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STUDENT HANDBOOK

2018-2019

“Improving the life chances of every student.”

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TO THE STUDENTS AND FAMILIES OF LEARNING ALTERNATIVES

It is with great honour that I welcome you all to the 2018-2019 school year. For those of you that are returning to Learning Alternatives we look forward to another great year. For those of you that are new to Learning Alternatives, welcome to the best team of educators that you will ever meet! This handbook has been prepared for your convenience and is still a work in progress. Comments on the contents are encouraged and I look forward to the further development, refinement and revisions of this booklet.

Brett Hancock, Principal

Mission Statement:

“Improving the life chances of every student.”

School Vision Statement:

We develop programs to support youth not only to attend school, but to be participants in their learning, school and community. Learning Alternatives is ever changing each year depending on the needs of the learners

Learning Alternatives

Our school is a dynamic blend of forward thinking education and personalized programming. We pride ourselves on individualized academic plans that focus on the students strengths and use innovated strategies to help progress in areas that need improvement. Our team is comprised of creative teachers, supportive education assistants, caring child youth and family support workers, and a very upbeat administration. Our goal is to guide our students to discover personal success and help them become productive members of our community. We believe in authentic, meaningful experiences that connect our students to the natural world and inspire sustainable values and behaviours.

The Circle of Courage is woven throughout all of our programs. This model of youth development is based on the principles of belonging, mastery, independence and generosity.

Sr. Learning Alternatives

Sr. Learning Alternatives (grades 10-12) inspires students to create a vision for their future while our teachers offer supports to help translate that vision into reality. At our core we believe in building trusting student-teacher relationships that are built on mutual respect. We value diversity and positive self-expression. A variety of academic and elective course options are offered as we incorporate flexibility within a structured timetable. Work experience and volunteer opportunities are highly encouraged as our team is dedicated to helping them reach their full potential. This program is located at John Barsby Secondary School.

Jr. Learning Alternatives

Jr. Learning Alternatives (grade 7-9) fosters a sense of belonging through a variety of creative projects and hands-on learning experiences. This program is aimed at building the students self-confidence and self-worth while instilling responsibility and independence. A big emphasis is placed on a consistent academic routine that includes a variety of self-regulation opportunities. This program is located at John Barsby Secondary School.

Ravens Lelum – Young Parent Program

Ravens Lelum offers a specialized program that believes in prioritizing overall student wellness alongside their course work. This program empowers young parents to achieve positive academic performance in conjunction with effective parenting abilities. Our course work focuses on financial stability, healthy relationships and raising children. Ravens students can expect one-on-one coaching, mentorship as well as group support. We offer a safe and welcoming environment for young parents to work towards graduation while their child is being taken care of off site. This program is located at John Barsby Secondary School.

ABOUT - Alternative Based Opportunities United by Teamwork

ABOUT is a vibrant program that incorporates unique learning opportunities and indigenous cultural education as the foundation to core academics. Students can expect flexible scheduling and individualized supports as they work towards completing requirements for graduation. This program is a welcoming place for learning, gathering and sharing of talents. This program is located at Woodlands Secondary School.

	Monday	Time	Tuesday	Wednesday	Thursday	Time	Friday
8:30 – 9:40	Breakfast and settling in	8:30 – 9:40	Breakfast and settling in	Breakfast and settling in	Breakfast and settling in	8:30 – 9:40	Breakfast and settling in
9:45	Announcements	9:45	Announcements	Announcements	Announcements	9:45	Announcements
9:50 – 10:05	Morning Break (15 Minutes)	9:50 – 10:05	Morning Break (15 Minutes)	Morning Break (15 Minutes)	Morning Break (15 Minutes)	9:50 – 10:05	Morning Break (15 Minutes)
10:05 – 10:55	Career-Life Education	10:05 – 11:25	Academics Focus <i>English</i> <i>Math</i> <i>Socials</i>	Academics Focus <i>English</i> <i>Math</i> <i>Socials</i>	Academics Focus <i>English</i> <i>Math</i> <i>Socials</i>	10:05 – 10:55	Activity/Outdoor ED
10:55 – 11:35	Lunch	11:25 – 12:05	Lunch	Lunch	Lunch	10:55 – 11:35	Lunch
11:35 – 12:40	Career-Life Education	12:05 – 1:40	Electives <i>PE</i> <i>FOODS</i> <i>WOODWORK</i> <i>PHOTOGRAPHY</i> <i>FAMILY STUDIES</i>	Electives <i>PE</i> <i>FOODS</i> <i>WOODWORK</i> <i>PHOTOGRAPHY</i> <i>FAMILY STUDIES</i>	Electives <i>PE</i> <i>FOODS</i> <i>WOODWORK</i> <i>PHOTOGRAPHY</i> <i>FAMILY STUDIES</i>	11:35 – 12:40	Activity/Outdoor ED
12:40 Bus leaves	Afternoon Break (20 Minutes)	1:40 Bus leaves	Afternoon Break (20 Minutes)	Afternoon Break (20 Minutes)	Afternoon Break (20 Minutes)	12:40 Bus leaves	Afternoon Break (20 Minutes)
2:00 – 3:00	PLC for Teachers	2:00 – 3:00	Afternoon Academic Session	Afternoon Academic Session	Afternoon Academic Session	1:00 – 2:00	Afternoon Academic Session

Adult Grad Program & Getting Your Credentials

To graduate with an Adult Dogwood, students must have an English, Communications or First Peoples English 12 (or higher), a Math 11 and at least three additional Grade 12 electives or Socials 11 and two additional Grade 12 electives. Courses and credits can be counted from either or both of the public secondary and post-secondary systems. For more questions and answers regarding the Adult Dogwood, please refer to the [ABE Articulation guide \(PDF, 5.4MB\)](#).

The B.C. Adult Graduation Diploma: "The Adult Dogwood"

B.C. Post Secondary System Qualifying Courses

A Provincial Level (Grade 12) English or higher **OR**

An Advanced (Grade 11) or Provincial Level or higher Mathematics* **OR**

Three additional courses at the Provincial Level or higher or Advanced Social Sciences and two Provincial Level courses or higher **OR**

Total: 5 courses

B.C. Secondary School System Qualifying Courses

A Language Arts 12 (4 credits)

A Mathematics 11 or 12 (4 credits)

Three Grade 12 Ministry-authorized Courses (4 credits each) or Social Studies 11 (4 credits) and two Grade 12 Ministry-authorized Courses (4 credits each) (12 credits total)

Total: 20 credits

*A student is also able to take and obtain credit towards the British Columbia Adult Graduation Diploma (BCAGD) for both Advanced level and Provincial level (or higher) Mathematics. In the latter case, Mathematics would be one of the electives.

Students can also use other course credits towards graduation, for example:

- Adult Basic Education courses (offered at many colleges and universities)
- Post-secondary courses
- Ministry-authorized courses taken a long time ago

The institution issuing the diploma will require all transfer credit information and relevant transcripts in order to verify courses taken and grades received.

Transcripts: Getting a transcript to prove credits will depend on where courses were taken



STUDENT COMMITMENT

Student Name (Please Print): _____

I, _____ (student), make a formal commitment to submitting work weekly, keeping in touch with my educational staff, and finishing my coursework according to my planned completion date.

I understand that the school has the following expectations:

1. Attend school regularly and arrive on time, ready to work.
2. Students will treat one another and staff with respect and courtesy. Swearing or putting down others will not be tolerated.
3. Students will respect the property of the school and other students and staff. Stealing, extorting or destroying property of others will not be tolerated.
4. Drugs, alcohol, weapons, and/or fighting are serious issues and will not be tolerated.
5. Students who are unable to follow the above guidelines may be withdrawn if the circumstances are of a serious and/or continuing nature.

I want to attend Learning Alternatives because I want to continue my education. I accept the conditions of this contract, recognizing that it is a privilege to attend this school. In signing this contract, I also agree to meet all the expectations to ensure a safe and effective learning environment within the school.

Student Signature: _____ Date: _____

Learning Alternatives Code of Conduct

Statement of Purpose:

Learning Alternatives 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 350 - Honouring Diversity and Challenging Racism

Code Expectations

Learning Alternatives 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
- 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
- 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
- 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

Learning Alternatives staff use the *BC Performance Standards for Social Responsibility* 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.
- respond to the harm are 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 and 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 practice problem solving or conflict resolution strategies
- reflective/think 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 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.