

# BALLENAS SECONDARY SCHOOL

2016-2017



P.O. Box 1570, 135 Pym Street  
Parksville, B.C. V9P 2H4

Website: <http://bss.sd69.bc.ca>

Phone: (250)248 5721  
Fax: (250) 954-1531

## **School Mission Statement**

We are committed to providing our students with a common core of learning opportunities and to creating a learning environment which recognizes, understands, and appreciates students' individual and collective intellectual, emotional, physical and social needs as well as their potential.

## **School Motto**

"Building Successful Students"

## **School Goal**

"At BSS, we are engaged in developing the skills of lifelong learning."

### **CRITICAL COMPETENCIES: for all members of our learning community**

- 1) Share knowledge and participate ethically and constructively as members of multiple communities.**
- 2) Create personalized approaches to authentic learning and living experiences.**
- 3) Develop the skills needed to be a critical consumer and producer of knowledge.**

## SCHOOL OFFICE PERSONNEL

When calling in to the school you can access the desired extension by entering the appropriate four-digit number as soon as you hear the recorded message. You do not need to listen to the entire message.

### LEADERSHIP TEAM

Mr. Rudy Terpstra, Principal ext. 2103  
Mr. Kevin McKee, Vice-Principal ext. 2104  
Ms. J. Reynolds, Vice-Principal ext. 2802

SECRETARY  
SECRETARY  
ACCOUNTS  
COUNSELLING  
CAREER CENTRE  
LIBRARY CLERK

### SECRETARIAL STAFF

Ms. Leah McMillan ext. 2100  
Ms. Cathy Webb ext. 2101  
Ms. Sarah Orr ext. 2102  
Ms. Brenda Fleming ext. 2708  
Ms. Donna Gibson ext. 2712  
Ms. Lillian Harm ext. 2306

Office Hours 8:00am-4:00pm

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## RESOURCE CENTRE

Students have access to the Resource Center from 8:00 a.m. to 3:30 p.m. The Resource Center is comprised of the following facilities:

**LIBRARY:** The Library Program aims to provide the following services to students and staff:

Provide a current collection of books, periodicals, audiovisual, and digital resources organized in an easily accessible manner.

Provide equipment and facilities for the varied needs of students and staff (quiet study area, small group discussion, group instruction, computer access, A/V supplies and storage).

Provide information services, encouraging students to develop research and information management skills. Developing information management skills is an ongoing goal of the Resource Center.

Library is open before and after school, recess and lunch time, as well as regular school hours for staff and supervised student use.

**RESEARCH LAB:** A Research Lab is located in the Resource Centre and is available to classes and to individual students who have online research and computer work to do. Students using this lab are subject to the rules and regulations that govern computer access at BSS.

**Librarians:** Ms. Jennifer Lunny ext. 2307  
Mr. Greg Lewis ext. 2308



# COUNSELLING AND CAREER CENTRE

The Counselling Department is comprised of two areas, counselling and career, to help serve the specific needs of students.

## **Counselling Centre:**

The aim of the Counselling Centre is to provide service and support to students and parents in the following areas:

Student Registration, Course Planning & Advising, Graduation Requirements, Post-Secondary Advisement/Applications, Scholarships & Bursaries, Distance Education Courses, Personal Counselling, Liaison & Referrals with Community Agencies

**Counsellors:** Mr Langenmaier Grade 8/9 Mr. Greg Meredith—Grade 9 & 11 ext. 2713

Ms. Shannon Confortin—Grades 10 & 12 ext. 2710

Mrs. Carrie Philip—International ext. 2300

## **Career Centre:**

The aim of the career center is to provide the following services to students:

Access to current information on careers and labor market trends

Course planning and advising

Transition planning-meeting requirements for post-secondary programs and preparation for the world of work

Post-secondary liaison service – information on colleges and universities and assistance in selection of programs

Psychometric testing to assist students with career options

Work experience placement

Coordination of all career preparation programs

Apprenticeship program coordination

Implementation and tracking of all graduation transition students requirements

The career center is available to students on a drop-in basis. Parents are encouraged to access this facility as well.

**Career Counsellor:** Mr. Luc Ouellet ext. 2203

Career Assistant: Ms. Donna Gibson ext. 2712

## **Interim Transcript of Grades**

Current students can request copies of their Interim Transcript of Grades from the Counselling Office Secretary. These Interim Transcript of Grades contain all completed courses at the Grade 10, 11 and 12 level which lead towards graduation requirements. They also include all courses which are scheduled for the current year. Failures and withdrawals are not included.

Please note it is the responsibility of the student, not the school, to ensure the Interim Transcript of Grades is received by the post-secondary institution. It is not the practice of the school to mail, fax, or email the Interim Transcript of Grades unless there are extenuating circumstances. In no instances will the school email an Interim Transcript of Grades to a student.

Students are encouraged to participate in the Electronic Post Secondary Institutions Selections process available through the Ministry of Education during their Grade 12 year. This will facilitate their marks submissions to the post-secondary institutions.

## GENERAL INFORMATION

### Lost & Found

A Lost & Found box is located in the main foyer. Students are notified of periodic "Lost & Found cleanouts" and have several weeks to look for lost items before they are donated to charity.

Large sums of money or valuables **should not** be brought to school. Valuables should be locked in lockers when students are in PE classes.

### Lockers

It is not mandatory that students use a school locker, however those who want to rent a locker and a lock may do so for a \$5 fee. All lockers **MUST** use a school supplied lock. Grade 8, 9 & 10 students may be required to share a locker with a partner. Students are responsible for the condition of the locker and should return their lock to the office at the end of the school year for a \$2 refund.

### Textbook & Student Activity Fees

A textbook fee of \$50 will be charged to each student upon enrolment at Ballenas. This account must be maintained at \$50, but will be returned to the student when he/she leaves the school, providing there are no outstanding textbooks. A Student Activity fee of \$10 is charged to students to help defray the costs of student events held throughout the school year. This fee will entitle students to a school ID card which will be necessary for checking textbooks in and out.

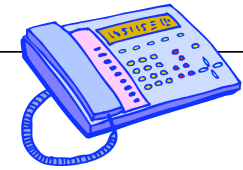
### Textbooks

Textbooks are issued during the first week of each semester. Textbooks are on loan to students and it is expected that students will handle them with due care. A fee will be charged for the replacement of textbooks that have been lost or damaged beyond normal wear and tear. At the end of the semester, immediately after the exam has been written, students are expected to return their textbooks to the library.

**School Locker Use—Policy No. 7040:** The Board believes that school officials must be able to respond quickly and effectively to problems that arise in schools in order to protect students and to provide the orderly atmosphere required for learning. A student locker search may be undertaken if there are reasonable grounds to believe that a school rule has been or is being violated and that evidence of the violation will be found in the student's locker.

# ATTENDANCE & LATE POLICIES

***A student's absence must be addressed by a note or a phone call to the school attendance line (248-5721 extension 1) from a parent/guardian within 48 hours of the absence. Except for extreme exceptions, absences will not be noted as "excused" beyond this time and will thus be noted as unverified.***



## HOW TO ACCESS THE VOICE MAIL SYSTEM

1. Dial into the school (250-248-5721).
2. Press "1" to access the Attendance Message Centre.
3. When you hear the prompt, leave your attendance information. Please state the date of the absence, student's name, reason for absence, parent/guardian name and phone number.

As well, parents have the option of sending an absentee note to the attendance secretary instead of phoning the school.

\*Please note: The Attendance Message Center can be reached 24 hrs. a day

**Rationale:** We believe regular attendance to be the single greatest determinant of success in our school. Despite all of our efforts to support and encourage students to successful completion of their coursework and the meeting of learning outcomes, a student's choices and actions can negate these efforts. It is only through an effective partnership and clear communication between the school, the parents, and the student that we can ensure success.

At Ballenas Secondary, we believe that the essence of our educational programs occurs in the classroom with skilled teachers. Direct instruction, explanation, clarification, discussion, assessment, group tasks, practical experience and evaluation are all invaluable components of an effective learning environment. Students who miss class time are at a greater risk of missing key aspects of their learning, and by extension, will reduce their chances of meeting the required learning outcomes of their courses.

Developing good habits in the area of attendance requires the cooperation of students, parents, the school, and the community. We must work collaboratively to promote, monitor, and support the regular, on time attendance of our students.

# ATTENDANCE & LATE POLICIES (Continued)

## Types of Absences Explanation

### Excused Absence

Excused Absences include the following:

- Student illness
- Health appointments that cannot be made outside of the regular school day
- Death in the immediate family
- Observance of a religious holiday
- Family emergency
- Circumstances that cause reasonable concern to the parent or legal guardian for the safety of a child
- Other situations beyond the control of the student as determined by the principal or principal's designate
- Other absences with parents explanation & approval include:
  - a. Work
  - b. Babysitting for parents
  - c. Non-medical appointments
  - d. Family vacations (see further details for Extended Absence)
  - e. Car trouble or missed bus

**The teacher will provide the student with the opportunity to make up missed work and write quizzes or tests missed due to excused absences. Students should make every effort to minimize all absences including excused times.**

When a student is absent from school, the parent/legal guardian should send a written note to the school upon the student's return from the absence, or use the automated "dialer" system to identify excused absences.

The teacher should make note of these absences and contact parents if there is a concern, but will not withhold the student's educational program by preventing them from submitting work or making-up missed tests. This make-up work may be scheduled after the regular school day, at lunch and break times, or at XL School.

### Unexcused

An unexcused absence is cause for disciplinary action. Students are unexcused if they:

- are absent from school without parental permission
- are in or around the school but not in their scheduled class
- fail to attend a scheduled assembly
- fail to verify absence within 48 hours of their return

# ATTENDANCE & LATE POLICIES (Continued)

## Extended Absence (Unexcused-Explained) Policy

Each year we are approached by an increasing number of parents who wish to take their child out of school for an extended period of time (defined as five school days or more). Usually this is for reasons associated with family travel or family business. We do not have a procedure for granting students a leave of absence. Rather, it is assumed that parents will make decisions in the best interests of their own child.

We are respectful of the fact that many of our students have family members far away, and spending time with them is important. We also encounter parents who wish to excuse their child from school for extended periods of time due to emotional or medical issues. Regardless of the reason, difficulties arise when parents wish to have some sort of assurance that their child will not be behind in their work when they return. If a child misses school for an extended period of time, he or she will be behind in classroom work.

Students may well have other cultural and travel experiences that contribute to their overall development, but the many varied daily classroom activities they will miss cannot be duplicated through worksheets or workbooks. There is no true substitute for missed instructional time. It is also unrealistic for teachers to have to re-teach key elements missed due to a family choice to miss school. Although teachers will do their best to help students get caught-up, they are, generally speaking, not in a position to provide make-up assignments, or detailed packages in advance for children who have extended absences due to family vacations or work. It is up to students to provide notification to each of their teachers well in advance (at least two weeks) of the date of the absence. This can be done by completing an **Extended Absence Notification Form** available in the main office or from the student's grade level counselor.

Services that we can provide to students who will be absent for extended periods include:

- Flex Learning Wednesday mornings
- Ministry of Education on-line tutorials
- Regularly scheduled teacher tutorial times outside of class time
- Drop-in support with Learning Assistance or First Nations Tutorial blocks

In some cases (at the teacher's discretion), limited homework packages or alternate assignments may be provided prior to, or following the absence.

A student that will be missing 20 days or more may not be able to complete the course work here at the school (within the context of the regular classroom). The administration will meet with students that have excessive absences and assess their standing on an individual basis. The students may be referred to distance education options such as:

CEAP

Summer School

Students who are away for extended periods due to medical, social or emotional issues are referred to our School-based Team for support. In most cases, students are referred to the **SD 69 Hospital-Homebound Program** where their needs can be met in a much more effective way.



## ATTENDANCE & LATE POLICIES (Continued)

### SENIOR STUDENTS

When a senior student's attendance becomes problematic (high number of absences), a letter will be sent to parents indicating a problem. If, after the initial contact, a Senior Student's attendance continues to be a problem, they may be placed on a "probationary agreement or contract". Ultimately, poor attendance and poor performance could result in removal from school. Grade 12s, with an approved study block may be enrolled in 3 classes in a semester.

**NOTE: There is an appeal process to review exceptional circumstances with the Principal and/or Vice-Principal.**

### JUNIOR STUDENTS

Detentions will be assigned for unexcused absences. These detention times will approximate the missed class time. Detentions are held daily at lunch time. A Vice-Principal will place students with chronic truancy issues on performance agreements. Students withdrawn for attendance issues will have to prove success in another educational program prior to being enrolled at Ballenas in the future. Students in grades 8-11 are expected to be enrolled with a full timetable.

**Attendance and late information will be made available to students so that they can check its accuracy. Any concerns students have regarding their attendance information will need to be discussed with their teacher(s). The Automatic Dialer makes daily phone calls home for unexcused absences. To ensure accuracy, parents are asked to contact the office to verify any excused or explained absences.**

**PE Classes:** If the student's absence was excused, he/she has 48 hours from his/her return to school to provide the PE teacher with a note. If legitimate reasons for absences are not forwarded to the instructor within 48 hours of the student's return, then the student will receive a participation mark of zero for each class missed.

Students who do not attend classes on the day of Ballenas School dances forfeit the opportunity to attend the dance.

### LATES

Students are expected to be at school and in class on time.

Late procedures will be reviewed with students in all courses. Detentions, counsellor referrals, contact with parents/guardians and attendance contracts are typical consequences for repeated tardiness.

Students who are late for Period 1 (first of day) should report directly to that class—they are not required to sign in at the office.

Students arriving late to class should enter the class in a manner that minimizes disruption to the class.

Students who arrive late (after Period 1) are required to sign in at the office.

Students are not to leave class for any reason during the first and last ten minutes of any period.

# Tips for Success

## Tips for Students



We asked our group of high school students to tell us what they wish someone would have told them as they were starting high school.

*"Get each semester off to a good start. I have this habit of not working very hard at the beginning of the semester, and then I have to work like crazy to bring my marks up. This semester, I got off to a good start in all of my classes. My marks are a lot better, and I'm not all stressed out about having to bring my marks up." Tamika*

*"Don't get caught up in the social scene and don't worry about being part of the "in" crowd. Choose friends who have similar interests and who you can be yourself with." Courtney*

*"Get involved. I've had a lot more fun during my last two years because I've gotten involved in activities. I wish I would have been more involved earlier." Jamal*

*"Choose your courses carefully and don't wait until your last year to think about what you're going to do after you graduate." Antonio*

*"Think about the consequences of what you're doing. In Grade 10, I got caught drinking a beer during soccer season and I wasn't allowed to practice or play for two weeks. I felt like I let my team down, and it killed me to just watch the games and not be able to play." John*

*"Don't be afraid to ask for help if you need it. I'm not very good at math, and last year I struggled the whole year. This year I have a tutor and I'm doing a lot better." J.D.*

*"Don't wish your high school years away, it goes really fast. Enjoy it." Tony*

## Tips for Success (continued)

### Tips for Parents

High school students are old enough to make many of their own decisions, but they still need their parents to provide guidance and to set limits. The tips below will help parents guide and advise their children as they go through high school.

1. At the beginning of each term, sit down with your son or daughter and together set realistic academic goals for that term.
2. Encourage your child to be involved in extracurricular activities. Show your support by attending performances, games, etc.
3. Make sure that your child understands that he/she is expected to be in school, on time, every day.
4. Attend all open houses and parent conferences.
5. Write down the dates that interim reports and report cards come out, and expect your child to bring them home. If you don't see an interim report or report card, call the school and request a copy.
6. Realize that it's your child's responsibility to be in school every day, to follow the school rules, to get homework done, and to prepare for tests.
7. Work together with the school. If you have a question or concern about a class, call the teacher. For other concerns, contact your child's counselor or vice-principal.
8. Make sure that your son or daughter is not spending too much time on the phone, playing video games, watching TV, instant messaging, etc. Also make sure that a job doesn't interfere with school.
9. Talk to your child about what's happening in school and be a good listener.
10. Look for opportunities to praise good marks and extra effort.
11. If you suspect that your child is drinking or using drugs, talk to your son or daughter immediately. If you need help or advice, talk to your child's counsellor or to your family doctor.
12. Help your child figure out how to take care of problems on his/her own. In doing so, your child will gain confidence and become more independent. If your child is unable to resolve an issue, or if there is a serious problem, be available to help or intervene.
13. Help your child choose appropriate courses. If you have a question about a course, talk to your child's counselor.
14. If you want to change a behaviour, first make sure that your son or daughter knows exactly what your expectations are. You can then offer rewards if your expectations are met and/or consequences if they're not. Never take away a positive activity (e.g., sports, choir, school play) as a consequence.
15. Put the computer in a common space so that you can monitor your child's Internet activity. Learn about the technology your child is using.
16. Help your child explore and evaluate a variety of career and educational options.

***Make school a top priority. Nothing is more important to your child's future than education!***

If you are concerned about your child's academic performance, talk to your child's counsellor. A school counsellor is not only an excellent resource for students, a school counsellor is also an excellent resource for parents.

# CODE OF CONDUCT

- General rights, responsibilities and expectations
- Attendance and late policies
- Parking/Driving
- Video security
- Suspensions
- Threat assessment practice
- District policies – bullying, violence, weapons, alcohol/drugs and tobacco
- Drug Free Zone
- Dress code
- Appropriate use of technology
- Communication technology policy

## STUDENT RIGHTS AND RESPONSIBILITIES

It is the personal responsibility of each student at Ballenas Secondary School to be aware of, to support, and to abide by the School Code of Conduct and applicable Qualicum School District policies.

These rights and responsibilities apply to all students while under the jurisdiction of the school. This includes student behaviour at school, while on school activities and when traveling to and from school. Students who contravene the Code of Conduct will be subject to a program of progressive discipline, which seeks to clarify expectations, provide support for behavioural change, and assign appropriate and timely consequences for breaches of school rules and/or district policies.

## GENERAL RIGHTS AND RESPONSIBILITIES

Each student and teacher has the right to be treated, at all times, with dignity and in a respectful manner.

Each student has the right, unless removed following due process, to attend classes and participate in a full range of class and non-class activities.

Each student has the responsibility to attend classes regularly and to be punctual.

Each student has the responsibility to behave in a manner which does not distract, disrupt, offend or endanger self/others or cause damage to school property or equipment.

## CLASSROOM EXPECTATIONS

The teachers at Ballenas believe that every student is able to be a successful learner. In order to bring about this success, each teacher develops an appropriate learning climate according to his or her subject, discipline and teaching practices.

The teachers' expectations, regulations and evaluation procedures will normally be communicated to the students in the first few days of classes through course outlines and expectations documents.



## STUDENT PARKING/DRIVING

Students are permitted to park only in the student lot at the front of the school, **NOT** in the areas that are reserved for staff, on the walkways, or in any fire access, handicapped, or visitor areas. Students who disregard parking rules may have their cars towed at their expense and/or may be restricted from parking on the school grounds. For security reasons, students are not to be loitering in the parking lot at any time. Driving offences will be reported to the RCMP.



## VIDEO SECURITY

Students, parents and staff should be aware that Ballenas Secondary makes use of a video security system. This system is in use to ensure the safety of students and staff, as well as, the security of school district property.

## SUSPENSIONS

Suspensions are issued when students fail to respond to other disciplinary measures, or when more severe consequences are warranted and it becomes necessary to temporarily remove a student from the school. Parents will be notified of any suspensions.

While the administration has the authority to suspend for up to five days, the length of the suspension depends upon the circumstances. For more serious offences, students may be suspended to the school board (over 5 days). Students will be required to meet with the District 69 discipline committee to determine a return to school or an alternate plan. Students are not to be on the school grounds, nor can they participate in any school-sponsored activities during the period of their suspension. Suspended students are responsible for keeping up with all schoolwork while suspended and must meet with the Principal or Vice-Principal prior to their return to classes. Students under suspension during exam periods will be provided with arrangements to write exams.



# District Policies



## SUBSTANCE ABUSE POLICY (NO. 7165)

**THE BOARD RECOGNIZES THAT IN ORDER TO PROVIDE THE GREATEST OPPORTUNITY FOR HEALTHY STUDENT GROWTH AND DEVELOPMENT THE SCHOOL ENVIRONMENT MUST BE FREE OF MOOD ALTERING SUBSTANCES.\* THE BOARD SHARES RESPONSIBILITY WITH THE COMMUNITY FOR ADDRESSING PROBLEMS ASSOCIATED WITH THE USE AND ABUSE OF SUCH SUBSTANCES.**

Any student engaging in any of the following while under the jurisdiction of the school shall incur an "In-School Suspension" for a period of no less than three (3) days and the incident or incidents shall be reported to the District Drug and Alcohol Review Committee:

- consumes alcohol or illicit drug(s)
- is under the influence of alcohol or illicit drug(s)
- is in possession of alcohol or illicit drug(s) or drug paraphernalia

The incident(s) shall be reported to parents verbally and confirmed immediately in writing. A copy of Bylaw 15: Appeals will be enclosed. The Superintendent or designate shall be notified in writing and the RCMP shall be contacted. The decision as to whether criminal charges will be laid rests with the RCMP. The District Drug and Alcohol Review Committee may make recommendations for further disciplinary consequences or support.

### **Repeat Incidents**

A student of any age who is involved in a repeat incident of consumption, under the influence or possession of alcohol or drug(s) or paraphernalia while under school jurisdiction shall be immediately placed on "Out of School/At Home" suspension and referred to the Assistant Superintendent for a decision as to whether the student will be referred to the District Drug and Alcohol Review Committee or the District Discipline Committee.

**\*FOR THE PURPOSE OF THIS POLICY AND ACCOMPANYING REGULATIONS, "MOOD-ALTERING SUBSTANCES" REFER TO ALCOHOL AND DRUGS PROHIBITED OR RESTRICTED UNDER THE FOOD AND DRUG ACT AND THE NARCOTIC CONTROL ACT, BUT EXCLUDES DRUGS WHICH HAVE BEEN PRESCRIBED FOR THE STUDENT BY A PHYSICIAN AND WHICH ARE BEING USED IN THE MANNER PRESCRIBED.**

## **SUBSTANCE ABUSE POLICY (Continued)**

### **Distribution/Trafficking of Alcohol or Illicit Drug(s)**

Any student who engages in the distribution, sale or proliferation of alcohol or drug(s) shall be immediately placed on "Out of School/At Home" suspension and referred to the District Drug and Alcohol Review Committee. The District Drug and Alcohol Review Committee will offer a recommendation for further disciplinary consequences and/or support within six days of such a referral. In addition, the RCMP will be notified and will determine if criminal charges are warranted.

### **District Drug and Alcohol Review Committee**

The District Drug and Alcohol Review Committee will consist of a minimum of:

- the Superintendent or designate
- two school administrators
- one drug/alcohol counsellor
- one school counsellor

Any student referred to this committee will present himself/herself with their parent/guardian at the time appointed. A representative of the student's school will also be present.

The committee will determine (further) disciplinary consequences for the student and may make recommendations regarding the educational program of the student such as, for example, the level of support and/or intervention which might be required to allow the student to successfully continue with his/her educational program.

Some of the following specific courses of action may also be recommended by the committee but it is intended that the committee would not be limited in its thinking or mandate by such a list:

- drug or alcohol counselling
- referral for family support
- school suspension in accordance with Policy 7030 (Suspension of Students)
- suspension from all School District 69 schools while being provided with an educational program pursuant to Section 85 of the School Act.

## **District Policies (Continued)**

### **VIOLENCE POLICY (NO. 7030)**

**THE BOARD EXPECTS THAT STUDENTS SHALL COMPLY WITH RULES, POLICIES AND/OR CODES OF CONDUCT AS SANCTIONED BY THE BOARD TO MAINTAIN AN ENVIRONMENT CONDUCIVE TO LEARNING.**

Any student in possession of an article that is, or is commonly known to be used as, a weapon (e.g. knife, chain, etc.) shall be suspended from school for a minimum of three (3) school days and the incident reported immediately (verbally) and in writing to parent(s) and the Superintendent of Schools and/or designate.

Any student involved in a violent and/or intimidating act (physical or verbal abuse) shall be suspended from school for a minimum of three (3) school days and the incident reported immediately (verbally) and in writing to the parent(s) and the Superintendent of Schools and/or designate.

With reference to regulations 6 and 7, any repeat offender shall be immediately suspended for in excess of five (5) school days (the parents notified verbally and confirmed in writing) and the matter referred immediately to the Superintendent of Schools or designate. (Ref. Policy 7150 - Suspension Hearings).

### **WEAPONS POLICY (NO. 7163)**

Where an administrator reasonably believes that a person on or near school premises is in possession or has used a weapon, the administrator shall:

- immediately notify the police and the superintendent or designate.
- make reasonable attempts to minimize the risk of injury to any person.
- ensure the weapon is removed from school premises (confiscated).
- contact parent/guardian.
- file an Employee Report of Injury/Incident to Employer Form.

Resultant consequences will range from school disciplinary action to charges being laid by the police depending on specific circumstances.

#### **WEAPON DEFINITION:**

**“ANY INSTRUMENT DESIGNED TO INFLICT INJURY OR INTIMIDATE ANOTHER PERSON, OR ANY INSTRUMENT THAT IS USED IN THIS MANNER.”**



# Threat Assessment Practice

High profile acts of school and university violence combined with other traumatic events have understandably elevated the anxiety level of students, parents, teachers, support staff and community members. In the absence of clearly stated expectations and supporting procedures, there is a strong likelihood of either over-reaction or under-reaction when high risk or threat making behaviours occur.

Our school district, in partnership with several key youth service providers in the community including Ministry of Children and Family Development, RCMP, VIHA, Youth Probation Services, Family Resource Association, Regional District of Nanaimo, City of Parksville, and others, is seeking to develop comprehensive policy and protocols that will help us to respond quickly, cooperatively, and effectively to assess and respond to threat-making behaviours.

At Ballenas, our admin team, counsellors, and other key support staff have received formal training in the area of threat assessment. We will require that any behaviours which are worrisome, high risk, or an immediate threat (as per the attached chart) be reported immediately to the principal who will call a school-based team together to assess the situation. If warranted, a community threat assessment team will be called in. The key is that more than one person will be part of every threat assessment, and that appropriate data will be gathered to assess and plan for intervention.

Worrisome Behaviours	High Risk Behaviours	Immediate Threat
<ul style="list-style-type: none"> <li>• Pictures, stories, or journals with violent or disturbing content</li> <li>• Vague threatening statements</li> <li>• Pre-occupation with weapons, violence, or fire</li> <li>• Unauthorized threat – note or graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• Possession of replica weapon</li> <li>• Bomb threat plan</li> <li>• Verbal or written threat to injure, kill or damage property</li> <li>• Internet threats to kill or injure self or others</li> <li>• Fire setting (minor)</li> <li>• Violence to animals</li> </ul>	<ul style="list-style-type: none"> <li>• Possession of a weapon that poses a serious threat to others</li> <li>• Plan for serious assault</li> <li>• Homicidal or suicidal behaviours that threatens safety</li> <li>• Fire setting (major)</li> </ul>

Note: These lists are meant to be representative, not exhaustive.

# Threat Assessment Practice (Continued)

## Key Understandings:

- Violence is the result of an evolutionary process – no one just snaps – signs of the evolution, even if it is cognitive are usually evident
- We need to begin every assessment starting from the hypothesis that this is a cry for help
- There is a strong link between trauma and violence – there is a strong connection between self-harm and harm to others – we can expect to see parallel process or the same behaviours being played-out in the school, the home and the community
- We must assess both the threat – is it clear, direct and plausible? And the threat-maker – does this situation indicate a change in the intensity, or frequency of behaviours for this person?

We need to look at both individual pathology and interactive dynamics

## Key Beliefs:

- Schools must take the lead – The School Act and legal precedent dictate that collective safety trumps individual rights
- Threat assessment must supersede disciplinary action
- Threat assessment is connecting the dots (data) from a number of sources – we must ask all of the questions that need answering (no matter how uncomfortable they may be) in order to make an appropriate assessment for the safety of all involved

Disciplinary or police action may ultimately be required

**This information should be considered fair notice that violence, or threats of violence, will not be tolerated at our school.**

**It should also follow that anyone from our school community that has reasonable grounds to believe that there is potential for high risk or violent behaviour should promptly report that information to the principal or his designate.**

## District Policies (Continued)

### BULLYING, INTIMIDATION, DISCRIMINATION AND HARASSMENT POLICY (NO. 7164)

**DEFINITIONS:**

**Bullying** occurs when one or more individuals target another with the purpose to harass or inflict verbal, physical, or emotional abuse. Bullying is different from ordinary conflict or quarreling: when bullying occurs, there exists a power imbalance:

**Intimidation** occurs when one or more individuals target another with the intent of causing fear and apprehension through verbal and/or non-verbal threats.

**Discrimination** occurs, for the purposes of this policy, when an individual is subjected to insults, ridicule, or alienation for reasons of: race (i.e. racism), religion, ethnic background, appearance, sexual orientation, disability, or gender.

**Harassment** occurs when one or more individual's verbal and/or non-verbal (e.g. gestures) behavior towards others is, and is intended to be: insulting, humiliating, malicious, degrading, or otherwise offensive.

**REGULATIONS:** The following is intended primarily for middle and secondary schools. It is to be viewed only as a progressive discipline guide and will be used in conjunction with professional judgment.

	MINOR INCIDENT	MAJOR INCIDENT
<b>FIRST OFFENSE</b>	Parents informed via phone and letter. Incident recorded; student required to meet with school Child & Youth Care worker and/or counselor.	Incident recorded. Student suspended for up to three days (suspension letter sent). Parent and student meet with school Child & Youth Care worker and/or counselor prior to re-admittance to class.
<b>SECOND OFFENSE</b>	Incident recorded. Student suspended for one day (suspension letter sent). Parent and student must meet with school Child & Youth care worker and/or counselor and a corrective plan must be developed and agreed to prior to the student's re-admittance to class.	Incident recorded. Student suspended for up to five days (suspension letter sent). Parent and student must meet with school Child & Youth care worker and assigned counselor and a corrective plan must be developed and agreed to prior to the student's re-admittance to class.
<b>THIRD OFFENSE</b>	Incident recorded. Student suspended for up to three days (suspension letter sent). Parent and student must meet with school Child & Youth care worker and assigned counselor and the corrective plan must be reviewed/revised and agreed upon prior to the student's re-admittance to class.	Incident recorded. Student suspended for in excess of five days. Student Suspension Hearing Committee convened.
<b>FOURTH OFFENSE</b>	Incident recorded. Student suspended for in excess of five days. Student Suspension Hearing Committee convened.	Incident recorded. Student suspended for in excess of five days. Student Suspension Hearing Committee convened.



## SMOKING

Provincial legislation and board policy dictates that smoking is not permitted anywhere on School District 69 property at any time. There are no exceptions to this policy. Ballenas students are not permitted to smoke within one block of the school. Breaches of this policy are considered serious because of the health and safety implications. Consequences for offences will reflect this concern.

## DRESS CODE

Ballenas Secondary has a dress code in effect that reflects district policy #7003. Changing times, community values and fashion trends have sometimes blurred our working definition of appropriateness. For the purpose of clarification, we require that students wear clothing that is appropriate to a work place environment.

The following clothing choices would be considered breaches of the appropriateness guideline:

- Clothing (including hats and bandanas) which promotes alcohol, drugs, violence, vulgar language, racism or sexism
- Clothing which exposes undergarments or is unduly revealing (exposed midriffs, skirts/shorts shorter than mid-thigh, low cut or strapless, backless or spaghetti strap tops, bathing suit tops, muscle shirts)

This list is not intended to be exhaustive, but rather representative of our shared values in these areas. Students found to be outside of these guidelines will be warned, or asked to cover-up or change clothing. Chronic breaches will be considered as acts of defiance and non-compliance.



## SCENT-FREE ZONE



Please be aware that Ballenas is a Scent-Free Zone. Perfumed products can cause allergic reactions and respiratory distress in some people. For that reason, we ask that you do not wear any perfumed personal products.

## COMPUTER USE

Students are expected to abide by the school's 'acceptable use' policy when using school computers. This policy is shared directly with students at the beginning of each semester. Offences include: downloading music or videos, playing peer-to-peer games, accessing chat groups, multiple site use, or the use of sites unrelated to course material. For more serious offences (such as computer hacking), students may have their privileges removed for the rest of the school year or for their entire time at Ballenas and face additional disciplinary measures.





## CELL PHONE/ELECTRONIC LISTENING DEVICES

Inappropriate use of cell phones and other forms of communication technology have become a significant disruption to the learning environment at Ballenas Secondary. Each day instructional time is lost due to cell phone use (e.g. talking, texting, games, etc.) There is also the potential for a number of serious misuses of this technology such as unauthorized video recording, academic cheating, and arranging to meet with other students out of class. In order to reduce this disruption to the learning environment and to mitigate other potential misuses, the following policy has been developed. Staff, students and parents have been consulted and they have provided input to the development of this policy.

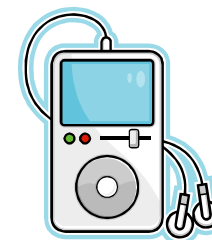
**Acceptable Use:** Students may use their cell phones\* ONLY during NON-instructional time while in the school building, or on school property. This means that students are NOT permitted to use their cell phones during instructional time (i.e. teaching time for all students), in classrooms, hallways, common areas, washrooms, or school grounds. It is expected that, during instructional time, cell phones will remain out of sight and turned off so as not to create distractions.

### Consequences of Unacceptable Use:

- If a student is found using his/her cell phone during instructional time anywhere in the building, or on the grounds, a staff member will direct the student to turn over the cell phone—the student will be expected to comply, or face consequences for defiance/non-compliance which may result in suspension.
- All forfeited cell phones will be turned in to the office, and the student may retrieve the cell phone at the end of the school day.
- After the third breach of the policy, a parent/guardian must meet with the administration to have the cell phone returned.
- Any further breaches of this policy will be dealt with as defiant/non-compliant behaviour under the terms of the school's progressive discipline process.

### Staff Procedure for Handling Forfeited Cell Phones:

- Bring forfeited cell phone to the office.
- Place the cell phone in an envelope, with student name, your name, and date.
- Place envelope in the grade vice principal's letterbox.
- Staff to record student name on log book, documenting student name and date of the breach of policy.
- The student may retrieve his/her cell phone after 3:05pm, from the office.
- Upon the third forfeiture, administration will contact the student's parent/guardian to arrange a meeting to discuss the student's cell phone use and retrieve the cell phone.\*



**For the sake of ease, the term cell phone will be used in this policy to refer to any piece of technology that allows students to communicate electronically with their peers through voice, text, or visual means.**

## PROVINCIAL GOVERNMENT SCHOLARSHIPS

### **A student will receive a \$1000 Examinations Scholarship if he or she:**

- Meets the basic eligibility requirements
- Achieves at least a "B" in English 12, Francais langue premiere 12, or English 12 First Peoples
- Students must achieve at least one "A" (86% or higher) and three "B"s (73% or higher) on four of their best provincial exams (can include the Language Arts 12 provincial exam).
- Fulfills the graduation requirements of either the 2004 Graduation Program or the Adult Graduation program

### **A student will receive a \$2500 Examinations Scholarship Award if he or she:**

- Qualifies to receive an award (above)
- Ranks among the top twenty scholarship students (based on his or her percentage score.)

## UNIVERSITY AND COLLEGE SCHOLARSHIPS AND BURSARIES

Students should check with the Counselling Department or write to the Post-Secondary institution of their choice for a booklet listing scholarships and bursaries.

## LOCAL SCHOLARSHIPS AND BURSARIES

Each year a number of scholarships, bursaries and monetary awards are made available to students by local organizations and private sources. Some of the scholarships and bursaries are granted on the basis of academic achievement and citizenship. Some have special requirements such as financial need, excellence in sports, or specific vocational pursuits. The final date for most applications is the middle of April. Students should see the grade 12 counsellor for details. A number of District scholarships up to \$1000 each may be won by students who will be enrolled in a vocational/trades based program.

*Check the school website for more information on Scholarships and Bursaries*

*<http://bss.sd69.bc.ca>*

## COURSE LOAD

Students in grades 8 to 11 are required to take eight courses within the timetable. Students in grade 12 are encouraged to take a full course load as well. Grade 12 students may apply for one study block which will be in one of the following forms:

- Library Study Block—students are assigned to a supervised study area during this block.
- Off-Campus Study Block—students leave the school and school grounds during this block.

***Students in a study block must be off-campus or in the library. They may not be in the halls or parking area. Both types of study blocks require parental permission. An application for a study block does not ensure acceptance. Course load, past attendance and work habits will be considered on the application.***

## GRADUATION POLICY

In order to participate in the graduation ceremonies, a student must be in the position to graduate by June 1<sup>st</sup> of his/her graduation year. This means:

- The student is enrolled in the courses necessary to earn the required 80 credits
- The student is in the position to pass the required courses
- If the student is taking courses by correspondence, the student has completed at least two-thirds of the course work by June 1st.

If a student is not able to meet these requirements by June 1st of his/her graduation year, they will be removed from the graduation list and will not be able to participate in the June graduation ceremonies.



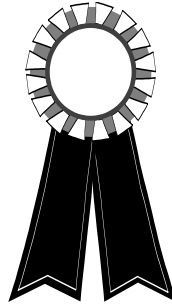
**The Learning Services Centre** provides instruction in a variety of skills and strategies designed to improve student success. Instruction is available: 1) During a daily scheduled class 2) By request through course teachers, or 3) By direct appointment outside of class time. Parents wishing further information should contact the grade counsellor.

# STUDENT EVALUATION AND AWARDS

Each year, report cards are issued in November, February (end of Semester 1), April and early July. For each course, the report card summarizes achievement, work habits, attitude and attendance. Interim reports may also be issued. The Interim Report is designed to report special success to parents or to alert them to a problem in a given course.

## MID-TERM GRADES

A	86-100%	Excellent
B	73-85%	Very Good
C+	67-72%	Above Average
C	60-66%	Average
C-	50-59%	Below Average
I		Incomplete



## FINAL GRADES (END OF SEMESTER/YEAR)

Same as mid-term grades except for the following:

### **SG Standing Granted**

Standing Granted gives the student credit for the course when, in the opinion of the teacher, the student's parents and the school principal, it is in the best interests of the student not to repeat the course.

### **F Failure**

The student has failed to meet the criteria required to receive credit for this course.

## RECOGNITION OF ACADEMIC ACHIEVEMENT

Students are recognized at the year end celebration for their academic achievement.

**PRINCIPAL'S LIST:** An average of 86% or better with no failing grades.

**HONOUR ROLL:** An average of 80% or better with no failing grades.



# Athletics

**WE URGE ALL STUDENTS TO BECOME INVOLVED IN THE EXTRA-CURRICULAR ACTIVITIES OFFERED AT THE SCHOOL. JOIN A CLUB OR TEAM AND ADD TO YOUR SCHOOL YEAR.**

Ballenas Secondary School has active athletic programs, both intramural (within the school) and extramural (competition with other schools). The intramural program, operated by the Leadership class, emphasizes participation, fitness, and fun. It runs periodically at lunchtime and after school throughout the school year.

The extramural program, which emphasizes skill development, teamwork, and competition, is more extensive. It allows students with the ability and interest to compete, as part of a team, against other schools in British Columbia. Successful competition allows winning teams to progress towards the provincial finals. Students who intend to join a school team should understand that time and commitment to the team is required in order to be a contributing member.

As participation on a school team demands travel, athletes have a responsibility for maintaining work in classes missed. Athletes will dress appropriately on the day of an athletic event.

NOTE: Students participating in the extramural program are required to participate in fundraising activities and are responsible for travel, food, and lodging costs on trips away from Parksville. Individual coaches will discuss financial information with their teams.

## Activities Include:



Golf  
Junior Girls Soccer  
Junior Boys Soccer  
Senior Girls Soccer  
Senior Boys Soccer  
Swimming  
Cross-Country  
Track and Field



Curling  
Grade 9 Girls Volleyball  
Junior Girls Volleyball  
Junior Boys Volleyball  
Senior Girls Volleyball  
Senior Boys Volleyball  
Senior Girls Rugby  
Senior Boys Rugby



Wrestling  
Junior Football  
Senior Football  
Grade 9 Boys Basketball  
Junior Girls Basketball  
Junior Boys Basketball  
Senior Girls Basketball  
Senior Boys Basketball



# Extra-Curricular Activities

## STUDENT GOVERNMENT

Two of our graduating students who attended the inaugural BC Student Congress did the groundwork necessary to establish a Student Government which would give voice to students on matters of importance to them. While the Leadership Program focuses on school event planning and organization, and the Make A Difference Club supports responsible action on local and global issues, the Student Government will make student advocacy its prime focus.

The members, who complete an application and interview process (with their peers) will bring forward the issues, questions, values and dreams of the students at their grade level to regular meetings with the admin team and staff representatives. The admin team will consult with this group on process and policy matters. The Student Government will not deal with issues specific to an individual student or district employee.

**There will be an opportunity to add students to this forum over the course of the year.**

## CLUBS

Club activities are well promoted in an attempt to involve as many students as possible. If interest exists in a particular area, a club will be formed, provided a sponsor can be found. Clubs currently operating include:



**CLIMBING WALL**

**SURFING**

**SNOWBOARDING**

**CIVICS ACTION GROUP**

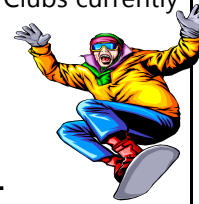
**HERO HOLIDAY-DOMINICAN RELIEF**

**GRAD COMMITTEE**

**MAKE A DIFFERENCE CLUB**

**INTRAMURALS**

**(Listen to the Morning Announcements for Intramural information)**



## STUDENT LEADERSHIP

The Leadership Development program at BSS is a series of credit courses offered at each grade level to:

- Promote positive attitudes toward leadership, cooperative planning, participation in school events and community service
- Encourage and support youth in the conceptualization, planning and delivery of activities and events
- Teach and develop individual and corporate leadership skills in a practical setting
- Add to the culture and mission of BSS through a broad array of activities and events.

**Program Structure:** Students may take a single course (year long) and be credited at their current grade level (ie. Leadership 10).

**Course Structure:** The Leadership Class is held outside the timetable. The class meets once a week at lunch. There will be a time commitment outside of class to complete project work and meet Leadership Hour obligations.



## **Student Concerns**

### **Steps for Resolving Student-Teacher Difficulties**

#### **STUDENT CONCERNS WITH TEACHERS:**

It is not unusual for a student to have differences with a teacher. Most students resolve those differences through discussion with the teacher. In the event that a student is not able to resolve the matter she/he should be aware that the following process is available to her/him. When a student is not satisfied with the results at one of the levels, then she/he proceeds to the next step.

#### **STEP #1**

The student discusses the matter with the teacher.

There are some circumstances in which the student may not feel comfortable discussing the issue with the teacher.

She/he then begins at Step #2.

#### **STEP #2**

Discuss the issue with one of the following:

Parent/Guardian

Another Teacher

Your Teacher Advisor

An Administrator

A School Counsellor

Another Student

The Youth Care Worker

The First Nations Liaison

The staff member chosen will assist in deciding upon a plan of action. The student may wish to have a Parent/Guardian attend this meeting.

In most circumstances the plan of action will include meeting with the teacher, with an advocate present to assist the student.

#### **STEP #3**

Discuss the issue with Mr. Terpstra, the Ballenas Secondary School Principal.

#### **STEP #4**

If a student believes a decision adversely affects her/his education, health or safety, she/he may appeal the decision. The procedure for such an appeal is outlined in School District Bylaw #30; copies are available in the office.

**A PARENT/GUARDIAN MAY PLAY A SIGNIFICANT ROLE IN RESOLVING DIFFERENCES WITH A TEACHER.  
STUDENTS ARE ENCOURAGED TO INVOLVE A PARENT/GUARDIAN AT ANY STAGE IN THIS PROCESS.**

# Student Information

## PHONE NUMBERS/WEBSITES FOR STUDENTS

**"IT TAKES A COMMUNITY..."**

THE PHONE NUMBERS PROVIDED WILL ASSIST STUDENTS WHO ARE EXPERIENCING PERSONAL DIFFICULTIES. PEOPLE WHO ARE THERE TO LISTEN TO YOUTH AND TO OFFER SUPPORT AND INFORMATION IF NECESSARY WILL ANSWER THE PHONE. CALLERS DO NOT HAVE TO IDENTIFY THEMSELVES AND THE SERVICES ARE FREE.

<b>Crisis Line (Parksville)</b>	<b>(250) 248-3111</b>
<b>Child's Help Line</b>	<b>310-1234 (no charge &amp; no area code needed)</b>
<b>Vancouver Island Youth Line (24-hour)</b>	<b>1-888-494-3888 or <a href="http://www.youthspace.ca">www.youthspace.ca</a></b>
<b>Child and Youth Mental Health</b>	<b>(250) 954-4745</b>
<b>Ministry for Children &amp; Families</b>	<b>(250) 954-4737</b>
<b>Family Resource Association</b>	<b>(250) 752-6766 (Office)</b>
	<b>1-888-534-2322 (Message)</b>
<b>Youth Against Violence Line</b>	<b>1-800-680-4264</b>
<b>Substance Abuse Hotline</b>	<b>(250) 248-8300</b>
<b>Alcohol &amp; Drug Info Line</b>	<b>1-800-663-1441</b>
<b>Turning Point</b>	<b>(250) 248-9273</b>
<b>RCMP</b>	<b>(250) 248-6111</b>
<b>Victim Services (RCMP)</b>	<b>(250) 954-2277</b>
<b>Victim's Information Line</b>	<b>1-800-563-0808</b>

# PARENT ADVISORY COUNCIL

All schools in School District 69 have a Parent Advisory Council, and any parent with a child in school is a member of the school PAC. The PAC serves in an advisory capacity to the school to further enhance and support the education of all students within the school.

The Ballenas PAC meets on the **second Tuesday evening of each month** and meetings are open to all members of the school community. Parents are the only voting members of the PAC. The

Ballenas PAC discusses and makes recommendations on issues which are brought forward by parents, students, staff and administrators. The PAC holds a Bingo license which benefits many groups in the school and PAC members also participate whenever they can in school spirit activities such as Christmas crafts and decorating and Halloween. Parents wishing to discuss issues with a PAC representative may attend our monthly PAC meeting or leave a written note in the PAC mailbox in the school office.