



Peter Skene Ogden Secondary School

OFFICE OF THE PRINCIPAL

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MISSION

Our mission is to provide supportive educational and social opportunities for students to be successful and thoughtful citizens.

SCHOOL CODE OF CONDUCT 2020-21

A. Statement of Purpose

As a school P.S.O. believes in the rights and responsibilities of all stakeholders which support a positive, safe, caring and orderly school environment where students honor other's beliefs and values and actively participate in their learning. We hold the common belief that P.S.O. is to be a vibrant, energetic, welcoming and safe place in which members of our school community demonstrate respectful and fair interactions that promote a sense of belonging and purpose that enriches the learning environment.

Accompanying these rights and responsibilities is a set of rules which provides a framework for school discipline, while at both school and school related activities. We believe that in order to have and maintain a positive school environment a cooperative effort between parents, staff, students and the community is imperative.

Acceptable behaviors would be generalized as any behaviors that promote each student's rights and responsibilities; conversely unacceptable behaviors would be any behaviors that do not promote each student's rights and responsibilities

B. Development and Regular Review

This Code of Conduct will be reviewed annually by students, staff and parents (through PAC) in September of each school year. However, should a situation arise where the Code of Conduct needs to be reviewed after September of each school year, time will be afforded to address the issue. The Student Code of Conduct will be continually monitored to ensure it is reflecting current best practices and emergent situations, should they arise.

C. Communicating Expectations

The Code of Conduct is to be communicated to staff and students via the staff handbook and the student agendas which will be supplied at the start of each school year. Copies will be retained in the office (and posted on the school website) for parents, temporary staff, school community members and visitors as required.

D. Active Teaching and Promotion of Expectations

The school will teach and promote behavioral expectations through the use of the school wide discipline plan and the school developed P.S.O. Plus Effective Behavior Plan.

The staff at PSO has agreed that a common set of proactive, positive guidelines and interactions are necessary to create a socially responsible literate, learning community. In that regard we have developed a matrix of school wide expectations which we have agreed to actively model and promote through the year. Each class and hallway has these guidelines posted and clearly visible. At the start of each school year, staff and their homerooms' are asked to review, define, explain and teach these positive school wide behavioral expectations. Throughout the school year via classroom teachers, classroom instruction and the student leadership program activities and functions P.S.O. regularly promotes, encourages, supports and rewards the positive actions, attitudes and school culture that is embedded in the guiding principles of our E.B.S. program.

"School Culture and School Climate will both develop with or without direct adult attention..... we can either actively and thoughtfully influence the positive development of both OR just hope for the best.

PSO PLUS

(Expectations for PSO Student Behavior and Attitude)

<u>Expectation</u>	<u>All Settings</u>	<u>Classrooms</u>	<u>Halls/Lounge</u>	<u>Grounds/Off Campus</u>
<u>Respect Property</u>	<ul style="list-style-type: none"> Take care with all property Keep the school clean 	<ul style="list-style-type: none"> Clean up after yourself Respect school equipment 	<ul style="list-style-type: none"> Clean the area before leaving 	<ul style="list-style-type: none"> Care for the environment Honor other people's possessions
<u>Respect Self</u>	<ul style="list-style-type: none"> Dress, speak and act appropriately Make healthy choices 	<ul style="list-style-type: none"> Be prepared and give your best effort Actively participate in learning 	<ul style="list-style-type: none"> Practice self control 	<ul style="list-style-type: none"> Make safe decisions
<u>Respect Others</u>	<ul style="list-style-type: none"> Demonstrate courteous behavior Honor others' beliefs and values 	<ul style="list-style-type: none"> Treat others as you would like to be treated Share and include others 	<ul style="list-style-type: none"> Respect personal space Conduct yourself in a calm manner 	<ul style="list-style-type: none"> Demonstrate courteous and considerate behavior
<u>Be Responsible</u>	<ul style="list-style-type: none"> Be a good citizen and a positive role model Recycle Keep the school drug and alcohol free 	<ul style="list-style-type: none"> Attend all classes and be punctual Follow all classroom expectations 	<ul style="list-style-type: none"> Encourage positive behavior Help and assist others in difficulty 	<ul style="list-style-type: none"> Help and assist others in difficulty Represent the school and community positively

E. Expectations of Acceptable Conduct

- Students will be asked to conduct themselves in such a way as to help create an atmosphere of trust and security in which they may grow in confidence as a result of their actions and achievements. Behaviors we believe that will facilitate such an atmosphere are as follows:

- to attend school regularly and conform to the rules of the school,
- to participate willingly, and to the best of their ability, in their learning,
- to respect themselves and others' safety, well being, and property,
- to be accountable for their behavior and responsive to reasonable, related, and respectful consequences,
- to participate in creating a safe, positive environment conducive to learning.
- to be involved in developing a school code of conduct.

Students Rights and Responsibilities

All students have rights and responsibilities. These rights and responsibilities include

The right to:

- to be treated fairly and with respect and dignity
- be free from discrimination in any form
- to be safe
- to a quality educational program

The responsibility to:

- come to school prepared, on time and ready to learn
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take ownership for their own actions

- These conditions apply while students are in attendance at school, while travelling to and from school, and while attending any school function at any location.

3. School District #27 has no tolerance for weapons, explosives/incendiary devices/materials and in the interests of safety Peter Skene Ogden Senior Secondary will do everything in its power to ensure this no tolerance policy is strictly adhered to at all times.
Possessing or using weapons, explosives, fireworks, firecrackers, or any other items capable of causing bodily harm including “fake” weapons that can be perceived as “real” weapons will result in immediate suspension from the school and the file undergoing district review.
4. School Code of Conduct Requirements with Respect to the Human Rights Code
The Code of Conduct and the BC Human Rights Code
 - The contents of this Code of Conduct acknowledge that if there is a conflict between this code and the Human Rights Code then the Human Rights Code shall prevail.
 - With respect to the Human Rights Code, this School Code of Conduct in no way intends to discriminate against a person or class of persons because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.
5. The school and the Board of Education will take all reasonable steps to ensure no person affects retaliation on another for making a complaint resulting in a breach of the code of conduct.
6. The school Athletic Director or sponsoring teacher shall take all reasonable steps to review the Code of Conduct with all coaches and involved community members, who, shall in turn inform all those involved in school activities that:
It is expected that while involved in school related functions of any nature that students, parents, coaches and involved members of the greater community follow the school code of conduct as they are in essence acting as ambassadors of the school.

F. Consequences for Unacceptable Conduct

1. In the event that a breach of conduct by a student occurs, certain behaviors have been highlighted as well as a disciplinary action plan in an effort to provide students, parents and staff with a guideline for disciplinary proceedings and protocol.
 - a. Where consequences for unacceptable behavior are concerned, whenever possible and wherever appropriate, consequences shall be restorative rather than merely punitive in nature (ex. actions of a discriminatory nature). The design of the level 1, 2 and 3 behaviors is meant to address the very issue of restorative rather than punitive actions (see below).
 - b. In no way is this list meant to be wholly comprehensive as situational variables must be considered in all cases in an effort to best meet the needs of all parties involved in disciplinary incidents. Consideration will be given to a student’s age, maturity, and special needs as well as the student’s previous school record.
 - c. Special considerations may apply to students with special needs where appropriate. (These are students who may not be able to fully comply with a code of conduct because of their special needs). As students grow older and move through successive grades at Peter Skene Ogden Senior Secondary School it is expected that their maturity will increase and accordingly be held to a higher standard of personal conduct.
 - d. The use of suspension will only be considered when violation of the Code is serious or other consequences have been inadequate or ineffective.
 - e. On occasion school officials may have a responsibility to advise other parties of serious breaches of the code of conduct. (e.g., parents, school district officials, police and/or other agencies).
 - f. Teachers are responsible for developing their own Classroom Management Plan. Within this plan, there will be classroom expectations, classroom recognition, and classroom consequences that will be explained to all students at the beginning of the year and that are consistent with and complement the School Code of Conduct

Discipline is progressive and while some behaviors listed below are not listed at all levels it is understood that repeat behaviors will naturally escalate to the next level where discipline is concerned.

Level 1 Behaviours

The attending adult (and/or Counsellor if appropriate) handles the following behaviors:

- Disruptions/Disobedience
- Tardiness
- Lack of effort
- Lack of respect
- Inappropriate language/behavior
- Homework issues
- Inappropriate assembly/audience behavior
- Breach of school rules/policies

Level 2 Behaviours

The following behaviors are dealt with by the attending adult (and/or Counsellor if appropriate) then reinforced by administration:

- Lack of respect (Major)
- Vaping/Smoking on property
- Truancy
- Harassment
- Defiance/Willful Disobedience
- Inappropriate internet use
- Disrespect of teachers' personal space and belongings
- Inappropriate behaviors on school trips
- Cheating or plagiarism

Level 3 Behaviours

The following behaviors require immediate office referral:

- Bullying
- Repeated/Major harassment
- Intimidation
- Theft and vandalism
- Threat or use of physical violence towards students or staff
- The causing of a false fire alarm
- The causing of willful damage to school or personal property
- The use of offensive language or willful disobedience towards school personnel
- Inappropriate sexual activity
- Fighting/Assault
- Endangering safety
- Drug and alcohol infractions
- Possession/use of weapons

School – Wide Consequences – A Guideline

LEVEL 1 BEHAVIOURS

- Step 1 – Remind student of behavior expectations
- Step 2 – Restitution by the student
- Step 3 – Home contact by the teacher
 - Discuss a student plan of action with the student
- Step 4- Contact Counselor
 - Discuss and implement a student plan of action with the student
- Step 5– Move directly to “Level 2 – Step 2”

LEVEL 2 BEHAVIOURS

- Step 1 – Restitution by the student
 - Discuss a student plan of action with the student
 - Team meeting of Counsellors, teachers, and parents to implement plan of action
- Step 2 – Referral to Administration
 - Home contact by Administration
 - 1 to 3 day in-school suspension **or** parent supervised home suspension
- Step 3 – Referral to Administration by teacher
 - Home contact by Administration
 - 1 to 5 in-days out of in-school suspension
 - Student contract and behavior plan
- Step 4- Referral to Administration by Counsellor/teacher.
 - Home contact by Administration
 - 1 to 5 days in and or out of school suspension
 - Parent conference with Administration before student returns
- Step 5 – Move directly to “Level 3 – Step 2”

LEVEL 3 BEHAVIOURS

- Step 1 – Referral to Administration
 - 1 to 3 day in-school suspension **or** parent supervised home suspension
 - Parent conference with principal
- Step 2 – 1 to 5 days out of school suspension
- Step 3 – 5 to 10 days out of school suspension
- Step 4 – Indefinite Suspension – Referral to District Discipline Committee