



Code of Conduct and  
Duncan MacMillan High School Student Handbook  
2015 - 2016

Principal: Mrs. R. Reynolds  
Vice-Principal: Mr. M. McWatters

## **Positive Effective Behavioral Support System:**

The DMHS PEBS matrix, promotes **respect for self, others, learning and the environment**. The matrix defines the proactive, school-wide system to support the students of DMHS. The goal of the system is to define, teach and support appropriate behaviors within the school community. In the event that discipline of a student is required a staged approach is used.

<b>EXPECTATIONS Attendance &amp; Punctuality</b>	<b>Regular attendance is vital for ongoing learning. Punctuality demonstrates respect for fellow students, teaching staff and the instructional process.</b>
Examples of Acceptable Behaviour	Being on time for registration – Students are on time if they are in their assigned class before the playing of O’Canada. Being on time for every class – Students are considered on time if they arrive with the majority of the class members. Regularly attending school – DMHS is participating in the HRSB attendance protocol for schools. See Appendix 1. Completing “Extended Absences Form” for planned absences of 3 or more consecutive instructional days. See appendix 2.
Examples of Unacceptable Behaviour	Coming to school late. Arriving late for class. Being absent for unacceptable reasons.
Reasons for Expected Behaviour	Tardiness interrupts teachers and classmates and interferes with the learning process. It also deprives students of valuable instruction time. Being on time for all assigned classes is necessary for learning.
Compulsory Consequences	Recorded in SIS as being absent and/or late. Student will be made aware that tardiness and/or unexcused absence is not acceptable and will not be tolerated. Any senior high student who is late three (3) times for a <u>subject</u> will be marked one unexcused absence. <b>For clarification: 3 lates in any one subject = 1 unexcused absence.</b>
Optional Consequences	a) Loss of privileges such as attending school dances or attending DMHS special events. b) Referral to office c) Notification of parents d) Suspension

<b>EXPECTATIONS Academic Performance and Work Habits</b>	Being prepared and having a positive attitude is necessary for learning to be accomplished. The use of personal electronic devices will be permitted when supporting outcome based activities during instructional time. Tubs will be available for proper storage of electronic devices if required. Students may be asked to leave their cell phone in the classroom tub when requesting to leave class during instructional time for washroom etc.
Examples of Acceptable Behaviour	Come to school prepared, with necessary materials. Example: pencil, pens, notebooks, textbooks. Actively engage in the learning process, listen and follow instructions Participate in class discussion, activities, working with peers Display a positive, co-operative attitude Complete assigned class work and homework assignments to one's personal best. Students at DMHS are expected to pass each of the courses in which they have registered.
Examples of Unacceptable Behaviour	Coming to class unprepared, not completing work in class, not completing assignments, or having personal electronic devices turned on during class time. Using cell phone for "Sexting" and "Cyber Bullying".
Compulsory Consequences	Notification by teacher Work to be completed during academic support Loss of personal electronic devices at school
Optional Consequences	Notification of parents Loss of privileges Loss of electronic device Referral to office Suspension

### **NOTES RELATED TO STUDENT NON-PERFORMANCE:**

The Nova Scotia Provincial School Code of Conduct Policy indicates that students, parents, teachers, support staff, principals, and school boards share responsibility for creating a school-wide approach to maintaining a positive and inclusive school climate where all students are supported to develop healthy relationships, make good choices, and achieve success in their learning.

Students at DMHS do not have the option of opting out of the learning process. This means that all students must engage and, while teachers will make every effort to accommodate different learning styles, students may not choose to withdraw from the learning processes that are fundamental to the operation of our school. Chronic non-performance will be dealt with as a discipline matter and will not be tolerated.

<b>EXPECTATIONS</b> <b>Safety, civil behaviour, personal space</b>	<b>Students are to show respect for the personal property and safety of others and respect for each other, while on school property or property adjacent to the school, or while attending a school-related activity.</b>
Examples of Acceptable behaviour	Co-operating with others. Treat others with respect and courtesy. Providing walking space for staff, students and visitors in the hallway. Cleaning mess left on cafeteria tables. Refraining from putting garbage in desks, hallways, or any inappropriate areas. Keeping desks and lockers clean and orderly. Returning materials to proper place (where found). Moving about the school in safe manner. Proper use of recycling bins.
Examples of Unacceptable behaviour	Pushing, shoving, bumping, tripping, spitting. Running in the halls or classrooms. Engaging in affectionate acts such as kissing on the lips. Throwing snowballs/rocks or other dangerous objects. Littering.
Reasons for expected behaviour	Co-operating with others by respecting their personal/public space promotes courtesy and safety in the school environment.
Compulsory Consequences	Discussion with student
Optional Consequences	Referral to office. Loss of privileges. Notification of parents. Warning letter. Replace/repair damaged property. Suspension.

<b>EXPECTATIONS</b> <b>Honesty and responsibility</b>	<b>Honesty promotes trust and builds courtesy, respect, self-esteem and a feeling of self-worth.</b>
Examples of Acceptable behaviour	Telling the truth at all times. Asking permission before using others belongings or property. Taking responsibility for their actions.
Examples of Unacceptable behaviour	Taking things without asking (stealing). Cheating during a test or an exam. Taking something from someone else and losing it or breaking it. Copying homework completed by another. Lying. Plagiarism (taking the work of another and presenting it as your own).
Compulsory Consequences	Discussion. Automatic “0” for cheating Parent/Guardian Contact Minor/major referral
Optional Consequences	Re-doing work and/or granted the opportunity to write a new test during academic support time. Loss of privilege. Verbal/written apology. Warning letter. Replacement of stolen or damaged article. Suspension. Notification of police.

<b>EXPECTATIONS</b> <b>Appropriate clothing and dress</b>	<b>The wearing of appropriate clothing fosters a positive learning environment and demonstrates respect for self and others.</b>
Examples of Acceptable behaviour	<p>All students will remove hats during our national anthem and assemblies. Any student may wear a hat in the hallways or in class and on a designated fundraiser hat day if they choose to participate.</p> <p>All students are encouraged to wear gym clothes for physical education.</p> <p>Students must not expose breasts, buttocks, lower backs or bellies and underwear must not be showing.</p> <p>Tops and bottoms must meet.</p> <p>No muscle shirts or inappropriate slogans on clothing.</p> <p>The length of shorts, skorts, dresses or skirts must be at least to the mid-thigh, as measured by the length of the student's hand from the centre of the knee to the hem of the clothing.</p> <p>Wearing proper footwear in the gymnasium.</p> <p>Dress for dances may be flexible; however, students are expected to cover the breasts, chest, bottom and most of the belly area.</p>
Examples of Unacceptable behaviour	<p>For the school year 2016/2017 grade 7,8 &amp; 9 students will not be allowed book bags/back packs in the classroom/lab. Their bookbags are to be left in their lockers and not brought to class/lab.</p> <p>Wearing t-shirts or other articles of clothing/accessories with inappropriate slogans/pictures, profane language, or those that depict or promote the use of illegal substances.</p> <p>Wearing neck chokers intended for use with animals.</p> <p>Wearing studded accessories that may pose a safety hazard.</p> <p>Wearing outdoor footwear in the gymnasium.</p> <p>Wearing heavy outside coats and jackets in the classroom.</p>
Reasons for expected behaviour	Students are to wear clothing appropriate for school and extra curricular school activities; however, school dances will be flexible. At the senior prom, formal wear is suggested.
Compulsory Consequences	<p>Discussion.</p> <p>Change offensive clothing.</p> <p>Warning.</p>
Optional Consequences	<p>Referral to Guidance Counsellor.</p> <p>Educational component.</p> <p>Detention or loss of privilege.</p> <p>Referral to office.</p> <p>Notification of parents.</p> <p>Suspension.</p>

<b>EXPECTATIONS</b> <b>Smoking</b>	<b>Students are to follow the School Board Policy on smoking, which disallows smoking on school property or in school buildings or on school- related trips and the Provincial Policy on smoking, which became law on January 31, 2003.</b>
Examples of Acceptable behaviour	No smoking on school property or while attending a school related activity.

Examples of Unacceptable behaviour	Smoking in the school building. Smoking on the school grounds or while attending a school related activity. Trafficking of tobacco products including e-cigarettes and/or paraphernalia.
Reasons for Acceptable behaviour	Smoking is hazardous to health and illegal for persons under 19 years of age. Everyone has the right to a healthy, safe learning environment. <b>Senior Students</b> who have permission to leave school property to smoke by their parents are asked to be considerate of others regarding smoking odors on their person. Research has proven that second hand smoke can cause cancer.
Compulsory Consequences	Suspension. Confiscation of cigarettes for the purposes of destruction. Notification of parents. Upon return to school, student will be encouraged to meet with Students Services to discuss smoking cessation options.
Optional Consequences	Loss of privileges. Strongly recommended a smoking cessation program. If a student has been trafficking tobacco products and/or paraphernalia, the RCMP may be contacted.

<b>EXPECTATIONS</b> <b>Respect for self and others in the school environment</b>	<b>Everyone has the right to be treated with dignity and courtesy.</b>
Examples of Acceptable behaviour	Speaking to others in a friendly or appropriate manner. Complying with the rules of the school and individual classrooms. Showing courteous behaviour to all staff, visitors and fellow students: Greetings, apologies, respectful behaviour, please/thank you, compliments. Extending appropriate courtesy to guests, presenters and all visitors to our school in the classroom in the hallway and during an assembly.
Examples of Unacceptable behaviour	Talking back. Not responding when spoken to. Arguing with a person in authority. Using profanity. Booing. Making objectionable noises/gestures. Giving dirty looks. Verbal abuse. Writing or speaking rude, crude or obscene language.
Compulsory Consequences	Discussion/Education for understanding in respecting diversity. Notification of parents of inappropriate behaviour.

Optional Consequences	Referral to counseling. Restorative Justice circle meeting. Loss of privileges. Contract. Verbal/written apology. Referral to office. Warning letter. Suspension.
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## **NOTE:**

Students and Parents should refer to the Halifax Regional School Board Policy on Race Relations, Cross-Cultural Understanding and Human Rights.

### **Leaving School Early/Noon Breaks**

Students are considered to be under the jurisdiction of the school from the time they board the buses in the morning until they get off the buses in the afternoon.

Junior high students are to remain at school during the school day. Parent/Guardian is required to pick up, sign out and return their son/daughter to the school if required to leave the school during the instruction day. It is essential that any departure from this routine occur with the knowledge and **written** consent of the school and the home. Therefore, any student who must leave school early are required to:

1. Request permission from Administration to leave early
2. Obtain and confirm **written** parental permission
3. Be signed out by subject teacher
4. Sign in and out at the office before leaving and returning

### **Cancellation of School**

School cancellation announcements will be made as early as possible on local radio stations, the Halifax Regional School Board's school cancellation line (464-4636) and/or the HRSB website ([www.hrsb.ca](http://www.hrsb.ca))

Occasionally, during bad weather, there are times when the buses will not be travelling on some roads in our school catchment area. If this should occur, please leave a message on the absence line so that your child(ren)'s attendance will be recorded accurately in PowerSchool.

### **Midday Closure**

In the event school is closed during the day, it is the responsibility of all parents/guardians to ensure their child(ren) have a safety plan in place. Teachers of grades 7 & 8 will make contact, prior to dismissal, in the event of a mid-day closure. Please limit your calls to the school, in the event of a mid-day closure as phone lines will be busy.



Parents/guardians are reminded to ensure that your child(ren) are properly dressed for the weather conditions.

**Please inform the office in the event of a change in any home phone number(s) or emergency contact numbers as soon as possible.**

<b>EXPECTATIONS</b> <b>Respect for School Property</b>	<b>Students are to show respect for school property, and the property of others, while attending school and related activities.</b>
Examples of Acceptable behaviour	Students are expected to treat all school property with care, including but not limited to: <ul style="list-style-type: none"><li>a) Textbooks</li><li>b) Library books</li><li>c) Classroom materials and equipment</li><li>d) Furniture, building, etc.</li><li>e) Grounds – litter free (inside and outside)</li><li>f) Buses</li><li>g) Personal property of staff, students and visitors</li></ul>
Examples of Unacceptable behaviour	Writing, marking, tearing pages (damaging) textbooks, library books, etc. Losing or taking (stealing) textbooks, library books, classroom books, etc. Defacing school property. All forms of vandalism. Writing on desks. Writing on walls (bathroom stalls). Littering on school grounds.
Reasons for Acceptable behaviour	Treating property with respect saves money, keeps the school environment safe and promotes a positive public image.
Compulsory Consequences	Clean, repair or replace necessary items. Pay financial restitution to the school for damages. Pay for repair or replacement of damaged or lost textbooks, library books.
Optional Consequences	Notification of parents. Loss of privilege. Suspension.

# Provincial School Code of Conduct Policy

## 1. Introduction

Students, parents, teachers, support staff, principals, and school boards share responsibility for creating a school-wide approach to maintaining a positive and inclusive school climate where all students are supported to develop healthy relationships, make good choices, and achieve success in their learning.

All members of Nova Scotia's school communities have a role to play in the awareness and prevention of unacceptable behaviour.

The provincial school code of conduct policy applies to all public schools and school boards in the Province of Nova Scotia. All students and school members in Nova Scotia are required to follow this provincial school code of conduct policy, which is governed by the Education Act.

## 2. Definitions

"Parent" as defined in section 3(1)(t) of the Education Act includes, except in the definition of entitled parent, a guardian and a person acting in *loco parentis* to a child.

"School members" refers to students and all adults whose roles or jobs place them in contact with students in school settings and school activities. School members include students, principals, teachers, parents, staff employed by the school board, other staff engaged to provide services at the school, volunteers, visitors, and any persons who have contact with students and staff.

"Provincial school code of conduct policy" means the policy established by the Minister under clause 141(ja) of the Education Act.

## 3. Establishing Safe and Inclusive Learning Environments

Nova Scotia's provincial school code of conduct policy establishes standards of behaviour for all schools and is built on the following expectations:

- Unacceptable behaviour will be responded to immediately.
- Schools will use proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are conducive to teaching and learning.
- When responding to unacceptable behaviour, schools will
  - give first consideration to the safety and security of students, staff, and other members of the school community
  - assist students with developing new behaviours and strategies to reduce the reoccurrence of unacceptable behaviour
  - address consequences in a fair manner that does not disproportionately impact students based on race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance
  - use restorative strategies, when appropriate
  - consider the impact that consequences may have on the student(s) adversely affected by unacceptable behaviour, such as
    - decisions regarding the appropriate placement within the school or school board of the person initiating the harm
    - allowing the person harmed the opportunity to provide a statement in cases where consequences result in a suspension appeal process
    - remove students from class only after acceptable strategies have been implemented to support a change in behaviour or as necessary to maintain a safe learning environment and ensure the student's return to their regular class when it is safe to do so
    - provide academic support when a student is removed from class or suspended from school for up to 10 days and take into consideration the use of in-school suspensions provided that the student can continue their work in a classroom designated by the principal for in-school suspensions, a teacher or principal is present to supervise the students, and the principal

notifies the student and the student's parents of the reasons for the in-school suspension, as soon as is reasonably possible<sup>1</sup>  
formalize community partnerships that enhance community and school-based supports to students and families

#### **4. Roles and Responsibilities**

**The Department of Education and Early Childhood Development is responsible for**

- establishing the provincial school code of conduct policy in consultation with school boards and other partners in education
- reviewing the provincial school code of conduct policy every two years
- communicating the policy to school boards

**School boards are responsible for**

- communicating the provincial school code of conduct policy to schools
- ensuring consistent implementation of the provincial school code of conduct policy in all schools and classrooms
- providing annual professional development to principals on the provincial school code of conduct policy and proactive approaches to prevent unacceptable behaviours
- implementing requirements for recording and tracking and reporting incidents of unacceptable behaviour in all of its schools
- reporting as required by the Minister aggregate data on incidents of unacceptable behaviours
- monitoring incidents of unacceptable behaviour in all of its schools to identify areas requiring more supports
- providing alternative arrangements for the education of any student who has been suspended for more than 10 school days

1. The use of suspension, other than in-school suspensions, shall be in accordance with sections 122 to 126 of the Education Act.

• implementing the following protocol to allow a student or a student's parent to express concerns or resolve a complaint in relation to an alleged incident of unacceptable behaviour and the interventions or consequences resulting from the alleged incident. In responding to an alleged incident and consequences, students or parents are required to address their concern in the following order:

1. with staff at the school where the alleged incident took place
2. with a board Coordinator of Student Services or other supervisory staff identified in a board's Parent Concern Protocol if the concern cannot be resolved at the school
3. with the Director of Programs and Services or School Administration, if the concern cannot be resolved with assistance from supervisory staff identified in step 2
4. with the Office of the Superintendent, if the concern cannot be resolved with the assistance of a director

**Schools are responsible for**

- implementing the provincial school code of conduct policy
- communicating the provincial school code of conduct policy to students, parents, and other school members
- recording and tracking incidents of unacceptable behaviour, both intentional and unintentional, through the provincial online Incident Referral Form. All records of incidents of unacceptable behaviour will identify
  1. the student's name and student number
  2. whether the student is receiving additional behavioural supports through the Program Planning Process
  3. the date, time, and location of the incident
  4. the category of behaviour

5. factors contributing to the incident
  6. a description of the incident
  7. a description of related incidents
  8. prohibited articles involved in the incident
  9. the target of the incident
  10. actions and consequences taken in response to the behaviour
  11. administrator's comments
- monitoring incidents of unacceptable behaviour of all students to identify areas requiring more supports

## 5. Provincial School Code of Conduct

All students and members of a school community will feel and be safe in their school. Each person will contribute to a safe and inclusive learning environment.

Unless immediate action is necessary to maintain a safe learning environment, schools will support and promote positive student behaviour through programs of prevention and intervention.

### Acceptable Standards of Behaviour

All students and school members will

- show respect for the rights, property, and safety of themselves and others
- accept personal responsibility for their behaviour
- demonstrate socially appropriate behaviour
- respect and appreciate diversity of all school members regardless of their race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance
- treat school property and the property of others with a reasonable standard of respect
- attend regularly and punctually as required under section 24 of the Education Act
- show respect for the roles and responsibilities of students, principals, teachers, parents, volunteers, and the school board
- demonstrate respect for the learning environment of the school and the classroom and school activities and events
- demonstrate and promote positive behaviour through the avoidance of all types of violence
- use information and communications technology, including the Internet, digital resources, and e-communication, and all forms of social media in a responsible and acceptable manner consistent with the Nova Scotia Public School Network Access and Use Policy and the Cyber-safety Act (2013)
- refrain from all forms of bullying and cyberbullying, intimidation, racism, and discrimination
- refrain from the possession of any weapons
- refrain from the use of items as weapons intended to harm another person or themselves
- refrain from the possession of, or being under the influence of alcohol, drugs, and all other forms of intoxicants on school property

### Promoting Acceptable Behaviours

Some behaviours—such as failure to follow directions, shoving and pushing, profanity that is not directed at another person, disrespectful behaviour that shows disregard for a teacher's or other supervising adult's position—will be addressed by teachers and administrators in the course of their daily work in classrooms and supervision of students in other areas of the school. Responses to these behaviours may include student and/or parent conferences, creating a plan for restitution, coaching students to help them learn new behaviours, restorative approaches, and/or detention as a time to reflect.

## 6. Responding to Unacceptable Behaviour

Unacceptable behaviours (defined in Appendix A) endanger the well-being of others, result in damages to property, and/or significantly disrupt learning environments. Unacceptable behaviours are referred to the office through the provincial online Incident Referral Form and where appropriate, will be addressed in a progressive manner (see Appendix B) through consequences that may include in-school

or out-of-school suspensions.

Responses to unacceptable behaviour will

- be appropriate for the student's age and stage of development and consider a student's special needs where the behaviour is determined to be unintentional
- be consistent with standards established in the provincial Special Education Policy, when supporting students with special needs programming relating to behaviour
- reflect the severity of the behaviour
- take into account the frequency and duration of the behaviour
- be chosen primarily for their educational value
- occur in a timely fashion
- reflect an individualized approach to discipline
- be fair and equitable and respect the dignity of all involved

A principal may consider suspending a student for up to 10 school days, if the principal believes a student has engaged in any of the following activities while on school grounds, on property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program, at a school bus stop or on a school bus, or off school grounds if any of these behaviours (listed alphabetically below) disrupt the learning climate of the school:

- bullying
- cyberbullying
- discriminatory behaviour
- illegal activity
- insubordination
- misuse of network or online resources
- physical violence
- racist behaviour
- repeated use of tobacco or e-cigarettes
- sexual assault
- sexual harassment
- sexual misconduct
- significant disruption to school operations
  
- use or possession of
  - alcohol
  - drug-related paraphernalia
  - illegal drugs
  - weapons
- vandalism
- verbal abuse

A principal may recommend to the school board that a suspension be extended for a period greater than 10 days. Decisions regarding extended suspension will be made following the protocol outlined in section 124 of the Education Act.

### **Responses Specifically Forbidden**

The following consequences are prohibited:

- corporal punishment (for students under 16 years, this contravenes the Family and Children's Services Act and is reportable under Section 23(1); for students over 16 years, this is common assault)
- attributing collective responsibility, including group punishment
- course/program withdrawal by the principal for non-attendance or poor attendance (pending the development of the Ministerial Attendance Policy)
- reducing or not awarding marks or assigning extra school work, projects, or assessments

## Appendix A: Definitions of Unacceptable Behaviour

**Bullying** Bullying means behaviour, typically repeated, that is intended to cause or should be known to cause fear, intimidation, humiliation, exclusion, distress or other harm to another person's body, feelings, self-esteem, reputation or property, and can be direct or indirect, and includes assisting or encouraging the behaviour in any way.

**Cyberbullying** Cyberbullying means any electronic communication through the use of technology including, without limiting the generality of the foregoing, computers, other electronic devices, social networks, text messaging, instant messaging, websites and electronic mail, typically repeated or with continuing effect, that is intended or ought reasonably be expected to cause fear, intimidation, humiliation, distress, or other damage or harm to another person's health, emotional well-being, self-esteem, or reputation, and includes assisting or encouraging such communication in any way.

**Discriminatory behaviour** Discriminatory behaviour includes any discrimination based on race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance.

**Illegal activity** Committing any act, or inciting others to commit any act, involving a serious civil wrong or crime such as, but not limited to, stealing and possessing or selling stolen property.

**Insubordination** Behaviour that conveys a deliberate disregard for a person's authority and position (e.g., teacher, principal, parent, adult in charge of student activities).

### **Misuse of networks or online resources**

Unauthorized access or misuse of networks, online resources, and or e-communications in accordance with the Nova Scotia Public School Programs Internet Access and Use Policy.

**Physical violence** Using force, gesturing, or inciting others to use force to injure a member of the school community.

**Racist behaviour** Racist behaviour includes using racial/cultural slurs, engaging in racial/ethnic name-calling, or actions, or inciting others to use racist language or engage in racist behaviours.

### **Repeated tobacco or e-cigarette use**

Smoking of tobacco, e-cigarettes, or other forms of tobacco use, inside any school building, facility, or vehicle, or on any school property, including school related activities.

**Sexual assault** Sexual assault is any sexual touching or contact without consent as defined by the Criminal Code of Canada.

**Sexual harassment** Sexual harassment is any objectionable, coercive, or irritating comment, communication, action, or attention of a sexual nature that is directed to a person or persons by someone who knows, or ought reasonably to know, that such actions are unwelcome; action or communication with a sexual connotation or component that creates an intimidating, demeaning, or offensive work or school environment, even if it is directed to no person in particular.

**Sexual misconduct** Sexual misconduct includes any behaviour of a sexual nature or connotation that is deemed inappropriate or unacceptable at school or

during any school-related activity.

**Significant disruption to school operations**

Committing acts or inciting others to commit acts that are seriously disruptive to the learning environment or create a safety hazard to students or staff.

**Use or possession of alcohol**

Use or possession of alcohol or being under the influence of alcohol inside any school building, facility, or vehicle, on any school property, including school-related activities.

**Use or possession of drug-related paraphernalia**

Use or possession of paraphernalia intended for use with illegal drugs.

**Use or possession of illegal drugs**

Use, possession, or selling of a controlled drug or substance.

**Vandalism** Committing or inciting others to commit damage to the personal property of a member of the school community, damage to property owned or operated by the school board, damage to any property while attending a school-related activity, vandalizing, damaging, or disabling the work of another individual or organization through the use of technology.

**Verbal abuse** Using, or inciting others to use, language that is demeaning, threatening, or intimidating to another person.

**Weapons possession** Possessing or inciting others to possess or use a weapon (anything used, designed to be used or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person) or instrument as a weapon, while on school property or while attending a school-related activity.

**Weapons use** Use or pretense of using a weapon (anything used, designed to be used or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person) or instrument as a weapon while on school property or while attending a school-related activity.

## **Appendix B: Responding to Unacceptable Behaviour**

**Unacceptable behaviours**

- bullying
- cyberbullying
- discriminatory behaviour
- illegal activity
- insubordination
- misuse of network or online resources
- physical violence
- racist behaviour
- repeated use of tobacco or e-cigarettes
- sexual assault
- sexual harassment
- sexual misconduct
- significant disruption to school operations
- use or possession of
  - alcohol
  - drug-related paraphernalia

— illegal drugs

— weapons

•• vandalism

•• verbal abuse

**Possible responses** •• conferencing with student or parent

•• creating a plan for restitution

•• coaching to develop new behaviours

•• restorative approaches

•• mediation

•• detention

•• loss of privileges

•• referral to school guidance counsellor

•• referral to the Program Planning Team

•• referral to RCH Advisor

•• referral to assessment and counselling

•• referral to student support worker

•• referral for behavioural support

•• referral to SchoolsPlus

•• in-school suspension

•• involvement of outside agencies such as police,  
mental health services, and child welfare

•• referral to CyberSCAN Investigation Unit

•• out-of-school suspension (up to 10 days)

•• recommendation for extended suspension for period greater than  
10 days according to section 124 of the Education Act

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## Appendix 1:

### Guidelines for High School Credit Attendance Pilot

The Board is committed to the full implementation of sections 24-36, 38 and 116 of the Nova Scotia Education Act, which clearly defines student attendance as a responsibility that is shared among parents/guardians, students, teachers, principals and the school board.

Under this pilot a high school student may lose eligibility to be granted credit for a course if he/she is not present in class for at least 80% of the course.

The following procedures will be followed in monitoring the minimum attendance standard that must be maintained in order to receive an academic credit.

At each of the following stages, there must be documented evidence of individual interventions, aligned with the principles of Positive and Effective Behavioural Supports (PEBS) that support student engagement, attendance and academic success. These interventions must take into account the personal, social, and cultural/racial experiences, which impact student connection and engagement with school. There must also be evidence of having engaged in the strategies outlined in Recommendation 6 of the Minister's Response to Promoting Student Engagement. *"The Committee recommends that school boards develop clear policies for staged interventions in response to student absenteeism. The policies must include the ongoing direct contact with parents (phone, letter, and in person) by the teacher and school administration, ongoing sharing of the attendance profile of the student with the parent, discussions with the student and the parent on the benefits of school attendance and the consequences of non-attendance, referrals to student supports, and the use of in-school suspension where needed. The policies should also outline the roles and responsibilities of the student teacher, school administration and school board in addressing attendance issues".* The loss of eligibility to be granted credit for a course cannot be pursued without evidence of this documentation.

If a student accumulates 5 absences the teacher will contact the parents/guardians. Teacher contact with parents/guardians may take form of a phone call, phone message or a letter mailed to the home.

If a student accumulates 8 absences the parents/guardians the teacher will directly contact the parent by means of a phone call.

If a student accumulates 10 absences there will be a meeting of parents/guardians, or an adult advocate, administration and student to explore the possibility of creating an attendance contract with the student.

If a student accumulates 14 absences a registered letter will be sent indicating there is a danger of the student not qualifying for the credit and outlining what must happen to prevent this consequence, and indicating the appeal procedure that is in place.

A student of the student's parent/guardian may appeal his/her loss of credit eligibility. The student may do this by explaining why he/she should be reinstated in the course to an Appeal Panel. The Appeal Panel will be composed of the principal, vice-principal, a guidance counsellor, and the subject teacher. The Appeal Panel will be asked to review all required documentation including required documentation of interventions and to reach consensus to either uphold the decision to remove the student from the course or to rescind the decision to remove the student from the course. If the panel confirms the loss of eligibility for credit the principal shall make the recommendation for withdrawal of credit to the superintendent or the

superintendent's designate from the regional team. The recommendation will be confirmed for denied based on a review of the required documentation including notes from the appeal process.

### **Suggested Categories**

An excused absence is one approved by the student's parent/guardian. These absences will still contribute to the maximum of 16 absences, which can cause loss of eligibility for the course credit.

There are several circumstances and designations for which a student will be marked present in a course. These include: student is present in class; student was in the office or accessing student services support during class; student was on a school-authorized field trip, participating in a school team activity or another school sanctioned activity; student was at a job placement such as co-op.

There are several circumstances for which a student will be marked absent from a course due to special circumstances. These include: student has a documented acute or chronic medical condition or specialist appointments; student is absent due to verifiable religious observance; student is absent due to a death in the immediate family (as determined in particular cultural contexts); student is absent as a result of participation in educational opportunity or special activity as deemed appropriate by school administration; student is absent as a direct result of legal obligations which are supported by court subpoenas or appropriate documentation. Such absences shall not be used in the calculation of the 20% threshold.

## Appendix 2:

### Duncan MacMillan High School

#### Student Extended Absence Form (3 or greater consecutive absences)

*This form should be submitted a minimum of two weeks in advance of a planned absence.*

Duncan MacMillan High School is not in a position to either grant or deny permission for any student to miss school for an extended holiday or other absence from classes, in accordance with the exam exemption policy. The decision is the responsibility of students and their parents/guardians. Nevertheless, the administrators and teachers discourage family or personal holidays that result in students missing extended periods of time. If such an absence is necessary, the onus is on the student to be responsible for all missed work. It is important that the student plans and works to catch up in order to minimize the effect of the absence. **Missed exams will not be excused.** Teachers are not required to give make-up tests in these circumstances, or expected to teach material already covered; however, every consideration will be shown to a student in the event of a compassionate leave.

Student name: \_\_\_\_\_

Dates of expected absence: \_\_\_\_\_

Reason for absence: \_\_\_\_\_

*I have read the information above and understand that my son/daughter will miss classroom instruction during his/her absence and that this may negatively affect his/her final marks. Furthermore, I understand that the responsibility for missed work rests solely on the student, not on the teachers.*

Parent/Guardian Name: \_\_\_\_\_  
(Please print)

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

“A” Block Teacher Initials: \_\_\_\_\_ “B” Block Teacher Initials: \_\_\_\_\_

“C” Block Teacher Initials: \_\_\_\_\_ “D” Block Teacher Initials: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**2015-2016 School Year**

Student Name: \_\_\_\_\_  
(Please Print)

We have read and fully understand the Code of Conduct for Duncan MacMillan High School.

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

**STUDENT MEDIA RELEASE FORM**

I, \_\_\_\_\_, hereby  
(Name of Student or Parent/Guardian if Student is under 18 years of age)

consent to my child/children being:

Filmed  
Audiotape  
Interviewed  
Videotaped  
Photographed



by the media (print and broadcast), and employees, agents or servants of the

Halifax Regional School Board on \_\_\_\_\_  
(Date)

at \_\_\_\_\_  
(Location)

Name of Student: \_\_\_\_\_

Home Telephone Number: \_\_\_\_\_

Name of School: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Student or Parent/Guardian if Student is under 18 years)

**\*Please return to your homeroom teacher**