



Duncan MacMillan High School Parent(s)/Guardian(s) and Student Handbook  
and Provincial Code of Conduct  
2018-2019

Principal: Ms. R. Reynolds  
Vice-Principal: Mr. T. Smith  
Guidance Counsellor and Registrar: Ms. T. Walsh

# Duncan MacMillan High School

## Grade Primary – Grade 6 Expectations

*The Duncan MacMillan High School (DMHS) Parent(s)/Guardian(s) and Student Handbook is applicable to grades primary through to grade 12. The following statements are intended to make the expectations clear for younger students as we work toward having:*

- *all students and members of our school community feel safe in their school*
- *each person contribute to a safe and inclusive school.*

*Each day, to do my part:*

- I will show **respect** for myself
- I will **treat** others the way I want to be treated
- I will be on my **best behavior**
- I will treat school property and the property of others with **respect**
  - I will be **on time**
  - I will do **my best work**
  - I will be **honest**
- I will use technology **responsibly**
  - I will **not harm** others

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

Parent(s)/Guardian(s) Signature: \_\_\_\_\_

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DMHS promotes **respect for self, others, learning and the environment**. As a staff our goal is to define, teach and support appropriate behaviors within the school community based upon the Postive Effective Behavioral Supports (PEBS) philosophy. Within this handbook our expectations are clearly defined.

<p><b>EXPECTATIONS:</b></p> <p><b>Attendance &amp; Punctuality</b></p>	<p><b>Regular attendance at school (classes, presentations, workshops, school trips) is vital for ongoing learning and ongoing academic success. Punctuality demonstrates respect for fellow students, teaching staff and the instructional process.</b></p> <p><b><u>Provincial Student Attendance and Engagement Policy</u></b>  <a href="https://www.ednet.ns.ca/sites/default/files/docs/provincial_student_attendance_and_engagement_policy.pdf">https://www.ednet.ns.ca/sites/default/files/docs/provincial_student_attendance_and_engagement_policy.pdf</a></p>
<p>Examples of Acceptable Behaviour</p>	<p>Arriving on time for registration – students are on time if they are in their assigned class before the playing of O’Canada and Acknowledgement of Mi’kmaw Territory in Nova Scotia.</p> <p>Arriving on time for every class – students are considered on time if they arrive with the majority of the class members.</p> <p>Regularly attending school – there is a strong correlation between attendance in school and academic success.</p> <p>Completing “Extended Absences Form for planned absences of 3 or more consecutive instructional days. See Appendix 1.</p>
<p>Examples of Unacceptable Behaviour</p>	<p>Arriving to school late.</p> <p>Arriving late for class.</p> <p>Being absent for unacceptable reasons.</p>
<p>Reasons for Expected Behaviour</p>	<p>Research shows there is a correlation between school attendance and academic success. Students must be present in class to learn. Arriving late interrupts instruction and takes the teacher away from the teaching to address the student who is arriving late. Arriving late can be an indicator of a lack of respect for others. Schools and teachers have a responsibility to prepare students for life beyond the school setting; in the real world, people cannot arrive late for work and remain employed.</p>
<p>Compulsory Consequences</p>	<ol style="list-style-type: none"> <li>1. Recorded in PowerSchool as being absent and/or late.</li> <li>2. Student will be made aware that tardiness and/or unexcused absence is not acceptable.</li> <li>3. Teachers/Administration will contact parent(s)/guardian(s).</li> </ol>
<p>Optional Consequences</p>	<ol style="list-style-type: none"> <li>1. Loss of privileges (attending school dances or DMHS special events).</li> <li>2. Referral to office.</li> <li>3. Suspension.</li> <li>4. Loss of senior high course credit.</li> <li>5. Designated time in learning zone.</li> <li>6. When the situation warrants, outside agencies may be contacted.</li> </ol>

## 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. Parent(s)/guardian(s) presume that students are safe when at school and as such, DMHS staff have a huge responsibility. If students leave the school grounds, staff are unable to supervise. Elementary and junior high students are to remain on the school property during the school day. Parent(s)/guardian(s) are required to sign out, pick up, and return their son/daughter to the school if students are required to leave the school during the instructional 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 is 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.

## Trip Policy and Procedures

Some procedures to keep in mind regarding typical trips, such as sports trips, are:

- Students for whom permission has not been secured may not go on the trip. Note: permission given over the phone for school trips is not considered legally binding by the HRCE. Therefore, written permission must be received before a student will be allowed to leave the school grounds.
- Parents are not permitted to drive students (other than their own children) to extra-curricular or cocurricular activities unless they complete a Form J (available at the office).
- Students are not to drive other students.
- Any adult who chaperones DMHS trips must have a completed criminal records and child abuse form filed at the office.

School trips which are subject-based and take place during the instructional day are an extension of classroom learning, and therefore, all students are expected to attend. Given that these trips are an extension of the classroom, the expectations for behaviour, attendance and engagement are the same as those within the walls of the school.

## Cancellation of School

School cancellation announcements will be made as early as possible on local radio stations, the Halifax Regional Center for Education school cancellation line (902-464-4636) and/or the HRCE website ([www.hrce.ca](http://www.hrce.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 (902-885-2777 Extension 1) 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 and that it is communicated to the school.

**Please contact the school if you wish to make changes to the alternate arrangements you have recorded for your child.**

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 number(s) as soon as possible.**

<p><b>EXPECTATIONS:</b></p> <p><b>Academic Performance and Work Habits</b></p>	<p>Students arrive prepared to engage in the learning as planned by the subject teacher. 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.</p>
<p>Examples of Acceptable Behaviour</p>	<p>Arrive at school prepared, with necessary materials. For example: pencils, pens, notebooks, textbooks, Chromebooks and headsets. Actively engage in the learning process by listening and following instructions. Participate in class discussion, learning activities and work with peers.</p> <p>Consistently display a positive and co-operative attitude.</p> <p>Complete all assigned class work and homework assignments respecting deadlines and to one's personal best.</p> <p>Students at DMHS are expected to pass each of the courses in which they have registered.</p> <p>Student will exercise their responsibility to independently seek academic, social and emotional support via teachers, guidance counsellor, administrators, youth health center (YHC) coordinator, community school social worker, Mi'kmaq/Aboriginal student support worker.</p>
<p>Examples of Unacceptable Behaviour</p>	<p>Arriving to class unprepared (no pens, pencils, notebook), failing to or refusing to complete work in class or at home.</p> <p>Turning personal electronic devices on during instructional time.</p> <p>When you fail to engage in the learning you disrupt the learning of others.</p>
<p>Reason for Acceptable Behaviour</p>	<p>School is a place of learning. Preparedness and engagement for class allows learning to occur and encourages academic success. The Nova Scotia Provincial School Code of Conduct Policy indicates that</p>

	<p>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.</p> <p>Students at DMHS do not have the option of opting out of the learning process. This means that all students must engage. 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.</p>
Compulsory Consequences	<ol style="list-style-type: none"> <li>1. Conference with student.</li> <li>2. Notification of parent(s)/guardian(s) by teacher.</li> </ol>
Optional Consequences	<ol style="list-style-type: none"> <li>1. Loss of privileges (ie) school dances.</li> <li>2. Loss of electronic device(s) at school.</li> <li>3. Referral to office.</li> <li>4. In-school suspension.</li> <li>5. Out of school suspension.</li> <li>6. Involvement of school support specialist (ie) school social worker.</li> </ol>

<b>EXPECTATIONS:</b>  <b>Safety, Civil Behaviour, Personal Space</b>	<b>Students are to show respect for the personal property, safety of others, inclusive of all students (pre-primary to grade 12) and respect for each other while on school property, property adjacent to the school, or while attending a school-related activity.</b>
Examples of Acceptable Behaviour	Co-operating with others. Treating others with respect and courtesy. Speaking to one another in a manner that is polite in tone, choice of words, etc. Providing walking space for staff, students and visitors in the hallway. Clearing cafeteria tables after having lunch with friends. Refraining from putting garbage in desks, hallways, or any inappropriate areas (littering, which includes outside). Keeping desks and lockers clean and orderly. Returning materials. Moving about the school and playground 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 (ie) 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	1. Discussion with student.
Optional Consequences	1. Teacher notifies parent(s)/guardian(s). 2. Loss of privileges (ie) such as school dances and other after school events, recess, lunch break. 3. Referral to the office. 4. Administration notifies parent(s)/guardian(s). 5. Warning letter. 6. Replace/repair damaged property. 7. In-school or out of school 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>
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Examples of Acceptable Behaviour	Telling the truth at all times. Asking permission before using the belongings or property of others. Taking responsibility for one's actions.
Examples of Unacceptable Behaviour	Taking things without asking (stealing). Cheating. 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).
Reasons for Acceptable Behaviour	Schools and staff have a responsibility to prepare students for life beyond school and to set students up for success. Students will not be successful in life if there is a belief that dishonesty is acceptable.
Compulsory Consequences	<ol style="list-style-type: none"> <li>1. Discussion.</li> <li>2. Automatic grade of zero for cheating or plagiarism.</li> <li>3. Notification of parent(s)/guardian(s).</li> </ol>
Optional Consequences	<ol style="list-style-type: none"> <li>1. Re-doing work and/or granted the opportunity to write a new test.</li> <li>2. Loss of privilege.</li> <li>3. Student-initiated apology.</li> <li>4. Warning letter.</li> <li>5. Replacement of stolen or damaged article.</li> <li>6. Restorative approach.</li> <li>7. Suspension.</li> <li>8. Notification of police.</li> </ol>

<b>EXPECTATIONS:</b>	
<b>Smoking</b>	<b>Students are to follow the School Board Policy on smoking, which disallows smoking on school property, in school buildings or on school-related trips.</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 marijuana, e-cigarettes, vapour, 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 from their parent(s)/guardian(s) to leave school property to smoke 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	<ol style="list-style-type: none"> <li>1. Confiscation of cigarettes for the purposes of destruction.</li> <li>2. Notification of parent(s)/guardian(s).</li> <li>3. Suspension.</li> <li>4. Upon return to school, student will meet with Student Services to discuss smoking cessation options.</li> </ol>
Optional Consequences	<ol style="list-style-type: none"> <li>1. Loss of school privileges.</li> <li>2. If a student has been trafficking tobacco products and/or paraphernalia, the RCMP may be contacted.</li> </ol>

<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>
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Examples of Acceptable Behaviour	<p>Speaking to others in a friendly or appropriate manner.          Complying with the expectations of the school and individual classrooms.          Showing courteous behaviour to all staff, visitors and fellow students:</p> <ul style="list-style-type: none"> <li>• greetings, apologies, respectful behaviour, please/thank you</li> <li>• extending appropriate courtesy to guests, presenters to our school</li> </ul> <p>Students will dress in a manner that promotes self-respect and dignity.</p>
Examples of Unacceptable Behaviour	<p>Being argumentative.          Not responding when spoken to.          Using profanity.          Making objectionable noises/gestures (ie) booing.          Verbal abuse (ie) chronic mocking, issuing demeaning statements to a peer, badgering, etc.          Pushing, shoving or any demonstration of violence or aggression.          Writing or speaking rude, crude or obscene language.</p>
Reasons for Acceptable Behaviour	<p>As citizens, you must learn to live daily respecting the prohibited grounds of discrimination and the rights of others.          People cannot make/direct disparaging remarks toward others as outlined by the Criminal Code of Canada.</p>
Compulsory Consequences	<ol style="list-style-type: none"> <li>1. Discussion and education for understanding respect.</li> <li>2. Discussion and education for understanding respect for diversity.</li> <li>3. Notification of parent(s)/guardian(s) of inappropriate behavior.</li> <li>4. If appropriate, implementation of RCH* policy.</li> </ol>
Optional Consequences	<ol style="list-style-type: none"> <li>1. Referral to guidance counsellor.</li> <li>2. Restorative practices.</li> <li>3. Loss of school privileges (ie) school dance.</li> <li>4. Behaviour contract.</li> <li>5. Verbal/written apology.</li> <li>6. Referral to office.</li> <li>7. Warning letter.</li> <li>8. In-school/out of school suspension.</li> <li>9. Notification of police.</li> </ol>

\*Students and Parents should refer to the Halifax Regional Center for Education's Policy on Race Relations, Cross-Cultural Understanding and Human Rights.

<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>
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Examples of Acceptable Behaviour	Students are expected to treat all school property with care, including but not limited to: a) Textbooks; b) Library books; c) Chromebooks; d) Classroom materials and equipment; e) Furniture, building, etc.; f) Grounds – litter free (inside and outside); g) Buses; h) Personal property of staff, students and visitors.
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. Inappropriate use of Chromebooks. Writing on desks. Writing on walls (bathroom stalls). Littering on school grounds.
Reasons for Expected Behaviour	Treating property with respect saves money, keeps the school environment conducive to a positive learning environment, promotes school pride and a positive public image.
Compulsory Consequences	<ol style="list-style-type: none"> <li>1. Notification of parent(s)/guardian(s).</li> <li>2. Clean, repair or replace necessary items.</li> <li>3. Pay financial restitution to the school for damages.</li> <li>4. Pay for repair or replacement of damaged or lost textbooks, library books.</li> </ol>
Optional Consequences	<ol style="list-style-type: none"> <li>1. Loss of school privileges.</li> <li>2. Suspension.</li> </ol>

### **Fire Drills/Hold and Secure Drills/Lockdown Drills**

DMHS is required to hold a fire drill at six different times throughout the school year. A copy of the fire regulations will be posted in each classroom and should be read by each student. Directions regarding proper exits are mounted and visible by the exit door in every room. Fire drills are important exercises in safety and are to be treated seriously.

The safety and security of our students and staff is a top priority for Duncan MacMillan High and the Halifax Regional Center for Education. We have been implementing a number of measures as part of a comprehensive plan aimed at ensuring our school remains a safe place for our students to learn.

One of the procedures our school will be practicing is a hold and secure drill. During a hold and secure drill, classroom doors are secured and the students remain inside the room and instruction continues as per usual. Another procedure that our school practices to ensure safety is a

lockdown drill. This type of drill requires classroom doors to be secured, students and all staff members to be positioned for safety. All exterior doors are locked and no one is permitted to enter or leave the building.

Students are kept inside the school and classrooms when circumstances make it safer to stay in the classroom rather than evacuate. Just as we prepare our students to properly respond to a fire drill, they also need to be aware of the proper response during a hold and secure or lockdown drill. These drills should be treated with the same level of importance as fire drills.

- In all emergency drills (fire drills, hold and secure and lockdown drills) it is imperative that students take the situation seriously and follow the directions of the adults in the building.

#### Consequences:

It is important for all students who are issued an in-school or out of school suspension to understand that you automatically lose the privilege of attending any school related event that may occur on the date of the suspension (ie) school dance.

For those students who have an in-school suspension issued, please be aware that:

- there is to be no cell phone used during the day;
- there will be a different time assigned for recess and lunch time during the in-school suspension day;
- assigned work will be required to be turned in at the end of the school day;
- if the student is absent on the day of the issued in-school suspension, the student will serve the suspension upon his/her return.

#### Students Who Drive:

HRCE provides bus transportation for all students via Stock Transportation. Therefore, students who wish to bring a vehicle onto the property are doing so as a privilege granted after school staff ensure that the student is a registered driver and has the appropriate documentation in place.

Students who drive cars onto the property and wish to have the privilege of parking on DMHS property are required to register their vehicle with the main office (proof of registration, insurance, driver's license and motor vehicle inspection report are required).

Students who are given permission to drive on the property and to park are to do so responsibly. This means:

- students are to be in class on time;
- owners/drivers of the car are to be supportive of peers and are not to permit other students to be sitting in the vehicle during class time;
- students are to drive on school property slowly and responsibly;
- students are not to rev their vehicle or to spin tires;
- students are not to be loitering in the parking lot or in vehicles;
- students are to park in the designated student parking area;
- students are not to drive other students to school events (ie) athletic events.

If a student changes vehicles throughout the school year, he/she is required to provide updated documentation for the new vehicle. Students who fail to park in the designated area or who enter/exit the parking lot in a manner which the staff deems to be irresponsible may lose their parking privileges.

Students bring vehicles onto the property at their own risk. The school assumes NO liability for the vehicle or its contents. Students who fail to adhere to responsible conduct with their vehicles will lose the privilege to bring their vehicle onto the property.

## **Student Fees**

There will be no student fees for the 2018-2019 school year. This will be revisited at the end of the year.

Students in grade 7 through 12 are issued a locker and it must be locked to ensure the safety of students moving about the school.

Locks are available for purchase from DMHS at a cost of \$10.00. In the event that the lock malfunctions, the lock purchase price covers the replacement cost throughout the time that the student is enrolled at DMHS.

## **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(p) 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 9 (l) of the Education Act.

### **3. Establishing Safe and Inclusive Learning Environments**

1. Nova Scotia's provincial school code of conduct policy establishes standards of behaviour for all schools and is built on the following expectations:
2. Unacceptable behaviour will be responded to immediately.

3. 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 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**

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

##### **Regional Centers for Education are responsible for**

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

**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 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**

1. implementing the provincial school code of conduct policy
2. communicating the provincial school code of conduct policy to students, parents, and other school members
3. 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
4. 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

1. show respect for the rights, property, and safety of themselves and others
2. accept personal responsibility for their behaviour
3. demonstrate socially appropriate behaviour
4. 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
5. treat school property and the property of others with a reasonable standard of respect
6. attend regularly and punctually as required under section 25 of the Education Act
7. show respect for the roles and responsibilities of students, principals, teachers, parents, volunteers, and the school board
8. demonstrate respect for the learning environment of the school and the classroom and school activities and events
9. demonstrate and promote positive behaviour through the avoidance of all types of violence
10. 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)
11. refrain from all forms of bullying and cyberbullying, intimidation, racism, and discrimination
12. refrain from the possession of any weapons
13. refrain from the use of items as weapons intended to harm another person or themselves
14. 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

1. 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
2. be consistent with standards established in the provincial Special Education Policy, when supporting students with special needs programming relating to behaviour
3. reflect the severity of the behaviour
4. take into account the frequency and duration of the behaviour
5. be chosen primarily for their educational value
6. occur in a timely fashion
7. reflect an individualized approach to discipline
8. 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:

1. bullying
2. cyberbullying
3. discriminatory behaviour
4. illegal activity
5. insubordination
6. misuse of network or online resources
7. physical violence
8. racist behaviour
9. repeated use of tobacco or e-cigarettes
10. sexual assault
11. sexual harassment
12. sexual misconduct
13. significant disruption to school operations
14. use or possession of
  - alcohol
  - drug-related paraphernalia
  - illegal drugs
  - weapons
15. vandalism
16. 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 29 of the Education Act.

### **Responses Specifically Forbidden**

The following consequences are prohibited:

1. 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)

2. attributing collective responsibility, including group punishment
3. course/program withdrawal by the principal for non-attendance or poor attendance (pending the development of the Ministerial Attendance Policy)
4. 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**

1. bullying
2. cyberbullying
3. discriminatory behaviour
4. illegal activity
5. insubordination
6. misuse of network or online resources

7. physical violence
8. racist behaviour
9. repeated use of tobacco or e-cigarettes
10. sexual assault
11. sexual harassment
12. sexual misconduct
13. significant disruption to school operations
14. use or possession of
  - alcohol
  - drug-related paraphernalia
  - illegal drugs
  - weapons
15. vandalism
16. verbal abuse

**Possible responses**

1. conferencing with student or parent
2. creating a plan for restitution
3. coaching to develop new behaviours
4. restorative approaches
5. mediation
6. detention
7. loss of privileges
8. referral to school guidance counsellor
9. referral to the Program Planning Team
10. referral to RCH Advisor
11. referral to assessment and counselling
12. referral to student support worker
13. referral for behavioural support
14. referral to SchoolsPlus
15. in-school suspension
16. involvement of outside agencies such as police, mental health services, and child welfare
17. referral to CyberSCAN Investigation Unit
18. out-of-school suspension (up to 10 days)
19. recommendation for extended suspension for period greater than 10 days according to section 29 of the Education Act

**Appendix 1:**

**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:** \_\_\_\_\_

**Teacher Initials:** \_\_\_\_\_ **Teacher Initials:** \_\_\_\_\_ **Teacher Initials:** \_\_\_\_\_  
**Teacher Initials:** \_\_\_\_\_ **Teacher Initials:** \_\_\_\_\_ **Teacher Initials:** \_\_\_\_\_  
**Teacher Initials:** \_\_\_\_\_ **Teacher Initials:** \_\_\_\_\_ **Teacher Initials:** \_\_\_\_\_

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

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

## 2018-2019 School Year

Visit the school website at <https://dmh.hrce.ca/> Click on Our School and under Policies & Procedures you will find the Provincial School Code of Conduct Policy & Provincial Privacy of Student Information Policy and under For Parents you will find the Parent/Guardian/Student Handbook.

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

We have read and fully understand the **Code of Conduct for Duncan MacMillan High School** and the **Provincial Code of Conduct** upon which the school document is constructed.

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

Parent(s)/Guardian(s) Signature: \_\_\_\_\_



### **Provincial Privacy of Student Information Policy**

I consent to the school, to the Halifax Regional Centre for Education, and the Nova Scotia Department of Education and Early Childhood Development publishing my child's name, image (photo), grade, course, and school attended, including being photographed or interviewed by the media.

I also consent to the Halifax Regional Centre for Education publishing my child's student work, and the department using my child's student work (such as student writing) for the purposes of teacher professional development, and photos in a publication or on its website.

This consent is limited to the purposes of recognizing and encouraging student achievement, teacher professional development, building school community, and informing others about the school and its programs and activities.

I understand that I may withdraw this consent at any time by contacting my child's school principal, in writing. This consent is valid for one year after the date of signing.

\_\_\_\_ Yes, I consent

\_\_\_\_ No, I do not consent

Name of student: \_\_\_\_\_  
School attended: Duncan MacMillan High School

Signature of parent/guardian: \_\_\_\_\_  
(or student if 19 years of age or older)

If you have any questions or concerns about how the school, school board, or the department is managing information about your child, or about anything in this consent form, please contact your child's principal, or the school board's information access and privacy office.

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