

SD42 PROCEDURE 9100.1

STUDENT CODE OF CONDUCT

PURPOSE

This Procedure provides detailed expectations for student conduct and outlines the processes used to maintain safe, caring, respectful, and inclusive learning environments in School District 42. It supports the implementation of the Board's Code of Conduct Policy and reflects the district's mission, vision, and values.

GUIDING EXPECTATIONS FOR STUDENT CONDUCT

Students are expected to conduct themselves in ways that support their own learning and the learning and well-being of others. Students will:

1. Engage in learning:
 - Attend school and classes regularly and participate positively in classroom and school activities.
2. Support a safe environment:
 - Follow school and district safety procedures.
 - Behave in ways that protect the physical and emotional safety of themselves and others.
3. Demonstrate respect:
 - Treat all individuals with dignity, courtesy, and kindness.
 - Respect personal space, property, and boundaries.
4. Value diversity and inclusion:
 - Contribute to a welcoming, inclusive school culture.
 - Refrain from behaviour that discriminates based on characteristics protected under the BC Human Rights Code.
5. Use technology responsibly:
 - Follow school expectations for personal digital devices.
 - Use technology in ways that are safe, respectful, and aligned with learning.

Expectations for student conduct are further detailed below.

Prohibited Behaviours

Students must not engage in conduct that:

- Interferes with the learning, safety, or well-being of others.
- Involves bullying, harassment, intimidation, retaliation, or threats.
- Involves discrimination, including racist, sexist, homophobic, transphobic, ableist, or hateful language or actions.
- Is unsafe, violent, or unlawful.
- Involves possession, use, sale, or distribution of weapons, illegal substances, or restricted items.
- Includes digital misconduct (e.g., cyberbullying, inappropriate posting, sharing harmful content).

Anti-Racism and Human Rights

The district is committed to an anti-racist, anti-discriminatory, and human-rights-centred learning environment. Staff will:

- Respond promptly to racist or discriminatory incidents.
- Support students who experience racism or discrimination.
- Address behaviours through learning-focused and restorative processes.
- Respond and document incidents.

Behaviour Support and Intervention

Behaviour is supported through relationships, teaching, and proactive strategies. Staff will:

- Model respectful behaviour and reinforce school expectations.
- Use preventative, trauma-informed, and developmentally appropriate approaches.
- Prioritize understanding and addressing root causes of behaviour.
- Engage students in reflective and restorative conversations where appropriate.

When behaviour requires intervention, responses may include:

- Problem-solving discussions.
- Restorative meetings or circles.
- Support from counselling or student services.
- Mediation or conflict-resolution processes.
- Loss of privileges or temporary restrictions.
- Safety plans or behaviour support plans.
- Collaboration with parents/caregivers.
- Collaboration with community partners when required.
- Disciplinary actions up to and including suspension and expulsion, in accordance with the School Act, Section 85 (2). The Administrator or designate of any school in the district can suspend a student for up to five days. Suspensions over five days are made in consultation with the appropriate zone lead. An educational program must be provided to the student while they are suspended. An expulsion of a student from school requires approval of the Superintendent of Schools.

Responses will be:

- Equitable and developmentally appropriate.
- Based on the severity, frequency, context, and impact of the behaviour.
- Anchored in the expectation that as students mature, increased responsibility and self-regulation are expected.

Personal Digital Devices and Online Conduct

To protect student learning and safety:

- Each school will set expectations or restrictions regarding the use of personal digital devices.
- Students are expected to use technology responsibly, in ways that support learning, maintain safety, and demonstrate respect for themselves and others.
- Misuse of technology at school or impacting school will be addressed through established school and/or district processes, policies and/or procedures.
- Students who require digital devices for accessibility or inclusive learning purposes will be supported to use the devices they need, in alignment with their learning plan or identified needs.

Consideration Of Age, Capacity, And Circumstances

In every behavioural response, staff will consider:

- The student's age, maturity, and developmental capacity.
- Personal circumstances, including diverse abilities and/or support needs.
- The circumstances leading to the behavior(s).
- Whether the behaviour represents a pattern or a single incident.

Retaliation Prevention

No student shall face retaliation for reporting a safety concern or a breach of the Code of Conduct. Schools will take steps to protect students who bring concerns forward.

Communication And Education

Schools will:

- Teach and reinforce the Code of Conduct throughout the year.
- Communicate expectations to students and families in September and when needed.
- Ensure the Code of Conduct is posted visibly in schools and available on school and district websites.

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