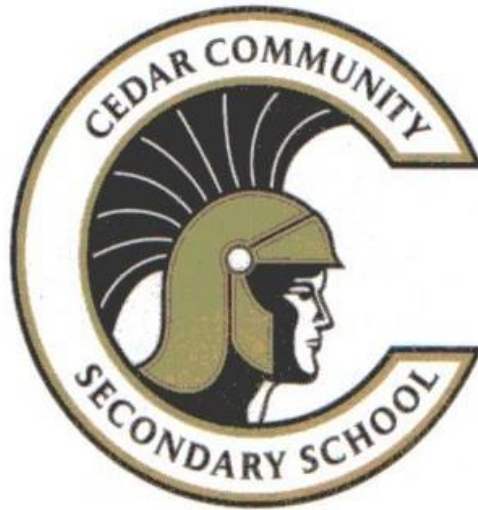


CEDAR COMMUNITY SECONDARY SCHOOL
1640 Macmillan Road, Nanaimo, B.C.
Phone: (250) 722-2414

STUDENT HANDBOOK



"CEDAR: Small School, Big Family!"

Principal: Mr. D. Hoff
Vice Principal: Mr. J. Pascoe

This handbook belongs to:

Name: _____

Revised: Sept 2018

TABLE OF CONTENTS:

Welcome

1. General Information

Timetable/Bells	pg 3
School Calendar	pg 4
Map	pg 5

2. Services

Lost and Found	pg 7
Cedar Eatery	pg 7
Newsletters	pg 7
Announcements	pg 7
Telephone	pg 7
Lockers	pg 7
Textbooks	pg 7

3. Student Support Services

Counselling	pg 8
RCMP Liaison	pg 8
Administration	pg 8
Child & Youth Family Support Worker	pg 8
ERASE Bullying	pg 8
Focus Block	pg 8

4. Student Policies

Code of Conduct	pg 9
Attendance	pg 13
Behaviour	pg 13
Drugs/Alcohol	pg 14
Firecrackers/Fire Works/Stink Bombs/ Skateboard/Bikes	pg 14
Cell Phones	pg 14
Electronic Devices	pg 14
Tobacco, E-cigarettes, and Vaporizers	pg 15
Leaving School Ground/Millway	pg 15
Plagiarism/Cheating	pg 15
Computers	pg 15
Bullying	pg 16
Eating/Cleanliness	pg 16
Dress Code	pg 17
School Visitors	pg 17
Student Drivers	pg 17

5. Safety

Lockdown	pg 17
Hold-and-Secure	pg 18
Shelter-in-Place	pg 18
Fire Drills	pg 18
Evacuation Procedures from Classrooms	pg 19
Earthquake Drills	pg 19
Power Outages	pg 19
Snow Days	pg 19
Injuries	pg 19

6. Evaluation/Reporting

pg 19

7. Student Activities

Student Council	pg 20
Grad Committee	pg 20
Lunchtime Intramurals	pg 20
Clubs	pg 20
Athletics	pg 20

Welcome to Cedar Community Secondary School...

We hope you will find this handbook informative and useful. It has been designed to assist you and your parents in becoming familiar with the programs and policies of our school. We are proud of Cedar's strong history and commitment in academic, cultural, and athletic areas and strongly encourage you to participate fully and have a wonderful, enriching year!

Mr. D. Hoff
Principal

Mrs. J. Pascoe
Vice Principal

1. GENERAL INFORMATION

"CEDAR: We're in it to Learn!"

This short statement highlights our belief that Cedar is a school where we value learning, both academically and socially. The staff will strive to provide you with quality learning opportunities, and we will encourage all students to make the most of those opportunities. (In other words, we will expect you to arrive to school prepared to learn every day! ☺)

Timetable & "Bells"

There are only two bells at Cedar Community Secondary School. There is a welcome bell 5 minutes prior to the first class and a bell 5 minutes prior to the period following lunch. These bells are a courtesy to let you know that class is beginning shortly. At all other times you are expected to make your way to class without the aid of a bell. The end of a class will always be signaled by the dismissal of a teacher.

	Monday/Friday			Tuesday - Thursday	
	8:45	Welcome Bell		8:45	Welcome Bell
56	8:50-9:46	Block 1	68	8:50 – 9:58	Block 1
56	9:51 – 10:47	Block 2	67	10:03 – 11:10	Block 2
56	10:52 – 11:48	Block 3	67	11:15 – 12:22	Block 3
34	11:48 – 12:22	Lunch	39	12:22 – 1:01	Lunch
	12:17	Welcome Bell		12:56	Welcome Bell
56	12:22 – 1:18	Block 4	67	1:01 – 2:08	Block 4
57	1:23 – 2:20	Block 5	67	2:13 – 3:20	Block 5

***The blocks do not rotate each day

SCHOOL CALENDAR 2018 – 2019 –Subject to Change

September 4 - First day of School
September 10 – Pancake breakfast
September 19 – Photo Day
September 28 – Orange Shirt Day

October 3 – Formative Conference Night – Parent-Teacher Interviews 4-6pm
October 4 – Non-instructional day – Curriculum Implementation
October 5 - Non-instructional day (school-based)
October 8 - Thanksgiving Day Holiday
October 16 – Early Dismissal
October 19 - Non-Instructional Day

November 8 - Early Dismissal
November 10 - End of Term 1
November 12 - Remembrance Day Observed
November 20 – Report Cards Issued
November 21 – Parent-Teacher Interviews 4-6pm
November 29&30 – Grad Photos

December 21 – Last day of classes before Winter Vacation
December 24 -Jan. 4 - Schools Closed for Winter Vacation

January 7 - Schools Re-open
January 23-25 - Provincial Exams and Assessment Week
January 28 - First Day of Semester 2

February 6 - Semester 1 Final Report Cards Issued
February 18 - Family Day – Schools closed
February 25 - Non-Instructional Day
February 26 - School-Based Non-Instructional Day
February 28 – Formative Conference Night – Parent-Teacher Interviews

March 7 – Early Dismissal
March 15 – Last day of classes before Spring Break
March 18-29 - Schools Closed for Spring Break

April 1 – School Re-opens following Spring Break
April 18 - Semester 2 Term 1 ends
April 18 – Early Dismissal
April 19/22 - Easter Friday and Easter Monday

May 1 – Report Cards issued
May 2 –Parent Teacher Interviews
May 10 - School-Based Non-Instructional Day
May 20 - Victoria Day Holiday
May ?? - Aboriginal Graduation at John Barsby

June TBA – Awards Day
June 21 - Last Day of Regular Classes, Semester 2
June 21-26 - Provincial Examinations
June 25 - Graduation Commencement Ceremony
July 3-5 – Report Card Pickup

PLEASE CHECK THE CCSS WEBSITE FOR UPDATES cs.schools.sd68.bc.ca

School Map

MAP of CEDAR C.S.S Main Floors and Portables



2. SERVICES

Lost and Found

Items that are lost and found will be turned in to the office. Students are encouraged to carefully guard their personal possessions and not to bring valuables or large sums of money to school. While all reasonable precautions are taken to safeguard personal property, the school is NOT responsible for lost or stolen items.

Cedar Eatery

The Cedar Eatery is operated by our Cafeteria Program. Our Eatery is open during lunchtime Tuesday-Thursday. Pizza will be for sale on Monday's and Friday's. The Eatery will continue to offer nutritious hot and cold items for reasonable prices!

Newsletters

Newsletters are distributed on a quarterly basis, and as needed. We endeavor to inform you and your parents about upcoming dates and events including information from the PAC, the community school society, clubs, sports, school district news, etc. We ask that you make sure to take them home!

Announcements

Announcements will be read over the P.A. system at 9:55 am on Monday and Friday and 10:10am Tuesday, Wednesday, and Thursday. A notice board in the main entry and various display boards also contain important information for students and parents.

Telephone

Students may ask to use an office phone during scheduled breaks, and use it in a responsible and considerate manner.

Lockers

Each student will be assigned a locker in September. The homeroom teacher will keep a record of the combination of each lock. A lock and locker will be part of your school fee. To ensure a year free from locker problems, please follow these simple suggestions:

1. Keep your combination a secret and keep **only your** belongings in your locker.
2. Do not leave valuable items in a locker. **The school is not responsible for lost or stolen items.**
3. As the lockers are school property a record of lockers, locker assignments and lock combinations is kept in the office.
4. You must provide use the lock provided to – unidentified locks may be cut at the discretion of administration.
5. The school has the right to open students' lockers at any time, or at the request of parents, or in the case of an emergency.
6. Lockers are School Property. Student lockers should not contain anything inappropriate for school.

Gym lockers – **available for day use** - Please label all gym strip. Labelling of clothing and belongings with the owner's name will reduce losses greatly. Register any loss immediately. Found articles may be turned in to the office. The school is not responsible for lost or stolen items in the gym change rooms. You are **STRONGLY** encouraged to lock up your belongings while in PE class.

Textbooks

Rental fees are no longer charged, however, students are responsible for the care of the books used by them. The Ministry of Education specifically requires the school to assess costs in the case of careless or malicious damage, or loss of books by the students. You are responsible for textbooks/equipment **signed out in your name**. If lost or damaged, replacement value will be charged.

3. STUDENT SUPPORT SERVICES

Counselling Services

If a student experiences difficulty in school, one or more of the following procedures are open:

1. Talk with the teacher concerned.
2. Seek the help of any other teacher.
3. Talk with a counsellor or an administrator.
4. Involve parents in any or all of the above steps.

Parents are encouraged to meet with a teacher, counsellor or an administrator. Telephone the school at 250-722-2414 to arrange for a convenient meeting time. In addition to our own counselling procedures, the school has access to various district and community resources and agencies to help students.

RCMP Youth Officer

An RCMP member may visit the school periodically. They are available for support with issues in the school and community. Our Youth Officer is Constable Poitras. Please say hello and welcome her.

Administration

Mr. Hoff and Mr. Pascoe are here to assist you. Please see us if you have concerns, suggestions or questions.

Child, Youth and Family Support Worker

Our CYFSW, Sandy Walsh will be able to provide services for students in need of a CYFSW. She can be contacted through the CCSS counselling offices.

ERASE BULLYING

ERASE Bullying (Expect Respect and A Safe Education) is a comprehensive prevention and intervention strategy for students in British Columbia designed to help in addressing **bullying** and harmful behaviours. You may use this tool to report bullying that you are experiencing or a witness to. You may also use this tool as a method to report harmful behaviours that you feel are harming someone or someone's property. The school may be able to intervene and support those involved so the harmful behaviours will no longer occur. You can make a report anonymously or provide your contact information and request follow up to be sure the issue has been dealt with.

Focus Block

4. STUDENT POLICIES

Research shows that students are able to stay focussed better over shorter periods of time. With this information, along with a desire to provide students with a wide range of instructional strategies such as project-based learning, flip class, and genius hour, CCSS runs a 5 block per day schedule. Grade 8 and 9 students will maintain a full schedule each block with one of the blocks having a project-based learning focus. Grade 10-12 students will be registered in 4 of the blocks with a fifth block being their focus block. This is **not** a "spare." Students will use this focus block to watch instructional videos, complete pre-reading tasks, and to work on assigned projects. The goal is to put more of the learning in the hands of the learner while providing more time in class for class-wide activities and 1-on-1 support. To help support students with this flexible learning model, all students on focus block are expected to be in the Learning Commons or Multi-purpose room. Failure to do so will see you supported more closely.

Cedar Community Secondary Code of Conduct

Content Elements Expectations

Statement of Purpose:

Cedar Community Secondary School strives to develop a safe, caring, inclusive and welcoming environment that promotes the rights and responsibilities of all who learn and work together,

The Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy is based on the principles of respect, acceptance, safety and equity. It “affirms a learning environment that reflects diversity, inclusivity and equity is essential in supporting the highest level of individual growth and achievement.”

Reference to the BC Human Rights Code

The BC Human Rights Code states that three of its purposes are to:

“(a) foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia

(b) promote a climate of understanding and mutual respect where all are equal in dignity and rights.

(e) to provide a means of redress for those persons who are discriminated against contrary to this Code.”

It further states 8 1 (b) a person must not “discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.”

The Safe Caring and Orderly Schools: A Guide states, schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”

Administrative Procedure that support the school Code of Conduct include:

- AP 312 - Harassment, Intimidation, Bullying and Discrimination
- AP 344 - Code of Conduct
- AP 345 – Student Suspension
- AP 347 - Sexual Orientation and Gender Identity
- AP 250 - Honouring Diversity and Challenging Racism

Code Expectations

Cedar Community Secondary School’s Code of Conduct expects that students will demonstrate socially responsible behaviours that reflect respect and safety at school and while attending a school function at any location.

Acceptable conduct refers to socially responsible behaviours that help to make the school a safe, caring and inclusive environment including:

- Contributing to the school community
- Solving problems in peaceful ways
- Valuing diversity
- Defending human rights
- Honour learning time as valuable
- Respectful interactions with students, staff and community members
- Speaking up and reporting incidents that demean others or threaten the personal or emotional safety of individuals or groups
- Dress in a manner, which reflects the intended activity. Gym wear in P.E., No beach-ware at school, etc.
- Respect the law as it applies to yourself and others

Unacceptable conduct refers to behaviour that interferes with the safe and orderly environment of the school, either person-to-person basis or through social media, including, but not limited to:

- Engaging in incidents of harassment, intimidation, bullying or discrimination
- Interfering with the learning or orderly environment of the school or function
- Verbal threats of harm, swarming
- Interfering with the privacy of others
- Disrespect to others and their property
- Entry into, or use of other students or staff spaces or materials
- Illegal acts such as: theft or damage to property, possession or distribution of an illegal or restricted substance, possession, use of a weapon, or physical violence.

AP 344 - Code of Conduct states: " Students with identifiable special needs might be unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Such students may require special consideration in the selection of appropriate forms of intervention to ensure that they are not subject to disciplinary or intervention measures as a direct or indirect consequence of having a special need."

Rising Expectations (eg)

Cedar Community Secondary School staff use this code of conduct and other related documents to teach students in appropriate social behaviour. There is an outline of progression of expectations held for students as they become older, more mature and move through successive grades. The expectations are educative, preventative and allow for many opportunities to teach the same social skill in a variety of ways.

Consequences

NLPS Inclusion Policy states:

"The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is educative, preventative and restorative in practice and response."

1. Restorative Practices

- focus on creating conditions for students to learn self-discipline, fix mistakes, and return to the group/class/school strengthened.
- address the needs of those who have been harmed
- encourage the students, as often as possible, to participate in the development of meaningful, interventions through discussion or mediation to replace, repair or make "good" what has been taken, damaged, destroyed and/or defaced.
- response to the harm is meaningful in addressing the needs of all involved
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution
- provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move towards wholeness, restoration and belongingness.

Participating in a meaningful consequence may include:

- a 'do over' opportunity
- face to face meetings to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practise problem solving or conflict resolution strategies
- reflective/thinking process that includes the opportunity to create a plan to restore the harm done

2. Student Suspension

Discipline measures used with students should be viewed in the context of helping students achieve intellectual and social development. The purpose of suspension, or any other discipline strategy, should be to meet these provincial goals and to develop self-reliant adults. Suspension is one strategy in a more complex problem-solving process designed to support the student in changing inappropriate behaviour. Used judiciously, suspension can have positive effects, including:

- ensuring safety for everyone in the school community
- assigning clear consequences for a range of serious breaches of code of conduct
- providing the time for planning support for behaviour change
- promoting collaboration among family, school, and other community services to solve problems

To be equitable, consequences may vary from student to student where the misconduct appears to be similar. Intervention must be appropriate to the student's age, maturity, needs, exceptionalities, extenuating circumstances and the nature of previous intervention taking in consideration of the needs of the school.

Refer to AP 344 Student Suspension

Notification

School administration may advise other parties or agencies of serious breaches of the code of conduct depending on the severity and/or frequency of misconducts and the impact on others and/or the school community. Illegal acts will be reported to the RCMP and/or District Administration to develop a safety plan that will include the components of education, prevention and restorative action.

Retaliation

No student, school employee, parent, or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of harassment, intimidation, bullying, prejudice, or discrimination. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

Appeal Process

The Board of Education recognizes and respects the fact that students and /or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and a copy of the formal appeal bylaw can be accessed at sd68.bc.ca / Board Policies / 1000 Board Governance / 4.0 Bylaws. Prior to an appeal it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

Process Elements Expectations

Processes are in place to include students, parents and staff in development and review;

Students, parents, and staff have participated in the development and review;

- Student council, PAC, and staff are consulted on a bi-annual basis to develop and review the code of conduct. Newsletters and our school website are also a means of information distribution and notification of changes to stakeholders.

Processes are in place to inform students, parents, and staff (including temporary staff and visitors) the expectations of acceptable conduct;

Procedures have been established to guide the conduct of students, parents, coaches, and involved members of the greater community while acting as ambassadors of the school;

- Expectations are shared to students and parents on the first day of classes, in bi-annual grade wide meetings, and through video resources created for explaining and modelling appropriate behaviors.
- Expectations are posted to every representative in the school in the teacher resource package, TTOC booklet and Volunteer handbook.

- The district inclusion policy is used as a guide for individuals or groups acting as ambassadors for our school. As well, teacher leaders and student leaders (peer tutors) are provided information and tactics to assist others in understanding expectations.

Strategies for actively teaching and promotion of the code of conduct behavioural expectations;
Code of conduct behaviour expectations are consistently taught and actively promoted;

- Administration, teachers, and student leaders model and promote socially appropriate behaviour through student interactions, participation in community and school activities and events, and weekly recognition assemblies. As well, weekly draws are made to highlight positive behaviors and attitudes. (Gotchas)
- Interventions begin with on the spot conference and redirection. Students as often as possible are encouraged to participate in the development of meaningful consequences for violating the code expectations .
- Cedar values are shared in our school motto (Respect, Commitment, Contribution and Collaboration) and identified through our daily philosophy that each student belongs in our Cedar family. Students are expected to reflect upon socially responsible behavior when self reporting competencies. Also, staff and students are active participants in creating school goals and managing the school climate.

Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety;

Conduct is consistently monitored to ensure that the students are learning socially responsible behaviour that reflect current and emerging situations and are contributing to school safety;

- School learning surveys, suspension records, school based team notes, and weekly recognitions are means of monitoring student conduct.
- Regardless of the nature or location of unacceptable behavior, or the staff member involved, the range of interventions begins with an on-the-spot conference or redirection.
- Student Learning Surveys will be on the agenda at the earliest possible school staff meeting to discuss any emerging needs of our school community.

Processes are in place to revisit/revise codes of conduct as part of regular policy review cycle;

Codes of conduct are revisited as part of regular policy review cycle;

- We consult on a bi-annual basis with key stakeholders including but not limited to the parent advisory council, student council, and staff committee to ensure that there is regular review of the code of conduct.

Processes are in place to align codes of conduct between schools in the community and across elementary and secondary schools;

Codes of conduct are compatible between schools in the community and across elementary and secondary schools;

- Reference to NLPS Inclusion Policy AP 344, 345, etc.

Attendance and Punctuality

Regular, punctual attendance is closely linked with success in school. The habit of regular, punctual attendance is expected of all students (School District policy/procedure No. 3010P). The teaching staff at this school maintains accurate records of attendance in school and in all classes each day. Absences are reported to the office and the school telephones parents to confirm absences.

A. If you are absent from school

1. A parent should phone the school to inform the office;
2. If no phone contact has been made you should bring a note from home and bring it to the office.
3. It is your responsibility to discover what school work was covered in your absence, and to complete it;
4. In the case of a prolonged absence (three or more days), ask your parents to contact a counsellor or teacher so that schoolwork can be sent home, or so that alternative arrangements can be made.

B. If you are late arriving at school

Report to class as soon as possible with as little disruption as possible. Each teacher will have their own system for late entries to class. Please respect the learning already occurring in the room and re-join the class as directed.

C. If you are required to leave school before the end of the day (e.g. - for a doctor or dentist appointment, or to accompany parents):

1. **You must have a parent speak** to the school to give you permission to leave, or bring a signed note from home to the office, before school or at lunch, and sign out.
2. Students who leave school without signing out at the office will be considered truant.

Behaviour

Cedar Community Secondary School must be a safe and pleasant place to be for all students and staff. As such, each student must be responsible for their behaviour.

Each student must learn to and demonstrate respect for themselves, their peers, the staff, the facilities and materials.

We expect our students to work courteously with all staff in the building.

Student behaviour which endangers the safety of others or which seriously disrupts the operation of a class, or the school as a whole, will not be tolerated and will likely result in a suspension from school. Such behaviours include:

- ◆ bullying or intimidation of other students;
- ◆ fighting;
- ◆ use, or under the influence, of drugs or alcohol;
- ◆ disobedience;
- ◆ abusive language directed at students, guests, or members of staff;
- ◆ possession of a weapon

Other behaviours which do not reflect that a student is respecting the rules of the school include truancy or persistent lateness, rough-housing, uncooperative conduct in class, persistent smoking on the property, driving in an unsafe manner, and littering will result in any or all of the following consequences: Detentions, Referrals to administration, Parental contact, School suspension.

STUDY BLOCK GUIDELINES

It is expected that all students at CCSS maintain a full time-table, regardless of the number of credits already earned. Some students may have legitimate reasons for having Study Blocks to help

support their educational goals. Grade 11: Only under special circumstances may a student have a study block with Counselling, Administration and Parents approval.

Grade 12: Students needing support for academic course work may apply for a Study Block with Counselling, Administration and Parents approval.

Note: If any student takes only two courses in a semester they are considered a 1/2 time student, as such, they must have both courses together in either the a.m. or p.m. (1/2 or 3/4 combinations). Students only attend school during assigned blocks and are to leave the school property when not in class.

Gym and Weight Room

We have a brand new gym floor and weight room. No food or drink other than water are permitted. Only clean, non-marking shoes are permitted in these spaces. For safety, there are to be no students allowed in these areas without direct teacher supervision.

Learning Commons

There is no food or drink allowed in the Learning Commons. At no time, may you refer to the Learning Commons as a Library. The computers are not to be used for chat, games, or watching non-educational videos as you have already agreed to in the signed computer use agreement form.

Drugs and Alcohol

Any student who is involved with, uses, sells, or is in possession of alcohol, drugs or controlled substances during the school day, or while involved in a school sponsored activity will be suspended from school. This is considered a serious infraction, and the length of suspension varies on the circumstances and the number of offences.

Drug Trafficking

Where there are reasonable grounds to conclude that a student is in possession of a substance for the purposes of selling, supplying or making available at school functions or while under the jurisdiction of the school, the principal should normally suspend the student immediately, inform the parents, refer the student to the Board and report the incident to the police.

The referral to the Board may be accompanied with a recommendation that the student:

If under 16, be suspended for a period of time up to the end of the semester following the semester in which the offence occurred. If over 16, be expelled.

Firecrackers, Etc.

Firecrackers/Fireworks/Stink bombs: Selling or igniting of these devices will result in a suspension. Students in possession of these will also be suspended, and will have the items confiscated, and will have their parents notified.

Skateboarding/Bicycling

Due to safety concerns for students and others, skateboarding and bike riding are not permitted in the parking lot or areas where others are seated or may be walking through.

Cell Phones/ Electronic Devices

While there was once a time that cell phones were banned from school, we now are trying to harness their power as an educational tool. In order for staff to help you use it as the powerful learning tool that it is, we request that you follow the teachers direction on when, where, and what it is used for. Students with continuous misuse of these devices will have their phones banned from the classroom. If necessary, we can arrange a morning drop off and after school pickup of the device at the office. It is not a right and not a safety-issue to have a phone in school.

Warning!!! Cell phones create a large target for thieves. The school cannot be held responsible for lost or stolen items. Please be very careful with your phones.

Tobacco Products, E-Cigarettes, and Vaporizers

Smoking is not permitted on school board property. Students who choose to smoke must leave the property. Under no circumstances are students permitted to leave school for the purpose of smoking between classes. E-cigarettes, vaporizers, and chewing tobacco are all prohibited on school property.

Cannabis

Cannabis in any form or amount is not legal, and will remain illegal for minors. Students caught in possession on or off school property will have the cannabis and all paraphernalia (pipes, bong, papers, lighters, etc.) confiscated and destroyed. If you do not like this, do not bring it! It has always been this way and understood for alcohol. With changing cannabis legislation for adults, nothing changes for minors.

Leaving School Grounds Between Classes/Millway Store

Students are not permitted to leave the school grounds during class time. Student safety is a concern, as is lateness to class. There are 5 minute breaks between periods; however, students are expected to stay on the grounds during those times so that you get to your next class on time.

Plagiarism/Cheating

Cedar Community Secondary School is concerned about the integrity of all our students and the work they produce. To this end, CCSS will not tolerate any plagiarism of student work, resource material (whether hard copy or Internet related), or cheating of any type or description. This includes but is not restricted to having another student write and submit written work on another student's behalf. As in other cases of a breach in the student Code of Conduct, CCSS will respond to any such behavior and will investigate the matter fully. Parent contact will be made by the teacher accompanied by a referral to the Principal/Vice Principal as a part of the process. It will be determined by the Principal/Vice-Principal, in conjunction with the teacher, how the assessment and/or evaluation will be given further consideration in order for a student to continue with their learning. Ignorance of this policy will NOT be deemed a suitable position on the part of the student. Teachers will continue to reinforce this policy on a regular basis and outline with the students their responsibility with this policy in regards to testing, assignments, and evaluation.

Computers

At CCSS, students have access to a number of computers. You will be asked to read and sign a computer use agreement. Students abusing the use of the computer to access inappropriate material or harassing others will lose their access and face other disciplinary measures. There is to be no food or drink around computers.

Computer Use Guidelines for Students

Nanaimo/Ladysmith School District provides Internet access for educational and research purposes. Students using the school's server agree to the following conditions:

Please follow these guidelines:

Internet Access:

- Users are prohibited from using the Internet for illegal, obscene or inappropriate purposes.
- Users are not allowed to access game or chat sites.

- Users are to use appropriate language in communication with other users on the network.
- Users may check their email only to access homework or for assignment-related correspondence.
- Users are advised that school and/or network administrators have the right to inspect and monitor users' activities and files stored on the school server for security purposes or if misuse is suspected.

Inappropriate computer use may include, but is not limited to, the following:

- Accessing, storing, duplicating or transmitting any materials in violation of Canadian law.
- Accessing, storing, duplicating or transmitting abusive, obscene, pornographic or harassing materials.
- Accessing, storing, duplicating or transmitting copyrighted materials that violate copyright law.
- Downloading or printing any material that does not support educational purposes or without the approval of school staff.
- Vandalizing computer equipment.
- Copying, modifying or destroying other users' files on the server.
- Sharing passwords/accounts
- Disabling monitoring and security measures

Consequences of Improper Computer Use:

Any user accessing the Internet in a manner inconsistent with the conditions described in this document, Canadian laws, or posted classroom and school rules shall be subject to loss of network privileges and other school discipline.

Other notes:

- Use headphones when listening to audio.
- Please report any problems with computers and work area immediately.
- gmail is the accepted email viewer within the school.

Bullying

The definition of bullying includes: Direct, indirect or electronic behaviors that intentionally inflict, or attempts to inflict, injury or discomfort to someone else. The impact of such behaviors can have serious and long lasting effects.

At the discretion of the administration, the consequences for bullying may include:

1. Counselors meet with student(s).
2. Referral to admin – consequences include detention, service, phone call home.
3. Referral to admin – consequences include all of the above and/or suspension

More serious instances of bullying will result in suspensions from school immediately, and/or more serious consequences.

Eating/Cleanliness

We expect all students to clean up after themselves. Students not meeting that expectation will be asked to remain outside during lunch time. Each classroom has an organics/food waste container. Please use this for all organics.

Dress Code

Students are allowed to wear anything they choose so long as it conforms with the school Code of Conduct requirements for the intended activity and does not promote drugs or alcohol, display offensive images or language, or encourage discrimination.

If you are wearing something deemed inappropriate, you will be asked to turn it inside out or go change.

School Visitors

Visitors to Cedar **on school business** are welcome and advised to check in at the main office. School law prohibits trespassing in public school buildings; therefore, students may not invite friends or acquaintances to visit them at the school. Please make arrangements to meet friends off the school property.

Student Drivers

By the end of grade 10, some students are able to drive and bring cars to school. Student drivers are reminded that they **CANNOT** drive other students to school events (before or after school). Student drivers are to drive responsibly in our school area – reasonable speed in the parking lot, exit area, and in front of the school.

APPEALS

The Board advises that the proper channeling of complaints involving instruction, discipline, safety and health is as follows:

1. Teacher
2. School Principal
3. Assistant Superintendent
4. Superintendent of Schools
5. Board of School Trustees

Any complaint about school personnel will be investigated by the administration before consideration and action by the Board. Please refer to District Policy 3560 on the School District website http://www.sd68.bc.ca/edocuments/Board/policiesandproc_/default.html for more information.

5. SAFETY

LOCK DOWN PROCEDURE (Intruder on campus or police order)

It is standard procedure for Nanaimo Ladysmith Public Schools to practice lockdown drills. The aim of a lockdown is to be prepared for emergency situations that may occur in a school environment. The lockdown will be signaled by a P.A. announcement: "INITIATE LOCKDOWN, INITIATE LOCKDOWN, INITIATE LOCKDOWN."

Students in Class:

- Follow the directions given by your teacher.
 - Sit in a safe area out of sight as instructed by your teacher.
 - Remain calm.
 - Remain silent.
-
- Lock classroom and other doors.
 - Turn off lights.
 - Cover windows to the hallway.
 - Turn off cell phones. If it rings you could bring attention to your location.

- No one is to leave their safe area under any circumstances.
- Should the fire alarm sound, do not evacuate the building unless:
- You have first-hand knowledge that there is a fire,
- You are in imminent danger, or
- You have been advised by RCMP/Administration to evacuate the building.

Students Out of Classrooms:

- When a lockdown is initiated you must attempt to get into the nearest room before the teachers lock the door. Teachers will scan the hallways before locking doors.
- If you are outside when a lockdown is initiated you need to remain outside of the school. You should proceed away from the school to a safe location.

General:

- Remain calm.
- Move quickly and quietly to designated areas, as appropriate.
- Do not go to your locker.
- The lockdown is not over until you hear a familiar voice announce "THE LOCKDOWN IS OVER; THE SCHOOL IS SECURE. I REPEAT THE LOCKDOWN IS OVER, THE SCHOOL IS SECURE."

Full cooperation with the teacher in your area is essential. The purpose of the lockdown is to ensure your safety during a crisis and to keep areas clear to allow the police to follow their procedures without interference.

HOLD AND SECURE (A security issue outside such as a police chase)

A Hold and Secure is similar to a lockdown, except the threat is not inside the building. The Hold and Secure will be signaled by a P.A. announcement: "ATTENTION ALL STAFF, THE SCHOOL IS NOW IN HOLD-AND-SECURE." This will be repeated 3 times. Additional directions will be added as appropriate. During Hold-and-Secure all exterior doors will be locked and no one is permitted to leave the building. Movement throughout the building may be restricted or additional safety measures put into place. Students outside must make their way inside as quickly as possible. The Hold-and-Secure will remain in place until an announcement is made explaining that it is over and how to proceed.

SHELTER IN PLACE (An environmental threat such as a cougar or bear)

A shelter in place is similar to a hold and secure, except the threat is not able to enter the building so long as the doors remain closed. The Shelter in Place will be signaled by a P.A. announcement: "ATTENTION ALL STAFF, THE SCHOOL IS NOW IN SHELTER-IN-PLACE." This will be repeated 3 times. Additional directions will be added as appropriate. During Shelter-in-place all exterior doors and windows will be closed and no one is permitted to leave the building. Movement throughout the building may be restricted or additional safety measures put into place. Students outside must make their way inside as quickly as possible. The Shelter-in-Place will remain in place until an announcement is made explaining that it is over and how to proceed.

Fire Drills

Exiting procedures for Fire Drills and Earthquake Drills are the same. Students and staff will exit in an orderly fashion and meet on the school field nearest the sand courts. Students will remain in an orderly fashion with their teacher. If the alarm bell rings during lunch or another school break, students will meet with their last classroom teacher. If the alarm bell rings before school starts, students will meet with their period 1 teacher. Students not enrolled in a class will meet at the marshalling area.

From time to time fire drills will be conducted so that we can assess the school's capability of safely evacuating its occupants in the event of any real emergency. **TREAT ANY CONTINUOUS RINGING OF THE FIRE BELL AS A REAL EMERGENCY (as it well could be) AND ACT ACCORDINGLY!**

Note: The setting off of a false alarm is a very serious offence that could endanger people's lives. Such an offence is subject to imprisonment or \$500 fine or both.

As a fire or emergency could occur at any time throughout the day, students are to note the following:

- When classes are not in session - Evacuate the building and go to your last class teacher.
- During a lesson - Follow your teacher's instructions.

Evacuation Procedures from Classrooms:

1. Stand and wait for the teacher's signal to proceed.
Your teacher will lead the way out of the building.
2. The last student should close the door(s) as he/she leaves the classroom.
3. Move in an orderly manner - IN SILENCE - to the indicated assembly station.
4. The first two students arriving at EXIT doors are to hold those doors open until all students are out. Proceed to proper station outside of school building and remain there until instructed by your teacher to do otherwise.

Earthquake

Students will be informed of procedures in the case of an earthquake. Earthquakes happen with no warning; therefore, life-protecting actions must be taken at the first indication of ground shaking. Students and staff must become familiar with all procedures and students must listen to subject area teacher's instructions for specific areas.

In general: - take cover under desks or tables

- face away from windows
- assume CRASH position on knees, head down, hands clasped on back of neck and head covered with book or jacket
- count aloud to 60; until earthquake stops then start counting again, this time to 60.
- evacuate building according to earthquake evacuation procedures
- students and staff to proceed to **Earthquake Assembly Station** for further instructions

Power Outages

In the event of a power outage, you will remain in the classroom you are in until you are notified otherwise. Some outages last 10 minutes, and some a lot longer. In any case, school is not dismissed unless there is a complicating factor such as below freezing temperatures. As in any unexpected event, you will abide by your teacher's directions and remain in the classroom.

Snow Days

In the event that there is a snowfall, **listen to the local radio** to see if the school is closed, or to see if the busses are running.

Injuries/Illness

In the event that you sustain an injury or feel ill, inform your teacher or the office as soon as possible. A medical room is available while a student waits to be picked up.

6. EVALUATION AND REPORTING

Evaluation of student progress is a continuous process, based upon day-to-day work, assignments, projects, quizzes and examinations.

Teachers, in outlining course objectives to students, will include in detail an explanation of their grading policy.

When an "I" reporting symbol has been assigned:

- Students and parents must be informed and must be provided with an opportunity to consult with the teacher about the problem the student is having and possible solutions; and
- Teachers must identify what the problem is and specify a plan of action that is intended to help students achieve the learning outcome.
- Information must be communicated to parents and students will include:
 - The areas in which a student required further attention or development;
 - What must be done to achieve the learning outcomes; and,
 - A time frame for achieving the learning outcomes.
- This information may be communicated in a variety of ways including through a written plan, verbally by telephone; or in a direct meeting involving teacher, parent and student.

Attitude, work habits and effort symbol: E (excellent), G (good), S (satisfactory), N (needs improvement).

7. STUDENT ACTIVITIES

- **Student Council** - organizes spirit days, dances and other student activities. Students are expected to pay a fee of \$10.00 to help finance some of these activities
- **Grad Committee** – for Grade 12 students interested in helping organize activities for their grad class and graduation ceremony
- **Lunch time intramurals** – keep your ears and eyes open for information on upcoming activities such as floor hockey, 3 on 3 basketball, mario kart, etc...
- **Clubs** – may be offered throughout the year, such as the Art Club, Computer Club, etc...

Athletics

The Cedar athletic program participates in previous years has participated in the following sports at the district and provincial level:

Volleyball	Soccer
Golf	Rugby
Basketball	X-Country
Track & Field	

Sports teams will be created based on student interest

1. All Grade 8 student athletes will be given the opportunity to participate and to develop their athletic skills. Keeping students involved in sports is important. As students continue their involvement with sports at the competitive level this will require dedication and a good attitude.
2. Athletic teams at the junior level become more competitive than at the Grade 8 level. Student athletes will be given the opportunity to participate as a team member.
3. The athletic department supports the work ethic concept within the school. As a goal we require student athletes to work hard for **positive work habits in their courses**. To this end, coaches review report cards and discuss concerns with individuals.
4. At the grade 11/12 level, inter-school athletics is expected to be very serious and highly competitive. Athletes are expected to be students first and to provide positive modelling for their junior peers.
5. Student Conduct:
 - a) As ambassadors of our school and athletic program, student athletes are expected to demonstrate exemplary behaviour in all aspects of school life.
 - b) Student athletes suspended from school will have their participation on a school team

reviewed by their coach and parents.

6. Fees associated with athletics:

There will be an athletic fee charged to athletes who participate on school teams to cover some of the costs of team sports. The fee information will be provided to families at the beginning of the school year. Fees will be used to cover the costs (approximately 1/4 of registration, uniforms, transportation, referees, release time for coaches, etc.

7. Students unable to pay fees at the beginning of their season may make alternative arrangements with the athletic director.