

STUDENT CODE OF CONDUCT

(Expectations and Guidelines for Student Behaviour)

**NDSS – Learning Alternatives Site and
NDSS - Learning Alternatives
Annex-Based Schools and Programs**

2015-2016



Nanaimo District Secondary School

And



Code of Conduct: Guidelines for Student Behaviour

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**STATEMENT OF PHILOSOPHY FOR NDSS AND LEARNING
ALTERNATIVES**

Our school provides learning opportunities enabling students and staff to achieve personal excellence and pursue their passions in an inclusive, supportive, and respectful environment. We educate students by teaching skills and modeling attitudes needed to become successful lifelong learners and responsible, caring school and global citizens. Our school honours dignity, purpose, and options for all.

June, 2015

Notre école offre des opportunités d'apprentissage permettant aux élèves et aux enseignant(e)s de réaliser leur propre excellence et de poursuivre leurs passions dans un milieu inclusif, positif, et respectueux. On instruit les élèves en enseignant les habilités et en modelant les attitudes nécessaires pour devenir des apprenant(e)s à vie ainsi que des citoyen(ne)s scolaires et globales/aux responsables et bienveillant(e)s. Notre école fait honneur à la dignité, aux buts et aux options pour tous et pour toutes.

June, 2015

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Preamble

The NDSS-Learning Alternatives site and annex schools serve as the educational and operations centre for a variety of student learning opportunities both at the local school level and district level. These include educational services to approximately 1850 students through the NDSS Dual Track English and French Immersion Programs, ND Skills for Life Program, Francophone Program, District Skills for Life Program, Career and Technical Centre (ACE IT, Secondary School Apprenticeship, Work Experience, and Introduction to Trades Programs), NLPS/VIU Dual Credit Program, Learn@Home K-7, Learn@Home 8-12, District Alternate Programs (VAST, Aboriginal Outreach Community Of Learners, Ravens' Lelum Teen Parent Learning Centre, and the Outreach Wellness and Learning Centre), and Continuing Education (VAST, Snuneymuxw House of Learning, and Nanaimo Correctional Centre Educational Programs).

Statement of Purpose

- To establish and maintain a safe, caring, orderly environment for purposeful learning.
- To establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities.
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school activity at any location.
- To promote and publish 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, family status, physical or mental disability, sex or sex orientation – in respect to discriminatory publication and discrimination in accommodation, service and facility in the school environment.
- To promote and publish the values expressed in Nanaimo-Ladysmith Public Schools Board Policy NO. 3207, Student Harassment, Intimidation and Bullying, respecting the rights of all individuals as such behaviours can disrupt a student's ability to learn and interfere with the schools ability to maintain an appropriate learning environment.

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NDSS ATTENDANCE POLICY



School Recognition of Attendance

All-Star Islanders Attendance

To recognize students' excellent attendance, NDSS will celebrate at the end of every month, semester, and school year in a variety of ways. Students are eligible to win prizes, or be invited to attend special events for outstanding attendance. If a student is legitimately absent, they start over the next month.

Senior students will receive a school letter of reference which reflects their responsible attendance.

Missed instruction

Missed instruction frequently means **missed opportunities** for students to:

- deeply comprehend course material
- thoroughly understand assignment instructions
- actively participate in lessons and instructional activities

Furthermore, *many in-class evaluations, participation, tests and presentations are learning experiences that cannot be duplicated in the event of absence.* While absence creates a less-than-perfect learning situation, teachers do their best to provide students with alternative appropriate direction that will enable learners to be successful. Nonetheless, we ask that students and parents need to understand the long-term consequences of missed learning.

Teachers will do their best to familiarize students with missed learning outcomes; however completing a missed worksheet or assignment reflects a bare minimum of learning, and is in no way equivalent to attending classes. At NDSS, our teachers provide a classroom-based instructional experience that cannot be replicated with pre-packaged materials.

Students who are absent must accept the responsibility and consequences of missed class work, assignments, tests and quizzes.

Notification of absence

The parent/guardian is expected to:

- telephone **250-740-2000** on the morning of the absence
AND / OR
- send a note stating the date and reason for absence when the student returns to school.



By making this call and / or sending a note, your son/daughter will be recorded as an **Excused Absence** in the new attendance system. Lack of a parent phone call will have your child recorded as an **Unexcused Absence**.

Excused Absences

Short Term:

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- Students should see their teachers regarding missed work at an appropriate time.

Long-term due to illness or adverse family circumstances:

- Parents / guardians should contact their child's counselor.



Family Vacations

Nanaimo District Secondary School does not endorse vacations taken during school time. In order to maintain instructional time as our highest priority, we strongly encourage parents/guardians to schedule non-school related activities during non-instructional time.

Parents/guardians, who choose to have their son/daughter absent from school for an extended period of time, accept responsibility for their child's educational program. There will be no expectation for staff to develop a replacement program for an absence in excess of one week. Distance Learning is an option for extended absences.

Unexcused Absences

An unexcused absence is defined as a student being out of class without the knowledge of the teacher and the approval of a parent or guardian.

Each unexcused absence will be recorded in the online attendance database. Teachers can provide consequences at their discretion for any unexcused absence. Consequences could include parental contact, time served after school, at lunch, etc.

Truancy:

- After **three** unexcused absences, the teacher will *personally* contact home (phone call, email, text) and note time and date of contact; and the student will complete an Unexcused Absence form. The purpose of this form is to encourage students to reflect, assume responsibility, and note respect for the teacher and classmates by attending.
- After **four** unexcused absences, the teacher will send the student to the counsellor to review reasons for absence, make home contact, and refer to coordinator as needed.
- After **five** unexcused absences, the student will be referred to administration. An administrator will meet with a student and make parental contact. Other options include Grounds clean up, Friday School, Restorative interventions, suspension, and/or referral to School Based Team.
- If no significant improvement in attendance results, other educational options will be explored, as the student has opted out of the regular program expectations for attendance.

Monthly Attendance Report

Every month an attendance report will be run. This report will be used to generate a "cause for concern" list to share the names of chronic non-attenders with staff, so all staff can support students in improving attendance. The list will be vetted by counsellors and coordinators, and administrators will be notified of chronic non-attenders. Parents / guardians of these chronic non-

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attenders will be notified with an attendance letter and will be asked to meet with school administration.

Ideas to be discussed with staff to foster student connectedness and commitment to education:

- A “cause for concern” list will be generated in June from report card data to give teachers for school start up in September, so that students with attendance issues this year are flagged for the start of next
- Teachers connect on a daily basis with 1 or 2 students who have significant attendance issues
- Breakfast program promoted and coordinators / counselors / administration attend some days each week to meet with and welcome students
- Promote attendance policy and benefits of attendance at assemblies and parent nights

Conduct Expectations: Acceptable Conduct

Students at the NDSS-Learning Alternatives site and annex locations are supported and expected to behave in a manner that is deemed to be Kind, Respectful, Responsible, and Positive.

While at school, while going to and from school, and while attending any school function or activity at any location, students are expected to adhere to the following socially responsible behaviour expectations by:

1. Acting in a manner that brings credit to the school and those involved with the associated programs (including students, teachers, staff, parents/guardians, and community).
2. Engaging in purposeful and appropriate learning activities in a timely manner.
 - Arriving on time to school and classes expecting to learn, and remain for the duration of the class or activity.
 - Bringing appropriate learning materials, texts and supplies to class or school activities.
 - Participating in class to do the best of one’s ability.
 - Completing all assigned work, thereby gaining the experience necessary for educational growth.
 - Being in expected learning environments at all times during school instructional periods.

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3. Helping to make the school a safe, caring, and orderly environment for self, others, and property.
4. Informing a “tellable” adult, in a timely manner of incidents of bullying, intimidation, and harassment.
5. Demonstrating respect, and ensure safety for:
 - Self
 - Peers
 - Teachers and other staff members
 - the learning materials
 - the building and equipment
6. Accepting personal responsibility for one’s own learning and behaviour.
7. Using the internet and technology safely, responsibly, and in a manner that brings credit to the school environment.

Conduct Expectations: Unacceptable Conduct

In order to be effective a school must offer a safe, supportive and comfortable environment for all students and staff. It is not our intention to publish a long list of rules and consequences, however, students must understand that they are under the authority of the School Act of BC and Policies and Procedures as outlined by the Board of Trustees for Nanaimo Ladysmith Public Schools – School District 68 and, there are several actions which must be treated as serious infractions and for which consequences will be correspondingly served.

The following examples of behaviour, although not an all-inclusive list, are considered unacceptable for students associated with the NDSS-Learning Alternatives Program site or annex schools or programs. As noted, the examples provided are progressive in nature and, as such, the systems of intervention responses that are seen as educative, preventative, and restorative to such potential behaviours will be progressive in nature. Again, these include, but are not limited to behaviours that may contravene District and Ministry Policies or the Criminal Act of Canada. Where warranted, RCMP assistance will be sought. These include:

- Behaviours that:
 - **Interfere with the learning of self.**
- Behaviours that:

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- **Interfere with the learning of others.**
 - The use of foul language directed toward staff or students around the school.
 - Verbal or physical harassment.
 - Physical violence or threats of physical violence.
 - Retribution against a person who has reported incidents.
- Behaviours that:
 - **Interfere with an orderly learning environment.**
 - Willful disobedience to teacher or other adult school personnel (staff, secretaries, custodians, supervision aides, educational assistants and bus drivers).
 - Unwanted on-line behavior or, uninvited use of technology including the use of networked school machines and the use of the school's wifi on personal devices in a manner that interferes with the maintenance of a safe and orderly learning environment

COMPUTER AND ONLINE SAFETY

Inappropriate use of on-line access, including computer use and distribution of materials.

Note: could result in disciplinary action that may include legal action and/or involvement of RCMP.

- Users of the NDSS-Learning Alternatives online systems will not knowingly access, upload, download, store, display, distribute or publish any information that:
 - Is illegal or that advocates illegal acts or facilitates unlawful activity;
 - Threatens or intimidates any person or suggests violence, hatred or discrimination toward other people;
 - Uses inappropriate and/or abusive language or conduct;
 - Contains inappropriate religious or political messages;

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- Violates or infringes the rights of any other person according to the Nanaimo-Ladysmith Public Schools Board policies, Ministry of Education policies, the British Columbia Human Rights Code, or the Canadian Charter of Rights and Freedoms;
 - Is racially, culturally or religiously offensive;
 - Encourages the use of controlled substances, participation in an illegal act or uses the system to incite criminal actions;
 - Is of a defamatory, abusive, obscene, profane, pornographic or sexually explicit nature;
 - Contains personal information , images, or signatures of individuals without their prior informed consent;
 - Constitutes messages of sexual harassment or which contains inappropriate romantic overtones;
 - Solicits any users on behalf of any business or commercial organization without appropriate authorization;
 - Supports bulk mail, junk mail or "spamming";
 - Propagates chain letters, or other e-mail debris;
 - Attempts to hide, disguise or misrepresent the identity of the sender.
- Behaviours that:
 - **Create unsafe conditions.**
 - Causing a false alarm.
 - Causing willful damage to property, including vandalism.
 - Use / consumption or sale / distribution of drugs or alcohol.
 - Acts of:
 - **Academic Dishonesty:**

Integrity is essential to excellence both in education and life. Assessments and other school work are measures of a student's academic performance. Honesty is required to ensure an accurate measurement of a student's academic knowledge. Each assessment must be evaluated on what the student knows or can do in order for the

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student and his/her family to have a clear and accurate accounting of the student's mastery of the material.

When a student chooses to violate academic integrity, it is a behavior infraction. As a result, the teacher will need to find an alternative way to assess the student's knowledge. It is at this point that all parties—parents, teachers, administrators, and the student—work to identify the root cause of the behavior and to help the student learn from the experience in a caring, consistent, and instructive way.

DEFINITIONS

Cheating: Using dishonest methods to gain an advantage -- *Webster's New International Dictionary*

Collusion: A secret agreement or cooperation especially for an illegal or deceitful purpose -- *Webster's New International Dictionary*

Plagiarism: To steal or purloin and pass off as one's own the ideas, words, artistic production of another; to use, without credit, the ideas, expressions or productions of another. -- *Webster's New International Dictionary*

CLASSIFICATIONS OF ACADEMIC DISHONESTY

As a guiding principle, academic dishonesty includes, but is not limited to, cheating on schools assessments (formative or summative), plagiarism or collusion. Additional classifications may be added at any point.

1. Copying homework or allowing someone to copy your homework.
2. Letting your project partner do all the work and just putting your name on the final project.
3. Sharing test questions and/or answers with other students either verbally or electronically (i.e. text messages, IPODS, earphones, calculators with memory systems, PDAs, Bluetooth technology.)
4. Looking on another's test/quiz or allowing another to copy a test/quiz.
5. Submitting other's work as your own with or without the other

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person's knowledge. (i.e. plagiarism.)

6. Working with others on an assignment that is designed to be done individually.
7. Downloading essays etc. from the internet and submitting as your own.

GUIDELINES FOR TESTING

- In order to create the best testing environment, a standard protocol and responsibilities will be established for both students and teachers. During a testing situation, the student has the following responsibilities:
 1. Act honestly and with integrity.
 2. Adhere to the academic integrity policy.
 3. Follow the teacher's directions and testing protocol.

CONSEQUENCES FOR VIOLATING ACADEMIC INTEGRITY

- A violation of academic integrity is a behavioral infraction and shall be treated as such. All offenses are cumulative for all courses over the high school academic career.

If the behavior warrants it, the administration may increase the level of consequences based on the facts and the violations of other policies.

PROCEDURES FOR REPORTING ACADEMIC DISHONESTY

1. If a staff member has belief that a student violated the academic honesty policy, he/she will discuss the incident with the student.
2. The staff member will complete a behavior referral form and submit it to the principal or designee outlining the infraction.
3. The staff member will inform the parent(s) of the infraction via the phone or a letter.
4. The teacher will set a date and time not to exceed 4 school days of the violation to complete an alternate assessment.
 - If a student fails to complete it within the stated timeframe, the teacher will issue a score of zero.

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5. The administration will meet with the student, and parent(s) if required, to review the incident and to establish the consequences. A follow-up meeting may be necessary to review the student's actions subsequent to the incident.
 6. The violation will be entered into the student's discipline record.
- Acts of
 - **Bullying, intimidation, and harassment**, which includes cyber bullying, are behaviours that cause huge safety concerns. They can also disrupt a student's ability to learn and interfere with the school's ability to maintain an appropriate learning environment. Therefore, harassment, intimidation and bullying, constitute serious misconduct which warrants appropriate intervention should it occur and the implementation of educational programs and administrative measures which are designed to prevent it from occurring.

What is bullying?

Bullying can be physical or verbal, or can involve social alienation. It can be direct or indirect.

Direct bullying can include:

- Open assault such as: hitting, punching, kicking, throwing things, jostling, and poking.
- Verbal taunts or open and overt threats to harm the other individual.

Indirect bullying can include:

- Teasing, criticism gossiping spreading malicious rumours, threatening to withdraw friendship, social isolation or exclusion from the group.

When determining whether a specific behaviour is bullying by nature, school administration will consider if the act or behaviour is:

- repeated over time
- intended to hurt
- involves a power imbalance
- received negatively by the person(s) affected.

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What is intimidation?

Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- Verbal threats: threatening phone calls, threats of violence against a person or property
- Physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- Defacing or stealing victim's property
- Daring or coercing victim to do something dangerous or illegal
- Extortion (demanding payment or goods for victim's safety)
- Inciting hatred toward victim
- Setting up a victim to take blame for an offence

What is harassment?

Harassment is any unwelcome or unwanted act or comment that is harmful, degrading, humiliating, or offensive to another person. A particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours can be considered harassment:

- Condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- Social isolation, exclusion from a group, threatening to withdraw friendship
- Repeated unwanted communication
- Unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin

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- Insulting graffiti directed at an individual or group
- Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

What is sexual harassment?

This serious student misconduct can take many forms including making unwelcome, offensive or inappropriate sexually suggestive comments, gestures or jokes; standing too close, inappropriate touching, cornering or stalking a person; or displaying offensive or inappropriate sexual illustrations on school property.

Sexual harassment can occur in any gender combination: male to male, male to female, female to female or female to male.

Sexual harassment occurs when:

- unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment; or
 - submission to or rejection of the harasser's sexual demands interferes with the right of the student to obtain an education or the ability of an individual to perform work.
- Acts of:
 - **Intolerance** – the school will treat seriously behavior or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, (prohibited grounds set out in the BC Human Rights Code).
 - Illegal acts, such as:
 - **Possession, use or distribution / sale of illegal or restricted substance**, including alcohol, drugs, or controlled substances or being under the influence of illegal or restricted substance while at school or at a school function, wherever or whenever held.

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Where there are reasonable grounds to conclude that a student is in possession of a substance for the purpose of selling, supplying or making available at school functions or while under the jurisdiction of the school, the principal, or designate, should normally suspend the student immediately, inform the parents, and report the incident to the Assistant Superintendent's Office.

- **Possession or use of a weapon** (any instrument designed or used to inflict injury or to intimidate another person).
- **Theft of or damage to property.**

Consequences for Unacceptable Conduct

Rising Expectations

As noted in the previous section, expectations for student performance and disciplinary decisions are based on a model of progression. As students become older, more mature, and move through successive grades, there comes an increased expectation for personal responsibility and self-discipline. Likewise, there is also a progression of consequences for inappropriate behaviour that follows this increased level of expectation.

Consequences

When considering appropriate disciplinary action, in response to violation of behavioural expectations, the severity and frequency of unacceptable conduct as well as age and maturity of the individual student will be determinants in the decision-making process. Disciplinary decisions will adhere to District and Ministry Policy Guidelines and will be employed with consistency and fairness. Disciplinary action, whenever possible, will be preventative and restorative, rather than merely punitive. Students, as often as possible, will be encouraged to participate in the development of meaningful consequences for violations of the established parameters of acceptable conduct. The primary function of disciplinary decisions will be the promotion of an education that nurtures informed citizens who contribute resourcefully to human development and social change within safe, caring and orderly school environments.

As noted, responses, interventions, or consequences for unacceptable conduct will:

- Be consistent and fair.
- Whenever possible, be educative, preventative, and restorative, rather than merely punitive.

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- As often as possible, include student participation in the development of meaningful consequences for violations of the established code of conduct.

Special considerations may apply to students with special needs if these students are unable to comply with the code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. In these instances, consideration of student needs should be identified through a Behavioural Support Plan, Staff Safety Plan, or specific goals as outlined in the Individual Education Plan, with notification to staff who support the individual student's progress.

Intervention Responses

- Step 1: Discussion between the student and staff member occurs. When a student chooses not to meet behavioural expectations, there will be natural, logical and consistent consequences. Staff members will handle minor indiscretions.
- Step 2a: Counselling Office Referral forms are issued for first time behavioural offences that are not considered to be "major" violations by nature. Counsellors will be available for providing problem solving and supportive intervention strategies.
- Step 2b: Student Learning Services Coordinator Referral forms are issued for students not meeting expectations of academic performance standard or commitment. Instructional Coordinators provide instructional support to students in order to assist students to move along the expected continuum of learning.
- Step 3: Office Referral Forms to school administration are issued for major offences (i.e. smoking on grounds or during school-related functions, bullying, cyber-bullying, inappropriate cyber content, fighting, physical abuse of others, defiance of authority, truancy, disrespectful / abusive language, substance use / possession, weapons, theft, vandalism / defacing of school property, acting in a manner which discredits the school) and continual defiance of school rules.

The consequences of such inappropriate behavior will depend on the circumstances. Depending on the severity and frequency of the misbehavior, options could include: grounds clean up, detention, "Friday School" referral, in-school or out-of-school suspension, and / or a variety of interventions, which may include Restorative Justice.

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Notification

Students and parents/guardians are to be made aware that school officials may have a responsibility to advise other parties of serious breaches of the code of conduct. This notification includes:

- 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 it.

Appeal Process

Parents or guardians wishing to appeal a student suspension will be afforded the opportunity to make such an appeal to the principal of the school. Appeals of a school decision can be referred to the Assistant Superintendent.