



# CODE OF CONDUCT

## School District Expectations Regarding Student Behaviour

Every student shall be subject to the School Code of Conduct while on school premises, in going to and returning from school, and at all games and functions under the school's jurisdiction, whenever and wherever held. Please refer to School District No. 23 (Central Okanagan) Policies and Procedures (<http://www.sd23.bc.ca/Board/Policies/Pages/default.aspx> )

## Statement of Purpose

Mount Boucherie Senior Secondary School takes pride in providing a high quality education program within a safe and caring environment. The Mount Boucherie Code of Conduct is supplemental to the Central Okanagan Public Schools Policies and Procedures – Section 4. This code exists to:

- Provide a foundation for the development and maintenance of a safe, caring and orderly environment for school members;
- Strike an appropriate balance among individual and collective rights, freedoms, and responsibilities; and
- Outline and clarify expectations for students while at school, going to and from school, and at any school function or activity at any location.

Mount Boucherie promotes the values expressed in the **BC Human Rights Code** respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical and mental disability, gender identity and gender expression, sex or sexual orientation – In respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

## Rationale

This code is based on principles of respect, rights, and responsibilities.

- Displaying **Respect** for the rights, property and safety of themselves and others
- Honouring the **Rights** of others-through the process of learning and demonstrating appropriate behaviours
- Assuming **Responsibility** for one's own behaviour in order to sustain a safe and productive learning environment.

## Raising expectations

It is understood that students require assistance in developing and subscribing to these socially responsible values and behaviours. One role of school staff is to educate and guide student social development by increasing expectations and consequences as students mature both physically and socially. As a result, responses to behaviour will vary according to these variables. Generally, as a student matures, expectations will increase and consequences will be adjusted accordingly.

## Conduct Expectations

- All school members will:
- Demonstrate respect for themselves, others, and their school
- Treat school property and the property of others with a reasonable standard of care
- Express themselves with socially acceptable language and gestures
- Exhibit behaviour that is free of all forms of intimidation, harassment, racism, and discrimination
- Dress in accordance with the school dress standards

- Promote positive behaviour through the avoidance of all types of violent acts
- Inform a school official of any unsafe situation (individual or behaviour)
- Make every effort to attend scheduled classes and arrive on time
- Respect the rights of others to learn in an environment free of unnecessary distracters
- Refrain from the possession of any form of a weapon while on school property
- Refrain from the possession and use of all forms of intoxicants
- Assist in making the school a safe, caring and orderly place
- Model respectful and responsible behaviour not only at school, but within the community, and whenever acting as a school ambassador

These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

### **Examples of Unacceptable Conduct**

Unacceptable conduct includes (the areas cited are examples only and not an all-inclusive list):

Behaviours that:

- Are described under "the role of a student" as found in Section 4 of the SD 23 Policies and procedures, including a student is not applying themselves to their studies.
- Interfere with the rights of others to learn
- Create an unsafe situation for any school member
- Distract others from focusing on instruction or concentrating on prescribed tasks

Acts of:

- Academic dishonesty, including representing the efforts of others as their own or distributing examination or testing materials that were not sanctioned to be shared or distributed
- Bullying, harassment or intimidation
- Physical violence
- Retribution against a person who has reported incidents

Use of:

- Profanity and inappropriate language
- Sexist, degrading, racial or cultural remarks or insults

Illegal acts, such as:

- Possession, use or distribution of illegal or restricted substances
- Possession or use of weapons
- Theft of or damage to property

### **Principal Authority**

The principal has a right under the School Act to discharge discipline from the time a student leaves home to go to school until such time as the student returns home at the conclusion of the school day. However, the principal's and the district's authority also extend beyond the normal 'home-to-home' rule when the behaviour of a student off school premises or after school hours adversely affects the operation of a school.

### **Search & Seizure**

In order to maintain a safe and orderly environment, students and their belongings may be searched based on reasonable suspicions of a violation of school rules or other concerns. The search shall be made pursuant to the reasonableness, under all the circumstances, of the search. The search of the student shall be justified at its inception, based on reasonable suspicion and reasonable scope in light of the age and gender of the student and the nature of the infraction. Contraband and other property unauthorized to be on school property or school sponsored activities will be seized for evidentiary purposes in a school hearing

and /or legal hearing. Return of the property may be made to the parents/guardians of the students. Illegal contraband or other property will be turned over to the proper law enforcement.

### **Consequences**

We believe that discipline is intended to promote the development of pro-social behaviours. To this end it is partially our responsibility to actively teach these attitudes and skills. In this process, it will be necessary to draw on consequences to enhance student learning. The use of consequences will be governed by the following principles:

Consequences will...

- be appropriate to the student's stage of development,
- reflect the intensity, frequency and/or duration of the inappropriate behaviour,
- be chosen primarily for their educational value,
- make sense to the student as much as possible, and
- be appropriately timed.

In addition, **special considerations may apply to students with special needs**, if they are unable to comply with this code due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Following are some examples of consequences that may be considered (it should be understood that this is not a complete list of consequences):

- Informal meeting with a student to address the situation
- Phone call to parent to discuss the situation
- Mandatory tutorial time assigned
- Formal meeting involving student and guardian
- Make up or rehearsal time assigned (early morning, lunch, after school)
- Removal of an assumed school privilege
- Referral to Vice Principal
- Withdrawal from course
- Restitution, either monetary or through school-based community service
- Referral to school-based team
- Definite in-school or out-of-school suspension
- Indefinite suspension

The following are some examples of consequences that would not be appropriate based on the established principles:

- Corporal punishment
- Use of collective responsibility (group punishments) as a disciplinary process
- Use of academic work as a disciplinary procedure (e. g. assigning extra academic work to punish misbehavior)
- Use of an evaluation procedure as a disciplinary act (e.g. arbitrarily assigning a test to an individual or class that is behaving inappropriately)
- Using an individual as an example to deter misbehaviour in others (e. g. reprimanding an individual in front of his/her peers)

### **Notification**

In instances where a student, or group of students, engages in a serious breach of the code of conduct, it may be necessary for school officials to advise other parties. Specifically, we will adhere to the following guidelines:

- Parents of student offender(s) – in every instance

- Parents of student victim(s) – in every instance
- School district officials – as required by school district policy
- Police and/or other agencies – as required by law
- All parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address the matter

In addition to the above, we have a responsibility to the district and the Ministry of Education to track and generically report data collected on student misbehaviour patterns. This information is used to determine trends, re-tool responses, and determine changes to existing policies and practices. If you have any questions about this code and related applications, contact the school administration.

### **Suspension**

A “suspension” is, by definition, a removal of a student’s right to attend regular class instruction sessions. Suspension may be either:

- Definite – up to ten school days, or
- Indefinite- in excess of ten school days

Administrators of schools, and teachers authorized by the board and the principal, may suspend a student when the Administrator or other authorized teacher concludes that:

- A student is willfully disobedient to a teacher or any other employee of the board carrying out responsibilities approved by the board
- The behaviour of the student has a harmful effect on the character or persons of other students or staff members
- A student fails to apply himself in his studies or fails to comply with the rules of the school and does not, after due warning, make a reasonable effort to reform

### **School District's Appeal Process**

Policy 460 – Appeals states that, "A student or a parent of a student who is entitled to an educational program in School District No. 23 may appeal a decision of an employee of the Board of Education which significantly affects the education, health or safety of the student". For a complete description of the Appeals Policy along with the recommended steps to follow in attempting to solve a problem, please refer to Policy 460 – Appeals, that can be accessed from the 'Policies' link under the Board of Education heading on the School District homepage ([www.sd23.bc.ca](http://www.sd23.bc.ca)).

### **Mount Boucherie Secondary School Policies**

Code of Conduct School Policies are posted at:

<http://www.mbs.sd23.bc.ca/About/PoliciesProcedures/Pages/default.aspx>

- **Academic Dishonesty/ Plagiarism**
- **Alcohol & Drugs**
- **Attendance/Truancy**
- **Cell Phone Use**
- **Dress Code**
- **Internet Use**
- **Lockers Use**
- **Parking**
- **Scent Free School**
- **Smoking/E-Cigarettes**