

Student Code of Conduct 2015-16

ATTENDANCE

If a student is going to be away from school, parents should inform the school of the reason for the absence by note, or phone the school as soon as possible but before 9:00 am that day at 372-4222 or luseland@lskysd.ca. In addition, if it is a planned absence, please notify teachers and the office in advance.

Students that arrive at class after the bell will be considered late, unless another staff member states that the student was talking with them.

Parents can access student attendance records on Home Logic – call the school if you don't know how to access your child's academic information in Home Logic. After 10 student absences, parents will be informed of the situation, and if necessary a conference with the student, parents, teacher, and school administration will be held to discuss and set up a plan to resolve the situation.

When a student is late or absent, it is the student's responsibility to check with a classmate or teachers for information about what they have missed during their absence. Absent students have the responsibility to make up any missed class work in a timely manner.

SKIPPING CLASS

Skipping class will not be tolerated under any circumstances. Students are under the responsibility of the school staff, who considered students to be skipping if they leave the school without prior parental/guardian/staff permission before leaving. Students who skip will be expected to make up any work and/or time missed, under the supervision of their teacher and school administration, as soon as possible.

SIGNING IN/ SIGNING OUT

All students in Grade 7-12 arriving or leaving during school hours must sign in or out at the office. Students are not allowed to sign out without permission from their parents or their teacher.

STAYING IN AT RECESS

If parents need to their Grade K-6 student to stay in a recess, then a note, text, email or phone call from the parent with the reason is needed. Please note that if a student is too sick to go outside, then they are likely too sick to come to school.

OPEN CAMPUS

The Grade Eleven and Twelve students have the option to utilize an open campus. A form must be filled out and then the student may leave the school during their spares as long as they sign out and sign in when they leave and return.

MORAL INTELLIGENCE

Our school believes that students need to be socially conscious and aware. They need to have these qualities, among others, to become good citizens. We are trying to reinforce these qualities through the concept of a Moral Intelligence. Our Staff Green (climate building) Team plans activities that are meant to develop students' moral intelligences.

Michelle Borba's seven essential virtues of a moral intelligence are:

- 1) Empathy- Identifying with and feeling other people's concerns.
- 2) Conscience -Knowing the right and decent way to act and acting in that way.
- 3) Self-control- Regulating thoughts and actions so that any pressures from within or without acting the right way can be stopped
- 4) Respect - Showing you value others by treating them in a courteous and considerate way.
- 5) Kindness - Demonstrating concern about the welfare and feelings of others.
- 6) Tolerance -Respecting the dignity and rights of all persons, even those beliefs and behaviors students may disagree with.
- 7) Fairness - Choosing to be open-minded and to act in a just and fair way.

PBIS STUDENT BEHAVIOUR MATRIX

A student who is operating with a well-developed moral intelligence will demonstrate appropriate behavior on the bus, in the various locations in the school, in the schoolyard, and when on school trips and excursions. The Student Behavior Matrix provides examples of appropriate behavior under the following three guiding principles: Be Responsible, Be Respectful, Be Safe. The Student Behavior Matrix will be posted in various locations in the school and on each route bus.

Students are in the process of developing their moral intelligence. We believe that students who practice the appropriate behaviors found in the Student Behavior Matrix develop their moral intelligence as these behaviors become habits. The staff works each year to have students learn, practice, and relearn when needed, these expected behaviors. The Discipline Cycle applies to students who exhibit major problem behavior or recurring minor problem behavior rather than appropriate behavior.

BULLYING POLICY

Luseland School does not tolerate bullying in any form. All members of the staff & SCC are committed to ensuring a safe and caring environment, which promotes personal growth and positive self-esteem for all. Because student bullies often target other students when adults are not around, the school staff may not be aware of bullying. Therefore, it is essential that parents and students report bullying to the homeroom teacher or another staff member as soon as possible.

1) What is bullying?

Conflict can occur when a group of people spend much time together, such as at school. One of the skills we want students to learn is how to resolve conflict. Not all conflict between students involves bullying. Bullying is a conscious, willful, and deliberate hostile activity intended to harm, induce fear through threat of further aggression, and create terror. Bullying is an act of aggression causing embarrassment, pain, or discomfort to another:

- it can take a number of forms: physical, verbal, relational, gestures, extortion, and exclusion
- it is an abuse of power
- it can be planned and organized
- individuals or groups may be involved

2) Traits of Bullies

Although the ways and means of bullying may be different, bullies have these traits in common:

- they all like to dominate other people
- they like to use other people to get what they want
- they find it hard to see a situation from the other person's vantage point
- they are concerned with their own wants and pleasures and not the needs, rights, and feelings of others
- they tend to hurt other children when parents or other adults are not around
- they view weaker siblings or peers as prey
- they use blame, criticism, and false allegations to project their own inadequacies onto their target
- they refuse to accept responsibility for their actions
- they can lack foresight, therefore the ability to consider the short-term, long-term, and possible unintended consequences of their current behavior
- they crave attention

3) **Examples of Bullying:**

- any form of physical violence such as hitting, pushing, or spitting on others
- interfering with another's property by stealing, hiding, damaging or destroying it
- using offensive names, taunting or spreading rumours about others or their families
- using put-downs, belittling others' abilities and achievements
- writing offensive notes or graffiti about others
- making degrading comments about another's culture, religious or social background
- hurtfully excluding others from a group
- shunning or ignoring the person on purpose
- making suggestive comments or other forms of sexual abuse
- ridiculing another's appearance
- forcing others to act against their will.
- Cyber bullying

4) **If we are bullied:**

- we may feel frightened, unsafe, embarrassed, angry or unfairly treated
- our work, sleep and ability to concentrate may suffer
- our relationships with our family and friends may deteriorate, we may feel confused and not know what to do about the problem

5) **What do we do to prevent bullying at Luseland School?**

All members of our school community (staff, students, parents) will not allow cases of bullying to go unreported but will speak up, even at risk to ourselves

a) This requires staff to:

- i) be role models in word and actions at all times
- ii) be observant of signs of distress or suspected incidents of bullying
- iii) make efforts to remove occasions for bullying by being aware of duties during supervision and arrive at class on time
- iv) take steps to help victims and remove sources of distress without placing the victim at further risk
- v) report suspected incidents to the appropriate staff members and to the administrators

b) This requires the students to:

- i) refuse to participate in any bullying situation. If you are present when bullying occurs, then take an appropriate form of preventative action quickly. Some examples of what to do would be:

- (a) If the bullying is physical, then say to the bully in a firm authoritative voice to move away from the victim. If the behavior has attracted an audience tell the onlookers to return to their room or somewhere else.
 - (b) With a physical fight the two main actions should be: get assistance and remove the audience.
 - (c) If the bullying is verbal, tell the bully to stop immediately, and that we don't use those words with others at our school.
 - (d) If the bullying is emotional, tell the bully to stop the uncalled for action and that everyone in our school is welcomed and accepted.
- ii) immediately report the incident or suspected incident and help break down the code of secrecy
 - iii) if a student is a witness to bullying, the bully should be reported to help prevent further incidents from occurring. Any information shared will be kept in as much confidence as possible.
- c) Parents should:
- i) watch for signs of distress in their child, e.g. unwillingness to attend school, a pattern of headaches, missing school supplies, requests for extra money, damaged clothes or bruising
 - ii) take an active interest in your child's social life and acquaintances
 - iii) advise your child to tell a staff member about the incident. If possible allow the child to report and deal with the problem him/herself
 - iv) inform school staff (homeroom teacher, or administrator) if bullying is suspected
 - v) keep a written record (who, what, when, where, why, how)
 - vi) do not encourage the child to retaliate; instead, teach them to be assertive and stand up for themselves, rather than aggressive
 - vii) communicate to your child that parental involvement, if necessary, will be appropriate for the situation
 - viii) be willing to attend meetings at the school if your child is involved in any bullying incident
 - ix) be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected

When staff, students and parents work together we can create and achieve a positive environment for all.

DISCIPLINE CYCLE

The purpose of the discipline cycle is to provide consistent logical consequences and further support to adopt acceptable behavior for students who continue to exhibit problem behavior.

Step 1- All minor problem behavior incidents are handled by staff by on the spot in class, halls, lunchrooms and other general areas of the school. Depending on the situation, initially staff may

engage the student in a conversation for success and reteach the acceptable behavior expectation and have students practice the acceptable behavior. If the same type of problem behavior with the student persists, then the staff member will administer a consequence and have the conversation for success, reteach, and have the student practice. In addition, the student will complete the reflection and action plan on the back of the referral form, and the staff member will fill out the details of the minor problem behavior on the front of the referral form. The student will be asked to call home to describe their problem behavior to a parent. If the problem behavior occurs a third time, then the behavior will be considered a major problem behavior.

Step 2 - For the first office referral during a school year, a student will be sent to the office and spend up to one class period to complete their reflection and short action plan on the back side of the SWIS form. The student should not leave until given permission by the staff member, who will also complete their portion of the SWIS Office Referral Form. A school administrator will complete admin portion of the referral form and then will inform the parent about the student's problem behavior, the consequences applied, and what will happen if this major problem behavior occurs again.

Step 3 - For the 2nd major office referral, a student repeats the above and an I.S.S. contract is drawn up and will take effect on the 3rd major office referral. A school administrator will inform the parent about this situation.

Step 4 - For the 3rd major office referral, or any major office referral deemed serious enough to warrant a full day suspension immediately, the student spends the equivalent of up to a full day in an In School Suspension (I.S.S.), and the I.S.S contract is enforced. Any student receiving an I.S.S will be ineligible for any and all extra-curricular activities for that day and at least 7 more days. For any further major problem behavior incidents, the I.S.S. contract may be applied as is or adjusted by a school administrator and then applied. A school administrator will inform the parent of all major problem behaviors leading to an I.S.S.

Step 5 - Out of school suspension (O.S.S.) of up to 10 days is used only after the use of I.S.S. has proven ineffective for a student or if the major problem behavior is an offense that is viewed as serious enough to warrant summary suspension. Any student receiving an O.S.S. will be ineligible for any and all extra-curricular activities for a period of time as determined by school administration.

Step 6 - Expulsion, placement out of regular school setting, or into a residential treatment program, are used as the last resort when all else has been tried and the student continues to exhibit serious major problem behavior.

IN-SCHOOL SUSPENSION (I.S.S.)

The goals of the I.S.S. are to teach students to accept logical consequences for their actions, give them time to reflect on their behavior and so they become actively involved in finding and setting goals to learn positive alternatives to problem behavior.

An I.S.S. contract is a plan drawn up for students who require further support to replace problem behavior with appropriate behavior. The I.S.S. contract is drawn up and signed by student, parent and administrator after the 2nd incident of problem behavior and takes effect following a 3rd incidence of problem behavior.

LIST OF EXPECTATIONS FOR AN IN-SCHOOL SUSPENSION

- 1) The student must come directly to the office upon reaching school and you will be directed by a teacher to get books.
- 2) The student may leave the room only when accompanied by a staff member.
- 3) Junk food, cell phones & media players, games of any kind, etc. are to be left at the office.
- 4) The student may not take part in any extra-curricular school activities for that day and at least the next 7 days from the time of the problem behavior.

RESTITUTION

Restitution is a school process that will be utilized in conjunction with the discipline policy. It stems from the 5 basic needs of Belonging, Safety, Freedom, Power (Competence), and Fun. Whenever one of these needs isn't being met, conflict can arise. The staff and students have discussed the 7 essential virtues of a moral intelligence and the 5 guiding principles in student behavior matrix that govern student actions in the school. If these virtues and principles are not being followed by a student then he/she may do restitution to try to fix their mistake or make it right.

LUSELAND SCHOOL CELL PHONE POLICY

The use of cell phones for any purpose that does not violate the Technology Policy will be permitted from the time students arrive at school in the morning until start of class, during breaks, at noon from 12:00 until 12:45 and after school is finished for the day (3:15 on regular days, 2:45 on early dismissals for Staff Meetings, and 1:45 on early dismissals for PLC's).

During instructional time, students are allowed to use cell phones only with permission from the staff member supervising them. The staff member may collect some or all students' cell phones for the class period. Staff will only access cell phones to turn them off if necessary. Cell phone use is covered by the Luselnd School Technology Policy. Please refer to the Technology Policy for more details.

Consequences

Using a cell phone in a manner that violates the Cell Phone or Technology policies will be handled using the Discipline Cycle. As part of a consequence for misuse of a cell phone, staff may take student cell

phones away with the cell phone being returned to the student at the end of the school day. Multiple violations of policy may result in other consequences.

LUSELAND SCHOOL USE OF TECHNOLOGY POLICY -

Rationale

The responsible use of technology is the focus of this policy. The purpose of the policy is not to ban the use of technology, but help guide students to use technology responsibly in the classroom and become responsible digital citizens.

Policy

- 1) This policy will apply to all technology used at school at any time of the day, including before and after regular school hours. This includes, but is not limited to: computers, laptops, netbooks, tablets, e-readers, the internet, cameras, cell phones, iPods, and MP3 and other music players. This policy also applies to school devices at any time and location.
- 2) In this policy technology will refer to, but not limited to, the devices listed in (1).
- 3) Students can access the public wireless using their division username and password.
- 4) The responsible use of technology means that students will:
 - a) Use technology at school for school appropriate purposes
 - b) Use technology only for those purposes set out and approved by teachers
 - c) Not view videos in class without teacher permission and supervision,
 - d) Not play games during class time unless given teacher permission. This includes games installed on computers, games online, and games on any other technological device.
 - e) Not view websites, play games, or view videos that contain school inappropriate content. This includes but is not limited to: violence, abuse, sexual content, drug abuse, manipulation, profanity (swearing), or harming of others/themselves
 - f) Not go on social networking sites during class without teacher permission,
 - g) Not use proxy sites to view websites that are blocked by the content filter or use other internet capable devices to view websites that are blocked,
 - h) Not listen to music using a music player or classroom speakers without teacher permission, not listen to music that is school inappropriate, and not listen to online music,
 - i) Not install software on school computers, even if it is for temporary use,
 - j) Not use email other than the provided Living Sky School Division email without teacher permission,
 - k) Not use cameras without teacher permission, and
 - l) Not use SMART boards without teacher permission and teacher supervision.
 - m) We ask students to please bring their own headphones due to sanitary reasons.

Consequences

If students cannot use technology responsibly they may not be allowed to use technology at school: Students using technology irresponsibly, as set out by the above policy will face the following consequences:

First Offence:

The student will complete a minor/major SWIS form and be placed on the discipline cycle as deemed appropriate by the referring staff member. If the technology used to violate the policy is a student's personal device, it will be confiscated and may be taken to the office. When taken to the office, the device can be picked up at the end of the school day.

Further Offences:

The same consequences as above as well students may lose privilege to bring and/or use technology at school. This will be determined on a case by case basis.

DRESS CODE

Generally a high standard of student dress should be exhibited. Students may wear shorts to school but are expected to keep the shorts within acceptable limits (for example Bermuda Shorts or long gym shorts will be an expectation). There should be no skin or underwear visible between the armpits and about the finger-tips when arms are down. Students wearing clothes that don't cover this area will be asked to change or have a change of clothes brought for them. We also expect shirts to be worn at all times in and around the school. Clothing and/or accessories that display reference to alcohol, drugs, racist, profane or sexist statements are not appropriate. Wearing hats in school, except during special events/days, is not allowed.

EXTRA CURRICULAR

ALCOHOL/DRUGS USE AT EXTRA-CURRICULAR FUNCTIONS

Any use of alcohol or drugs by students at extra-curricular functions will have the following results.

- 1) An immediate 2 day out-of-school suspension.
- 2) The loss of all potential recommendations for that school year.
- 3) Other consequences involving school community service jobs as directed by the school administration. The parents would be required to provide supervision of the work to be done.
- 4) Referral to the proper authorities may also occur.

ATHLETICS

CODE OF ETHICS FOR PLAYERS

The School Requires the Athletes to:

- 1) Conduct themselves at all times with honor and dignity.
- 2) Treat visiting teams, spectators, and officials as honored guests.
- 3) Faithfully complete schoolwork as practical evidence of their loyalty to school and team.
- 4) Show that it is a privilege to represent their schools.
- 5) Remember that there is no place in school athletics before, during, or after competition for the use of drugs, tobacco or alcohol of any kind.

The Game Requires the Athletes to:

- 1) Maintain a high degree of physical fitness.
- 2) Be fair at all times, no matter what the cost.
- 3) Believe in the honesty and integrity of opponents and officials. Play the game for the game's sake.
- 4) Accept gracefully and without question the decision of the official.

Sportsmanship Demands that Athletes:

- 1) Recognize and applaud honestly and whole-heartedly the efforts of their teams or opponents, regardless of color, creed or race.
- 2) Give opponents full credit when they win and learn to correct their own faults through failures.
- 3) Play hard and to the limit of their abilities regardless of discouragement. True athletes do not give up, nor do they quarrel, cheat, bet, or show off.
- 4) Accept both victory and defeat and pride and compassion, being never boastful nor bitter.