



## Hazelton Secondary School

### CODE OF CONDUCT

#### **Statement of Purpose**

Our mission at Hazelton Secondary is to create a community of lifelong learners who are respectful, responsible, and successful citizens of the society in which we live.

This Code of Conduct is established to create and maintain a safe, caring, and orderly school environment that promotes:

- Socially responsible behaviour
- A safe, welcoming, and respectful learning environment for all students, staff, and community members
- Clear communication of behavioural expectations

*It is expected that all members of the school community will explicitly teach and model the behaviours we expect of our students.*

The Code of Conduct applies to all members of the school community at school, travelling to and from school, at any school-related activity at any location, or any activity/circumstance that will have an impact on the school environment. Forms of unacceptable conduct cited below are only some examples and may not be all-inclusive.

This Code of Conduct also adheres to the BC Human Rights Code, which prohibits discrimination of anyone based on race, colour, ancestry, place of origin, political belief, religion, marital status, physical or mental disability, gender, gender identity or expression, sexual orientation, age, and unrelated criminal convictions. Additionally, our Code of Conduct adheres to the principles outlined in our Local Education Agreements to support and ensure the success of our Aboriginal learners.

#### **CONDUCT EXPECTATIONS**

##### ***Respect for Each Other***

##### **Purpose**

- To foster a healthy school community where all members treat each other with courtesy and respect
- To foster a community which is kind, friendly, and inclusive

- To promote and maintain an environment where students and staff are safe to learn and achieve success

### **Our Expectations**

- Students and staff must be treated with respect and courtesy
- Students and staff will use appropriate and respectful language and behaviour
- Bullying, intimidation (mental, physical, digital, verbal, etc), harassment, possession or use of weapons are all forms of violence and will not be tolerated.
- All members of our school community will display acceptance and inclusion of others

### **Unacceptable Conduct**

- Participating in fighting in any way, including being a fighter, spectator, promoter, or recorder
- Name-calling, slurs, offensive slang remarks, profanity (swearing)
- Disrespectful or threatening language
- Discriminatory language or behaviour (racist, sexist, homophobic, etc)
- On-going physical or emotional harassment of any student or staff member
- Bringing weapons of any type to school

### ***Respect for the Learning Environment***

#### **Purpose**

- To promote a success-oriented environment. Learners need to have a sense of respect for our learning environment, our learning needs, and those of others.
- To ensure learners have access to clean, quiet, orderly, well-equipped learning spaces.
- To promote an environment where each learner can achieve the highest level possible. This means feeling safe and having a clear understanding of learning expectations, assessment criteria, and how to achieve high standards.

#### **Our Expectations**

- To respect the rights of others to work and to learn free from distractions
- To complete assignments in a timely manner in order to demonstrate learning outcomes
- To respect the rules and expectations of each classroom and common areas of the school (hallways, cafeteria, assemblies, etc)

## **Unacceptable Conduct**

- Talking or socializing during class time when students should be listening or working
- Off-task behaviours (not listening to directions, horseplay, using electronics when prohibited, etc)
- Being late for class, skipping detentions
- Being disrespectful to guests or presenters in our school

## ***Respect of Facilities and Equipment***

### **Purpose**

- To promote a safe environment through responsible use of school facilities and equipment
- To ensure safety regulations are followed
- To care for the school and its property (including textbooks, lockers, furniture, etc)

### **Our expectations**

- All members of the school community are expected to keep school facilities and grounds neat and tidy
- Lockers are school property and are loaned to students to store school supplies and school-related items. They are subject to search by school administration at any time. Students will be required to remove graffiti in lockers.
- Students riding bicycles or skateboards on school property must wear helmets
- Students are expected to know and follow safety rules for specific classrooms (gym, shops, science labs, etc)
- Students and staff are responsible for the library books and textbooks signed out to them
- Visitors must report to the office upon arrival and receive permission from administration to be in the school

## **Unacceptable Conduct**

- Intentional damage to or destruction of property, including vandalism, graffiti, theft
- Littering
- Leaving a mess in a work space or eating spaces
- Behaviour that is dangerous to self or others

## ***Drug and Alcohol Use***

### **Purpose**

- Students will recognize that using drugs/alcohol will have a negative effect on their education
- Students will recognize that the presence of drugs/alcohol in our school has a negative impact on school culture and the learning environment
- Students will have the support of staff to help with drug and alcohol issues

### **Our Expectations**

- Students will not bring drugs, drug paraphernalia, or alcohol to school
- Students will not be under the influence of drugs or alcohol while at school
- Students will not wear clothing that promotes drugs or alcohol
- Students will not sell drugs or alcohol at school

### **Unacceptable Conduct**

- Being under the influence of illegal drugs or alcohol while involved in any school activity
- Being present while drugs or alcohol are being used at school
- Any trafficking (buying or selling) of drugs or alcohol

## ***Smoking***

### **Purpose**

- To provide an environment conducive to healthy living
- To provide students with resources about quitting smoking
- To provide guidelines around where and when students may smoke

### **Our Expectations**

- Smoking, including the use of e-cigarettes, is prohibited on school property
- Students in grade 10/11/12 may access the “smoke pit” at the edge of the school property before school, at lunch time, or at the end of the day. Smokers are expected to keep this area clean and free of litter.
- Students in grade 8 and 9 are not permitted in the “smoke pit”

## **Unacceptable Conduct**

- Being in the smoke pit during instructional time
- Buying or selling any tobacco product on school property
- Smoking on school property
- Loitering in the smoke pit after school when busses are leaving

## ***Cell phones/electronic devices/computers/cyberspace***

### **Purpose**

- To promote responsible digital citizenship
- To ensure use of all electronic devices, both personal and school, adheres to this Code of Conduct

### **Our Expectations**

- Teachers will set the electronic device policy in their own classrooms and ensure students and parents are aware of the policy.
- Administration will support teachers' individual classroom policies as outlined in their course overviews.

## **Unacceptable Conduct**

- Using electronic devices contrary to teacher/classroom policy
- Using electronic devices inappropriately towards another community member, to cause harm or harassment, or to engage in illegal activities
- Using electronic devices on school property to take photos or videos without express permission from teacher or administration

## ***Dress Code***

### **Purpose**

- To promote attire that is suitable for our school's working and learning environment
- To encourage students to wear clothing that is comfortable and conducive to the activities and tasks they are involved in

## **Our Expectations**

- Members of the school community will dress in clothing suitable to the working environment
- Students dressed in inappropriate attire will be asked to remedy the situation (change, cover up, turn shirt inside out, etc)
- Parents/guardians are asked to support school staff to ensure appropriate clothing is worn to school

## **Unacceptable Conduct**

- Wearing clothing that promotes or advertises drugs or alcohol
- Wearing clothing that has discriminatory statements or images or in other ways contravene the Code of Conduct

## **RESPONSES TO CONDUCT VIOLATIONS**

- As students become older, more mature, and move through successive grades, it is expected that they will show increasing personal responsibility and self-discipline.
- As such, there will be a system of increasing consequences for inappropriate behaviour as students progress through school. Special consideration may apply to the imposition of consequences on a student with special needs, if that student is unable to comply with the Code of Conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
- Responses to unacceptable conduct will be in accordance with the School Act, Regulations, and School Policy and will be thoughtful, consistent, and fair.
- The focus of any intervention will be preventative and restorative in nature, rather than merely punitive.
- Wherever possible, a team approach (Student, Parents, Administration, Counsellor, Education Coordinators, and Teachers) will be used.
- Wherever possible School Administration, Staff, and Education Coordinators will work with the student to create a process of support for behaviour change, prior to suspension or expulsion.
- Administration may have a responsibility to advise other parties of serious breaches of the Code of Conduct, depending on the severity and frequency of unacceptable conduct. Notification may include parents/guardians of the student offender, parents/guardians of the student victim, school district officials, police or other community agencies, as required by policy or law.

## Tiers of Support: Response to Intervention (RTI) examples for classroom issues

Tier 1 (~4 weeks)	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>*Explicit teaching of expected behaviour</li> <li>*Immediate corrective feedback</li> <li>*Continuous review of expected behaviour</li> <li>*Verbal reminders/warnings</li> <li>*Calls to home</li> <li>*In-class detentions</li> <li>*Opportunities for student reflection/restitution</li> <li>*Time-outs</li> </ul>	<ul style="list-style-type: none"> <li>*More individualized, focussed support on correcting behaviour, involving support staff/admin</li> <li>*Small group instruction or intervention</li> <li>*Behaviour plans/checklists</li> <li>*Peer support/mentors</li> <li>*Calls to home</li> <li>*Connections referrals</li> </ul>	<ul style="list-style-type: none"> <li>*Intensive individual support from counsellors, administration, parents, education coordinators, district staff, outside agencies</li> <li>*Individual behaviour plans or contracts</li> <li>*Individualized timetables</li> </ul>

## Conduct Violations and Consequences

Defiance/Disruption (progressive depending on severity and frequency)

- Verbal warning
- Detention
- Home contact
- In-school suspension

Alcohol/Drug Use and/or Possession (may include bystanders/witnesses)

- 1<sup>st</sup> Offense:
  - 3 days in OR out of school suspension
  - Loss of extracurricular activities (including school dances) for six months
  - Must complete 30 hours community service/restitution
  - Parent/education coordinator contact
  - Referral to support worker/counsellor
- 2<sup>nd</sup> Offense:
  - 5 days in OR out of school suspension (or combination)
  - Loss of extracurricular activities for one calendar year
  - Must complete 30 hours community service/restitution (may reduce loss of extracurricular privileges to six months)
  - Must complete and document 5 drug/alcohol counselling sessions
- 3<sup>rd</sup> Offense:
  - Indefinite suspension to the school district
  - Must meet with superintendent/designate before returning to school
  - Behaviour plan/contract developed to support student

### Fighting/Violence (includes fighters/spectators/promoters)

- 1<sup>st</sup> Offense:
  - 3 days in OR out of school suspension
  - Loss of extracurricular activities (including school dances) for six months
  - Must complete 30 hours community service/restitution
  - Parent/education coordinator contact
  - Referral to support worker/counsellor
- 2<sup>nd</sup> Offense:
  - 5 days in OR out of school suspension (or combination)
  - Loss of extracurricular activities for one calendar year
  - Must complete 30 hours community service/restitution (may reduce loss of extracurricular privileges to six months)
  - Must complete and document 5 sessions of conflict resolution counselling
- 3<sup>rd</sup> Offense:
  - Indefinite suspension to the school district
  - Must meet with superintendent/designate before returning to school
  - Behaviour plan/contract developed to support student

### Bullying/Cyberbullying/Harassment

- Office referral
- Contact home
- Referral to support worker/counsellor for mediation/restitution
- Further offenses, depending on severity, may result in
  - 3 to 5 days in OR out of school suspension
  - Loss of extracurricular activities (including school dances) for six months
  - Must complete 30 hours community service/restitution
  - Meeting with parents/education coordinators
  - Referral to support worker/counsellor
  - Report to RCMP or other outside agencies

### Littering/Vandalism/Tobacco Use/PDA/other “minor” violations

- Verbal warning
- Contact home
- Clean up or repair as appropriate
- Community service
- Restitution/apology