



QUEBEC HIGH SCHOOL CODE OF CONDUCT

Live Together, Learn Together, Lead Together!

INTRODUCTION

This Code of Conduct outlines the expectations and responsibilities for all members of our school community. It is designed to create a safe, supportive, and productive learning environment where every individual can thrive and have a positive experience.

OUR CORE VALUES

The code is built upon our five core values and applies to school events on or off campus and in any other capacity where members are representing QHS:

- **Respect:** Treating yourself and others with dignity and consideration
- **Integrity:** Being honest and ethical in our actions
- **Self-Control:** Managing our emotions and behaviours appropriately
- **Open-Mindedness:** Embracing diversity and different perspectives
- **Kindness:** Showing compassion and care for others

Note that this Code of Conduct is in line with the school's Anti-Violence and Anti-Bullying Plan, the Behavioural Intervention Process and MEQ Framework.

Our **gradual approach to discipline** is designed to foster self-reflection, accountability, and personal growth, while ensuring a **safe and positive learning environment** for all.

ACKNOWLEDGMENT

All students, parents/guardians, and staff members are required to read the Code of Conduct at the beginning of each school year.

Staff members present the Code of Conduct to all students.

Parents and students complete the electronic waiver acknowledging their understanding and commitment to upholding these standards. The electronic waiver is sent by the school in the first week of the school year.

OUR VALUES AND EXPECTATIONS



RESPECT

We demonstrate respect by:

- Ensuring students' right to learn.
- Contributing to making the school a better place.
- Treating school property and facilities with care and respect.
- Addressing others politely and using appropriate language.
- Actively listening when others speak.
- Honouring personal space and property.
- Following directions from staff members.
- Being punctual for classes and school events.
- Using technology appropriately and responsibly.
- All personal items — like school bags, purses, and electronic devices — must be kept in locked lockers.
- Wearing clothing that is non-offensive and suitable for the school environment and ensures the safety and hygiene of everyone.

Unacceptable behaviours include:

- Disruptive behaviour during instructional time in the classroom and other school spaces.
- Racism and prejudicial behaviour and speech towards groups of individuals including, but not exclusive to ethnicity, appearance, abilities, sexual orientation, etc.
- Insubordination: active defiance, refusal to follow instructions, disobedience.
- Unauthorized use of electronic devices at school whether personal or school provided devices.
- Intimidating, bullying, harassing, cyber-bullying, threatening another individual in any form.
- Swearing and using inappropriate language.
- Vandalism, destruction of school property or the property of others.
- Violent acts, including verbal or physical aggression or threats towards anyone, student or adult.
- Clothing that is deemed disrespectful, sexist, racist, violent, or that promotes the use of illegal substances.
- Taking pictures or videos of anyone without their consent or with the intent to misuse it (Example: inappropriate or explicit images).



INTEGRITY

We demonstrate integrity by:

- Being honest with yourself and others in all academic and personal matters.
- Submitting your best work.
- Submitting your own work.
- Making positive choices for the good of all.
- Properly acknowledging the work and ideas of others in various contexts.
- Reporting inappropriate or unsafe conditions or behaviours (possible racism, violence, intimidation, etc.)

Unacceptable behaviours include:

- Cheating, plagiarism, or academic dishonesty.
- Lying to staff members.
- Stealing or taking items without permission.
- Intentionally misrepresenting facts, spreading rumours verbally or via social media.
- Possession of dangerous objects or weapons.
- Using any software to produce work and then submitting it as their own.
- Making negative choices that affect yourself and others.
- Forging signatures or documents.



KINDNESS

We demonstrate kindness by:

- Helping others.
- Seeing the good in others.
- Being a good, active listener.
- Showing compassion and empathy.
- Using encouraging and supportive language.
- Welcoming new students and visitors.
- Reporting concerns about others' wellbeing.
- Contributing positively to our school environment and community.

Unacceptable behaviours include:

- Spreading rumors or gossip.
- Intimidating, bullying, harassing, cyber-bullying, threatening another individual in any form.
- Intentionally excluding others from activities
- Making unkind comments about staff and students.
- Refusing to assist or intentionally ignoring those in need.

SELF-CONTROL



We demonstrate self-control by:

- Assuming responsibility for your actions.
- Respecting other people's space and belongings.
- Being perseverant.
- Managing your emotions effectively.
- Thinking before acting.
- Resolving conflicts peacefully.
- Using appropriate language.
- Making responsible decisions.
- Practicing good judgment in all situations.

Unacceptable behaviours include:

- Racial slurs or gestures, slanderous comments, sexual suggestions, swearing.
- Fighting or physical aggression, no "play-fighting".
- Verbal outbursts or inappropriate emotional reactions.
- Substance use, possession of illegal substances or the associated paraphernalia.
- Leaving class or school without authorization (skipping).
- Intruding in people's personal space or taking their belongings without permission.



OPEN-MINDEDNESS

We demonstrate open-mindedness by:

- Accepting all people.
- Having good intentions.
- Being flexible when plans change or unexpected situations arise.
- Viewing challenges as opportunities.
- Appreciating diverse perspectives and backgrounds.
- Participating constructively in discussions.
- Being receptive to new ideas.
- Showing empathy for others' experiences.
- Including and supporting all students in activities.

Unacceptable behaviours include:

- Disrupting presentations or discussions.
- Excluding others based on personal characteristics.
- Refusing to consider alternative viewpoints.
- Rejecting feedback or criticism without reflection.
- Making judgments based on stereotypes.
- Engaging in racist or discriminatory behaviour.

DISCIPLINARY PROCEDURES

Violations of the Code of Conduct will be addressed through a progressive discipline approach:

- **Warning:** Verbal or written notice of the violation
- **Conference:** Meeting with student, teacher, special education technician and/or administrator
- **Detention:** Before school, after school, or during lunch
- **Support measures:** Behaviour contract, counseling, or restorative justice practices, loss of privileges during transitions (Lunch and breaks)
- **In-School Suspension:** Removal from some classes or all classes
- **Out-of-School Suspension:** Temporary removal from school followed by a mandatory reintegration meeting with the parents
- **Expulsion:** Permanent removal from school (for severe or repeated violations)

The level of response will depend on:

- The nature and severity of the violation
- The student's previous behaviour record
- The impact on others and the school environment
- The Anti-Violence Anti-Bullying Plan (Published on the school website)

Note that responses to behavioural concerns may vary based on individual student needs and the professional judgment of the school team.

MINOR OFFENCE

A **minor offence** refers to behaviours that **disrupt the learning environment** or show a **lack of respect for school expectations**. When a student exhibits such behaviour, they will first receive a **verbal reminder**. If the behaviour persists, a **written warning** will be documented by a school team member, and a message will be sent to the parents. The **Intervention Team** will monitor behavioural patterns and inform the administration if further action is required.

Progressive Support Measures (Gradation):

First Occurrence	Parents/guardians receive a notification from the staff member who witnessed the inappropriate behaviour. The student receives a verbal warning. A written note may be recorded in their file for monitoring purposes. A brief intervention is provided.  First use of personal electronic devices (cell phones, headphones, smart watches, gaming consoles) will be confiscated until the end of the school day.
Second Occurrence	Parents/guardians receive a notification from the staff member who witnessed the inappropriate behaviour. The members of the Behaviour Evaluation Team are put in copy. An intervention is provided. A detention could be issued.  Second use of personal electronic devices: A drop-off plan is applied for <u>5 school days and a lunch detention</u>. The student must drop off the device at the office in the morning and pick it up at the end of the day.
Third Occurrence	Parents are contacted by the school administration to discuss their child's recurring behaviours.  The communication will include specific examples of the concerns and their effect on the student's learning experience and the school climate.  Third and subsequent use of personal electronic devices: A drop-off plan is applied for <u>10 school days and after school detention</u>. The student must drop off the device at the office in the morning and pick it up at the end of the day. The school team may recommend defined structured support from a Special Education Technician (SET) or a professional to help the student develop self-regulation and behavioural adjustment strategies.
Fourth Occurrence	The student may be assigned a one-day in-school or home-based preventive retreat, allowing time for reflection and discussion on expected behaviours. Following the preventive retreat, they will be placed on a Behaviour Action Plan or Support Measures Plan to provide structured guidance and intervention. If the behaviours persist, the school may seek additional support from external partners to implement a more comprehensive plan tailored to the student's needs.

* Parents have the option to keep the device at home during that time.

Examples of Minor Offences:

	List of possible infractions	Individuals involved	Possible consequences for these infractions
	Stage 1 Usually, classroom level situations – Minor Offences		
	These behaviours require an educational intervention on the part of the staff member who has witnessed the behaviour. - Does not follow classroom/school expectations. For example: Shows up late, sleeps in class, homework not done, speaking out of turn, no materials/not ready for work. - Needs to be prompted to get to work. - Foul/disrespectful language (in and out of class). - Influencing others to misbehave, disrupting classmates or their learning. - Leaving class without permission or prolonged time out of class without a hall pass. - Unauthorized use of a personal electronic device. - Inadequate use of a school loaned electronic device. - Plagiarism: Students are expected to submit their own work.	The student The teaching staff The Special Education Technician (SET) The parent/guardian	Depending on the situation, the staff member who witnesses the infraction can do one or more of the following to help the student adjust their behaviour. - Conference with the student. - Notify the parent/guardian. - Notify a member of the Behaviour Evaluation Team. - Issue a Detention. - Mandatory remediation. - Confiscate personal electronic devices until the end of the school day. First instance of plagiarism: Student redoes the work according to teacher's instructions.
	Stage 2 Individualized Expectations – Persistent Minor Offences		
	We enter stage 2 when the behaviours persist, and the previous interventions have not produced the desired results. The behaviours may not have been manifested in all classes or in other school contexts. - Fails to follow the classroom expectations systematically. - The above behaviours have increased or have become repetitive. - Subsequent instances of plagiarism. - Shoving other students. - Subsequent unauthorized use of a personal electronic device. - Subsequent inadequate use of a school loaned electronic device.	The student The teacher The SET in the classroom The parent/guardian The Behaviour Tech The Resource Teacher for certain cases	With repetition of behaviours, the consequences are more severe. A preventive retreat may be necessary for the school team to coordinate its actions and how to best support the student. - Notify the parent/guardian. - Meeting with the staff member and a member of the Behaviour Evaluation Team (Level SET, Behaviour Tech, Resource Teacher or Admin) to have a class-level contract with precise expectations the student must respect. - Confiscate personal electronic devices for 5 school days (drop off system). Subsequent instances of plagiarism = Redo the work or dock part of the marks for the assignment.

MAJOR OFFENCE

A **major offence** involves behaviour that significantly impacts the **physical, sexual, or psychological well-being of others**, poses a **safety risk**, or **severely disrupts the learning environment** and goes against Ministerial Framework. These behaviours require **immediate intervention** and may result in suspension or other disciplinary measures.



IMPORTANT: According to the QHS Cellphone Policy, refusal to cooperate when a student is caught with a personal electronic device constitutes an act of insubordination. This means that the sanctions regarding stage 3 or stage 4 behaviours apply.

Response to Major Offences:

First Occurrence	• Parents/guardians are contacted immediately. • A formal warning is recorded in their file for monitoring purposes. ○ The student may be assigned a one-day in-school or home-based preventive retreat, allowing time for reflection and discussion on expected behaviours. • A reintegration meeting with the Administration and members of the school team, student, and parents is required before the student returns to their regular school schedule. • Members of the school team include an Administrator, Behaviour Technician, and any other staff member involved in the situation such as a classroom teacher, level SET, etc. Refusal to hand in a personal electronic device constitutes insubordination. Therefore, when a student refuses to cooperate, they will get a preventative retreat and a meeting with the parents will be set.
Subsequent Occurrences	• Parents/guardians are contacted immediately. • A formal warning is recorded in their file for monitoring purposes. ○ The student may be assigned a 2 to 5-day home-based retreat, allowing time for reflection and development of an action plan which will include restorative justice practices. • A meeting with the Administration, and members of the school team, student, and parents is required before the student returns to their regular school schedule. A member of the multidisciplinary team will be involved. <i>Members of the school team include an Administrator, Behaviour Technician, and any other staff member involved in the situation such as a classroom teacher, level SET, etc.</i>
Ongoing or Severe Cases	• The administration reserves the right in collaboration with the school board's approval to suspend the student for an indeterminate period depending on the severity of the situation. • Academic support measures will be put in place within a reasonable lapse of time to ensure the student continues their learning (academic and social-emotional). • If necessary, the school board may review the case and recommend alternative schooling arrangements, school transfers or an expulsion if warranted.

Examples of Major Offences:

Stage 3 Major offences that require Support Measures monitored			
	These behaviours are considered major offences and require more substantial interventions. ▪ Breach of contract; minor offences persist. ▪ Disrespecting class, school expectations. ▪ Skipping class. ▪ Vandalism, littering, disrespect of the physical environment. ▪ Disrespectful or inappropriate symbol on articles of clothing for a high school environment (drugs, alcohol, sexual in nature, gang-related, etc). ▪ Plagiarism. ▪ Refusal to comply with the staff's instructions when caught with a personal electronic device.	The student The teacher The SET in the classroom The parent The Behaviour Tech The Resource Teacher for certain cases The Administration The School Board	First offence: Depending on the gravity of the event, a minimum of 1-day suspension with a reflection assignment at home and feedback to parents at the end of the day. Consecutive offences: 2 to 5 days of suspension depending on the type of incident. A reintegration meeting with at least 1 parent/guardian, members of the Behaviour Evaluation Team, including the teaching staff when pertinent. Subsequent occurrences may lead to an alternative suspension with a partner of the school board, for a minimum of 3 days. Plagiarism = Redo the work, redo the work in mandatory remediation or dock part of the marks for the assignment.
Stage 4 Major offences that require removing the student for a determined period			
	A major offence is behaviour that greatly affects the well-being of an individual or a group of individuals. ▪ Racism and inappropriate prejudicial behaviour and speech towards groups of individuals (including, but not exclusive to ethnicity, appearance, abilities, sexual orientation, etc). ▪ Chronic absenteeism. ▪ Persistent use of personal electronic devices. ▪ Smoking or vaping in school. substance use, possession of illegal substances or the associated paraphernalia. ▪ Insubordination: Disrespect towards a staff member, such as swearing, threatening, refusing a request from staff. ▪ Intimidating, bullying, harassing, cyber-bullying, threatening another individual, acts of sexual violence. ▪ Violent act, verbal or physical aggression or threat towards anyone, student or adult./ Possession of dangerous objects or weapons.* ▪ Engaging in actions that compromise the safety of others or oneself. ▪ Stealing, extortion, major vandalism. ▪ Taking pictures or videos of anyone without their clear consent or with the intent of misusing it. ▪ Using someone else's account; pretending to be someone else. ▪ Disruptive behaviour during instructional time in the classroom and other school spaces ▪ Misbehaviour that reflects poorly on the reputation of the school during school events on or off campus. ▪ Vandalism, destruction of school property. ▪ Repeated plagiarism.	The student The teacher The SET in the classroom The parent The Behaviour Tech The RT for certain cases The Administration The School Board External Services	<u>A major offence may result in an immediate suspension out of school for an indeterminate period until the school team can analyze the situation.</u> The suspension may be an Alternative suspension format (YMCA) for a minimum of 3 days. Depending on the action, the student may be asked to do "community work" in and around the school to compensate for their actions. *Any subsequent act of bullying, violence, racism, or intimidation (verbal, written, physical, mental) will result in an immediate 5-day suspension. Depending on the gravity and recurrence of the offence the following may be applied: - A call to Youth Protective Services (DPJ). - An alternative schooling format for a prolonged period. - A recommendation for expulsion from the School Board. Plagiarism = At this level, the student automatically gets zero.

REPORTING PROCEDURES

Students, staff, and parents are encouraged to report violations of the Code of Conduct to:

- In person or by email, to any staff member: teachers, special education technicians, readaptation officers, counsellor in academic training, secretaries, janitors, school administrators, etc.
- Through the anonymous reporting system (see School Website).

Reports will be kept confidential to the extent possible and addressed promptly.

CONCLUSION

The QHS Code of Conduct reflects our shared commitment to building a community where everyone feels safe, respected, and empowered to thrive. Guided by our five core values—**respect, integrity, kindness, self-control, and open-mindedness**—we strive to create an environment that nurtures growth, collaboration, and mutual understanding.

These values are not just ideals; they are the foundation of how we interact, learn, and lead. They shape our decisions, our relationships, and our collective journey.

Together, we live by our mantra:

Learn Together, Live Together, Lead Together!

- We **learn together** by embracing curiosity, listening actively, and growing through shared experiences.
- We **live together** by fostering a culture of empathy, inclusion, and support.
- We **lead together** by modeling our values, inspiring others, and working toward a better future—together.

Let this Code of Conduct be a living promise to ourselves and each other: to uphold our values, honor our community, and lead with purpose.

📌 *If you have any questions or concerns, please reach out to the school team. Together, we can support our students in becoming responsible, respectful, and engaged learners.*

This Code of Conduct was last updated and adopted by the QHS Governing Board on September 9, 2025.