

Windermere Secondary School
Code of Conduct



(Date Reviewed June 19, 2024)

All student codes of conduct are created in alignment with VSB [AP 350-District Code of Conduct](#).

Respect	I will treat myself, my peers, my teachers and my school with respect.
Excellence	I will strive for personal excellence by giving my best effort in everything I do.
Attitude	I will remember that I can choose the way I think and feel about things.
Courage	I will find the courage to do what I know is right.
Honesty	I will act with integrity and honesty.

STATEMENT OF PURPOSE

We at Windermere are committed to upholding a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment.

- Promoting clear behavioural expectations of respectful and responsible citizenship that lead to a culture of safety, caring and respect amongst everyone in the school and programs and at all school-events and activities
- The School Code of Conduct applies at school, during school-organized or sponsored activities, on school buses, and any behaviour even if outside of school or school hours, (including on-line behaviour), that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Part of our commitment and code is developing the intellectual, social, aesthetic, and physical potential of all students in a challenging and safe environment. Our mission is to:

- provide resources for the acquisition of knowledge and skills
- enable students to adapt in a changing world
- promote mutual respect, self-esteem, and cooperation
- develop social and personal responsibility
- foster cultural and aesthetic awareness
- encourage physical fitness
- lay the foundation for life-long learning

HUMAN RIGHTS

Specifically, Windermere promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law—prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation—in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

STUDENT RESPONSIBILITIES

In accordance with our statement of purpose and the BC Human Rights Code, the expectations for students in terms of responsibility and conduct are to:

- Attend all classes
- Be on time for all classes
- Bring the materials needed for all classes
- Make a good effort in your studies
- Conduct yourself in a safe and courteous manner
- Report unsafe situations and violations of the code of conduct
- Treat every human being with respect and dignity
- Abide by our school's Code of Conduct - REACH

(Respect, Excellence, Attitude, Courage and Honesty)

The expectations of the Windermere Code of Conduct apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that impacts the safe, caring, or orderly environment of the school and/or student learning.

ACCEPTABLE CONDUCT

- Respecting self, others, and the school
- Contributing to a safe, caring, positive, inclusive, and peaceful environment
- Seeking to prevent violence and potentially violent situations, and demonstrating social responsibility by reporting such situations
- Engaging in purposeful learning activities

UNACCEPTABLE BEHAVIOUR & PROGRESSIVE DISCIPLINE PLAN

“Students shall not discriminate against others on the basis of Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds.” Racism and discrimination will not be tolerated in our school.

- Behaviours that interfere with the learning of other, interfere with an orderly environment, or create an unsafe environment
- Acts of bullying, harassment, intimidation, or physical violence
- Illegal acts, such as possession, use or distribution of illegal or restricted substances
- Theft or damage to property

Note: Behaviours (both acceptable and unacceptable) cited in the code of conduct are examples only and not an all-inclusive list.

All students are expected to adhere to the district and school codes of conduct. Review the Vancouver school district codes of conduct at the link below.

[District Student Code of Conduct](#)

The following behaviours are considered unacceptable:

- Any form of retaliation against a student who cooperates with school authorities in order to enhance the safe operation of the school
- Possession or use of weapons or objects that may be construed as weapons
- Possession, use, or distribution of illegal or restricted substances
- Actions to degrade the orderly operation of the school
- Actions that create unsafe conditions
- Bullying, harassment, or intimidation
- Inhibiting the learning of others
- Theft or damage to property
- Physical violence

In addition, the Windermere community disapproves strongly of any behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code) and school authorities will respond accordingly.

RISING EXPECTATIONS

Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behavior.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

- Disciplinary action, wherever possible, is restorative rather than merely punitive. The school will treat seriously any behaviour that discriminates based on Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability.
- Repetitive or severe unacceptable behaviour may result in increased severity of subsequent disciplinary action. The age and maturity of students are considered when determining appropriate consequences.
- Special considerations may apply to students with special/diverse needs if these students are unable to comply with a code of conduct due to having a disability/challenge of an intellectual, physical, sensory, emotional, or behavioural nature.
- Responses to unacceptable conduct are consistent and fair.
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

NOTIFICATION

The principal or designate has a responsibility to inform other parties of serious breaches of the code of conduct. These parties include:

- Parent(s) of student offender(s) and parent(s) of student victim(s) – in every instance
- School district officials
- Police and/or other agencies, as required by law
- School community, when deemed necessary, to reassure members that school officials are taking appropriate action

SUSPENSIONS

In accordance with the School Act, Sec. 85 (2) (ii) and (d), the Board authorizes the principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- a) because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board;
- b) because the behaviour of the student breaches the District Code of Conduct or other policy and/or has a harmful effect on others or the learning environment of the school;
- c) because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Student Code of Conduct, AP 350.

As per AP 350 7.7 an educational program must be provided.

As outlined in the District Code of Conduct, effective July 1, 2024,

Personal Digital Device Usage

To foster a safe and focused learning environment for students, the use of personal digital devices, that distract from learning, such as cell phones, tablets and electronic devices, are restricted during school hours and on school property. Educators and school staff will continue to model digital citizenship in the classroom and avoid the use of personal digital devices for non-instructional purposes.

Personal digital devices must be turned off or placed on silent mode before entering the classroom and remain silent during the school day. Personal digital devices are not permitted for use during class time unless an educator has given permission.

The use of personal devices is permitted under the following circumstances:

- For educational purposes, as directed by the educator in the classroom.
- For health and medical purposes as outlined in an Individual Education Plan or Student Safety Plan.
- To support special or diverse educational needs, such as assistive technology related to Individual Education Plans or Student Support Plans.

The expectation is that students will follow the personal digital device policy and school guidelines.

The Vancouver School Board is not responsible for the loss, damage, or disappearance of personal digital devices that students decide to bring to school.

A regular review of the school's Code of Conduct guidelines for personal digital devices are essential to ensure their effectiveness and relevance in addressing current issues and meeting the evolving needs of students, teachers, and parents. Adjustments to the Code of Conduct may be necessary to ensure that school guidelines remain relevant and effective in promoting a conducive learning environment. Changes may be prompted by emerging incidents that highlight the need for enhanced measures to protect student well-being and privacy.

SCHOOL AND DISTRICT POLICIES

The Vancouver School Board has policies regarding student conduct. The Board believes that “proper student behaviour is essential to the development of responsible and self-disciplined citizens and essential to the operation of effective schools” (Admin Procedure 350). These policies are upheld by the school. They cover all school board buildings and grounds and are in effect at school, and at school sponsored functions. For the most up to date policies, please visit the school website.

ALCOHOL AND DRUGS

No student may be in possession of or under the influence of illegal or non-prescribed drugs or alcohol in the school, in the vicinity of the school, or at school sponsored functions. Any infraction will be considered serious and will result in the immediate implementation of school and Board policies dealing with student discipline.

ATTENDANCE

Attendance is very important to success in school. All students are expected to attend all their classes for the entire period. It is recommended that families book appointments outside of school time and avoid taking extended vacations.

Frequent or prolonged absences negatively impact academic achievement. Students who are chronically late and/or absent will be required to make improvements to attend classes and

arrive to class on time. Failure to do so may exclude students from being able to participate in school activities.

I. ABSENCES

A. EXCUSED ABSENCES:

1. Policy: Absences will be excused for the following reasons:
 - a. Illness
 - b. Medical/dental appointments (which cannot be easily scheduled outside of school hours)
 - c. Religious holidays and special ceremonies
 - d. Bereavement/family emergencies
 - e. Authorized in-school service, with an *Administration Slip*
 - f. Organized school activities with subject teacher's notification (field trips, sporting events etc.)
2. Procedures:
 - a. When a student is ill, a parent/guardian is requested to telephone the school receptionist about the expected duration of the absence.
 - b. On the day of return to school, the student must bring a signed note from his/her parent or guardian that shows the student name and number, the date(s) absent and the reason for the absence(s).
 - c. The student must have the note signed by his/her teachers, whose classes were missed, and then the student must take it to the receptionist once all of the appropriate teachers have signed the note and the receptionist will enter an excused absence in the student's record.
 - d. It is the student's responsibility to see the teacher to inquire about making up any work missed during an excused absence

Sample Absence Note:

DATE
Please excuse <u> (Name) </u> <u> (Student # / Grade) </u>
from school on <u> Date(s) </u>

ANY ABSENCE THAT DOES NOT FIT THE ABOVE CRITERIA OR ANY ABSENCE FOR WHICH THE ABOVE PROCEDURES ARE NOT FOLLOWED WILL BE TREATED AS AN UNEXCUSED ABSENCE. (SEE “B” below.)

B. UNEXCUSED ABSENCES:

The following represents the continuum of procedures and consequences of unexcused absences:

Unexcused Absences	Intervention Level	School Outcomes
1-3 missed classes in a single subject (consecutively OR within a single term)	Teacher/ Parent/ Student	<ul style="list-style-type: none"> • Phone call home • Student attends Tutorial to make up missed work and/or • <i>Absence/Late Report</i> sent home
Further absences (beyond 3 missed classes but not “continued” or “chronic”)	Teacher/ Parent/ Student/ Counsellor	<ul style="list-style-type: none"> • Phone call home • Interview with counselor and/or • Attendance summary sent home
Continued absences (more than 7 unexcused absences within a term but not “in a row”)	Teacher/ Parent/ Student/ Counsellor/ Administration	<ul style="list-style-type: none"> • Attendance warning letter (with an attendance printout) and/or • Parent Interview and/or • Interview with administrator and/or • <i>Attendance Card</i> and/or • Administrator may decide to restrict student’s participation in certain school activities (e.g., sports teams, extra-curricular activities etc.)
Chronic absenteeism (continuously and consistently missed classes)	Teacher/ Parent/ Student/ Counsellor/ Administration	<ul style="list-style-type: none"> • Second parental interview and/or • <i>Attendance Contract</i> stating consequences for non-attendance (e.g., ineligible for sports team and clubs/activities, home schooling, alternative educational program, ceremony privileges denied, timetable dropped etc.)

II. LATES

1. Policy:

- a. Students must arrive to class BEFORE the bell rings.
- b. Students who arrive late should report directly to their class.
- c. Staff will keep and report accurate late records for early intervention.
- d. Lates are only excused when the student has been given a yellow *Administration Slip* from a staff member OR the teacher has received a phone call from a staff member indicating a student will be late for class.
- e. Students must present a yellow *Administration Slip* before being admitted to class OR must show up to class within a reasonable amount of time after the teacher has received a phone call indicating a student will be late.

2. Procedures: The following represents the continuum of procedures and consequences of unexcused lates:

Unexcused Lates	Intervention Level	School Outcomes
Late	Teacher/Student	<ul style="list-style-type: none"> • Teacher will speak to the student who arrives late, explaining it is the student's responsibility to be in class on time, prepared to work
3 lates	Teacher/Parent/Student	<ul style="list-style-type: none"> • Teacher will call home and complete an <i>Absence/Late Report</i>, which will be given to the office. The student will be notified that a note is to be sent home.
5 lates (within a term)	Student/Parent/Student/ Counsellor	<ul style="list-style-type: none"> • Teacher will phone home indicating the problem is continuing and/or • The grade counsellor will be notified
Chronic lates	Student/Parent/ Student/Counsellor/ Administration	<ul style="list-style-type: none"> • The counsellor will meet with the student and/or • Parent Interview and/or • Meeting with administration, followed by letter home stating consequences (e.g., disqualification for awards and scholarships, ineligible for sports teams and/or extra-curricular activities)

III. CLASS INSTRUCTIONAL TIME

a. Policy:

- i. ALL students will remain in their classroom for the entire period.
- ii. Students must use the sign-in/sign-out sheets provided in each classroom.
- iii. The use of lockers and vending machines are not permitted during class time.

b. Procedures:

- i. If a student comes to class unprepared, the solution to this problem must be solved within the classroom. Going to the locker should be LIMITED.
- ii. Individual teachers can decide whether or not food or drink is consumed in their classrooms, but it must be brought with the student at the beginning of class.

NOTE: There are FOUR exceptions to the above policies:

a. STUDENTS ON BATHROOM BREAKS:

Students will know that:

- i. They must sign-in when they return.

b. STUDENTS WITH AN EARLY DISMISSAL:

- iii. Students can be dismissed for a variety of reasons. Their names will appear in the bulletin, or they will be provided with a yellow *Administration Slip* from their coach or sponsor to give to their teacher. Coaches and sponsors realize the importance of class time and will give the students just enough time to get what they need from their lockers and go to the event. Teams/groups will meet OUTSIDE at the front of the school to prevent disruptions to classes.
- iv. Teachers are not to dismiss students early or part way through the period as a “reward” for completing work ahead of time, good behaviour, etc.

c. STUDENTS WITH STUDY BLOCKS:

Students with study blocks are expected to using the time to study in the cafeteria or library but NOT in the halls.

d. STUDENTS SENT TO THE OFFICE:

If a student is being sent to the office, teachers must call the office first to let the appropriate administrator, counsellor, or office staff member know that the student is on the way.

IV. FIT Block

1. Policy:
 - a. FIT Blocks occur twice a week on Tuesday after Period 1 and Thursday after Period 3 for 50 minutes each.
 - b. Students must attend the FIT Block if invited by a teacher and be in class.
 - c. If not invited to attend, students will be given the choice of which teacher to visit for help and must be in a learning space.
 - d. Students are not permitted to be in the halls or leave the school during FIT.

2. Procedures:
 - a. All students should have a plan in place on where they will go for FIT. Make sure to have 2 classrooms in mind. If your first choice of class is full, you will need to find another.
 - b. Grades 8-10 must be in a classroom.
 - c. Grades 11 & 12 should be in a classroom for help, the Library or Cafeteria for independent study or group work.

VI. EARLY DISMISSALS

No student is allowed to leave the premises during instructional time without permission.

Requests for a temporary absence are to be accompanied by a note signed by a parent/guardian and are to be presented to the office prior to leaving school. It is the responsibility of students to inform the subject teacher(s) of an early dismissal BEFORE the dismissal time and to sign out in the office before leaving. If students return to school after a temporary absence, they are to sign back in at the office and then go directly to their classes.

BIKES, SCOOTERS, SKATEBOARDS

For safety reasons, bikes and scooters are not permitted inside the school. Students are required to lock up all electric scooters & bikes at the outdoor bike racks.

Skateboards and longboards are required to be locked up outdoors or placed in lockers. Students in possession of these items in the hallways will have them confiscated.

CELL PHONE / ELECTRONIC DEVICES POLICY

Electronic devices must be turned completely off (not on vibrate) and kept out of sight during class time and in the hallways while classes are in session. Use of electronic devices is permitted only at the discretion of school personnel during class time and during emergencies. No electronic devices are permitted to be turned on in washrooms, locker rooms, change rooms, shower rooms or other environments where use could create discomfort or embarrassment for the school population.

Students not adhering to the classroom and school policies regarding acceptable use of electronic devices may be subject to intervention and consequences as outlined in our Code of Conduct. School staff are expected to model appropriate electronic device use that is consistent with the above policy.

DRESS CODE

Members of our school community – staff, students, parents and guests, are expected to attend school and school related functions in appropriate dress of their choice that should conform with established health and safety requirements for the intended activity and is not obscene and does not promote alcohol or drugs, display offensive language or images, encourage discrimination or cause a disruption.

Should an individual's dress be deemed not appropriate, they will be made aware of this in a respectful and discreet manner and will be asked to cover up an offending item or may be asked to go home and change.

EDUCATIONAL ETHICS

Windermere Secondary School aspires to develop honest, ethical and accomplished students, capable of being responsible citizens in Canadian society. Educational achievement reflects an individual student's subject area performance and honestly acquired skill, knowledge, and ability. Students who cheat are serving neither their own nor society's best interests. Some examples of cheating include:

- Plagiarizing/copying material from any source (e.g. other students, the Internet, a tutor) without appropriate acknowledgement. This includes all assigned work - essays, assignments, homework, lab reports, computer programs, drawings, sketches, designs, and video or audio recordings.
- Supplying information or work of any kind to another student with the knowledge that it may be copied or used for marks.
- Copying from another person's test paper or knowingly allowing another student to copy from your test paper.
- Unauthorized communication of any kind during a test.
- Bringing or using unauthorized notes or equipment (i.e., electronic translators, programmable calculators, etc.) for a test.

- Being absent without an acceptable reason from a test or class assignment.

Staff at Windermere endorse the policy to ensure the integrity of student achievement. Students in violation of our educational ethics expectations will be subject to consequences at the discretion of the classroom teacher and administration.

SMOKING

No person may smoke or vape in the school building, on the school grounds or at any school sponsored function.

STUDENT DISCIPLINE

Any student who violates School Board or school policy will be subject to disciplinary action, which may include:

- an interview with an administrator
- notification of parents/guardians
- participation in a restorative process
- in-school suspension
- community service
- referral to counselling or a treatment program
- suspension from school
- referral to the Vancouver Board of Education Discipline Review Committee for action by the Board of Trustees
- police involvement

Windermere will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code). Student discipline will take into account the frequency and severity of the behaviour, as well as the age, maturity and special needs, if any, of the student. In some cases, violation of school or district policies may also be a violation of the criminal code and result in police investigation and possible charges.

VIOLENCE AND WEAPONS

The Vancouver School Board works hard to ensure that schools are safe places for students. Board policy states that violence of any kind will not be tolerated. Any form of violence or intimidation that threatens the health, safety and welfare of students is not acceptable.

Violence includes verbal, written, or physical threats, bullying, fighting or emotional or sexual abuse. Weapons are defined as anything that is used with the intent to hurt or frighten someone.

Students are not permitted to have weapons. Any student found with a weapon, involved in a violent act, or soliciting others to commit an act of violence will be disciplined.

RACISM

The Windermere community disapproves strongly of any behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code). Racism will not be tolerated in our school. School authorities will treat very seriously any occurrences of these unacceptable behaviours and will respond accordingly.

WHAT SHOULD I DO IF . . . ?

If you have been affected by or know of others who have been affected by harassment, violence, weapons, drugs, or alcohol, it is important that you talk to a counsellor, teacher, administrator, or anyone else in the school that you trust, so that others can help to solve the problem.

PROTOCOL FOR STUDENTS WHO POSE A THREAT TO OTHERS IN OUR SCHOOL COMMUNITY



STUDENT THREAT RISK ASSESSMENT PROTOCOL: Notice to our students and parents/guardians/caregivers

The Vancouver School District and our community partners are committed to having safe, caring and inclusive schools. In the event that a student makes a threat of violence or harm to other students, staff or the school community the school will initiate the VSB student risk threat assessment process.

THE VSB STUDENT THREAT RISK ASSESSMENT PROCESS

What behaviours initiate a student threat risk assessment?

A Student Violence Threat Risk Assessment will be initiated for behaviours including:

- Serious violence or violence with intent to harm or kill;
- Verbal/ written/ drawn threats to harm or kill others;
- Online threats to harm or kill others;
- Possession of weapons (including replicas);
- Bomb threats;
- Fire setting;
- Acts of racism, discrimination or hate;
- Sexual intimidation or assault, sextortion;
- Gang related intimidation and violence.

Duty to report threat making behaviour

Maintaining a safe, caring and inclusive school community is the responsibility of everyone in the school community. Students, staff, parents/ guardians/ caregivers and community members must report all threat related behaviours to their school administrator.

What is a threat?

- An expression of intent to do harm or act out violently against someone or something;
- Threats may be verbal, written, drawn, made through gestures or posted on the internet.

Duty to Respond

All threats must be taken seriously and require a response that includes investigation and intervention. Our goal is to respond to threats and maintain a safe and caring learning environment.

Each school has a multi-disciplinary School Threat Risk Assessment Team which includes the School Administrator(s), Area or School-based Counsellor(s), and School Liaison Police Officer. A school may also involve district resource staff and community partners such as Child and Youth Mental Health in the threat assessment process.

What is the purpose of a Student Threat Risk Assessment?

The VSB student threat assessment process is used to:

- ensure the safety of students, staff, parents and others;
- ensure a full understanding of the context of the threat;
- understand factors contributing to the threat makers' behaviour;
- be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker;
- promote the emotional and physical safety of all.

What happens in a Student Threat Risk Assessment?

- Information is gathered from multiple sources including open source digital publicly available data. This may include interviews with the threat-maker, student(s), staff and parents/ guardians/ caregivers to assess the level of risk;
- The School Threat Assessment Team examines the information collected and in consultation with community partners, determines the level of risk;
- Appropriate intervention plans are developed, implemented and shared with parents/guardians, staff and students, as required. Information shared throughout the risk/threat assessment process will respect the individual's right to privacy and the safety of all.

Can I refuse to participate in the threat assessment process?

It is important for all parties to engage in the Threat Risk Assessment process. However, if for some reason there is a reluctance to participate in the process, by the threat maker or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring environment for all.

Collection Notice

The School District is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online sources is only obtained from open source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

Please visit the school's website for a full-size version of this important document!