUIDELINES and PROCEDURES comprise the code of conduct required by [The Public Service Act](#).

II. GUIDELINES

A. The Louis Riel School Board believes that the following principles are essential to modeling the ethical and professional conduct that supports the integrity and effectiveness of its learning and working environments:

- maintaining student learning, well-being and safety as the paramount priority

Adopted:	June 19, 2012	Legal References: The Public Service Act (Manitoba)
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- modeling professionalism at all times and in all places
 - being positive and solution-focused in interactions with students, parents, and colleagues while treating them with dignity, sound judgment, and respect for their rights
 - respecting the private and confidential nature of information acquired about students, their families and other employees at all times
 - communicating honestly and accurately with immediate supervisors and other colleagues and providing appropriate and necessary information as required
 - adhering to divisional communication protocols and thereby providing suggestions or expressing concerns through appropriate channels
 - understanding the responsibilities of one’s own role and appreciating and respecting the responsibilities that define other colleagues’ roles
 - cooperating with supervisory direction
 - complying with divisional policy and administrative protocols
 - complying with municipal, provincial and federal legislation, as that legislation relates to employees’ assigned responsibilities
- B. [Appendix A](#) of this policy outlines a communication protocol to support both the spirit and goals of this policy, and employees’ efforts to address concerns with other employees in an ethical, professional, and solution-focused manner.

III. PROCEDURES

- A. Recognizing that the majority of concerns relating to employee conduct may be satisfactorily resolved with adequate consideration for specific circumstances and solution-focused dialogue, the School Board delegates, to the Superintendent of Schools, the authority and responsibility to recommend, develop and direct procedures and practices that serve two fundamental purposes:
- support exemplary employee conduct and contributions
 - address behaviour that contravenes this policy’s standards for employee conduct (refer to **GUIDELINES**), with appropriate consideration for factors including
 - its impact on students’ learning, wellbeing and safety
 - its nature, gravity and impact on the reputation of the Division and or its schools/workplaces
 - respect for due process and the rights of all concerned parties to dignified and respectful treatment
 - the provisions of relevant collective agreements, divisional policies, and/or other legislation
 - the appropriate distinction between issues of performance and behaviours that merit disciplinary responses

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