

THOMAS A STEWART SECONDARY SCHOOL



2016-2017

STUDENT HANDBOOK

General Information & Code of Conduct

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Welcome to Thomas A. Stewart Secondary School

"True to Self"

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General Information:

Daily Time Schedule

Warning Bell	8:40
Period One:	8:45 – 10:00
Break:	10:00 -10:07
Period Two:	10:07- 11:22
Lunch:	11:22 -12:08
Period Three:	2:08- 1:23
Break:	1:23 – 1:30
Period Four:	1:30 – 2:45

Important dates

Semester 1

September 6	School Starts	November 25	PD Day
September 30	PD Day	December 23	Holiday Assembly
October 10	Thanksgiving Day	Dec 26 - Jan 6	Winter Break
October 17	Progress Report	January 9	Return to classes
October 20	Parent-Teacher Interview	Jan 16 - 26	Moratorium
October 20	Online EQAO Testing	Jan 18 & 20	Math EQAO
October 28	PD Day – Secondary Only	Jan 26-Feb 1	Final Exams
November 10	Careers/Civics change over		
November 21	Mid-term Report Home		
November 11	Remembrance Day		

Semester 2

February 3	Turnaround Day	April 17	Easter Monday Holiday
February 6	Semester 2 Begins	April 20	Careers/Civics change over
February 13	Final Report Home	April 28	PD Day
February 20	Family Day	April 27	Mid-term Report Home
March 23	Progress Report	May 22	Victoria Day Holiday
March 10-17	March Break	June 13 & 15	Math EQAO
March 28	Parent Teacher Interviews	June 13 – 22	Moratorium
March 30	OSSLT	June 21 – 26	2nd Sem. Final Exams
April 28	PA Day	June 29	Commencement
April 14	Good Friday Holiday	June 30	PA Day
		July 7	Final Report Cards Home

Value Statement

The following are the value statements which guide our daily practice.

At Thomas A. Stewart Secondary School we:

- create a climate of high expectations to promote excellence;
- value the unique learning success of each student;
- nurture creativity and the use of personal strengths in our pursuit of continuous improvement in all areas of school life;
- are committed to the development of positive character attributes;
- promote the personal, social and emotional growth of our students;
- value the equity, diversity and inclusion of all students, without judgment;
- value the commitment and contributions of our entire staff in both their professional and volunteer roles;
- offer a wide variety of co-curricular programs;
- foster parental involvement and community engagement to support student success; and,
- engage in a working partnership with our family of schools.

Responsibilities

In order that the rights of all school members to access a safe and positive school community is ensured, there are a number of corresponding responsibilities for which all school members are held accountable.

Everyone has the responsibility to:

- contribute to making the school environment safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work co-operatively with each other; and model appropriate behaviour and to support the school code of conduct by upholding the standards of behaviour.

Students have the responsibility to:

- exercise self-discipline, follow the established rules and accept responsibility for their actions;
- come to school prepared, on time, and ready to learn;
- show respect for themselves, for others and for those in authority;
- refrain from bringing anything to school that may compromise the safety of others.

Code of Conduct: Behaviour Expectations

Attendance

Attendance in all classes is critical to student success and achievement. Students must attend and arrive on time prepared to work with all required materials. Unexplained absences may result in detentions; persistent absences will result in referrals to the board Retention Counselor. A parent/guardian cannot give a student permission to be on school property and not attend class. A student 18 years of age or older may assume responsibility for his/her attendance; however, "personal reasons" is not a valid excuse for an absence.

- A student who is absent is expected to have a parent/guardian call the school, or send a note, on the day of the absence to explain the reason for the absence. Parents may also call the school at any time using ext. 501 to leave a voice mail to explain an upcoming absence.
- If a student's parent/guardian does not call the school, a note from the parent must be presented to the office before the start of classes on the day of return to school. An absent student is required to come to the main office to obtain an "explained absence admit slip" that he/she must show his/her teacher.
- Until contact is made the absence remains unexplained.
- Automated phone calls will be made home nightly to inform parents/guardians of a student absence.

Ministry Education Requirement

Attendance letters will be issued as per the Ministry of Education requirement. The requirement is to notify the guardian when 10 and 15 days absent has occurred. The School Retention Counsellor is also notified and will contact the guardian when a 15-day absent letter has been mailed. Students 18 years of age and older will receive one letter when 10 days absent has occurred.

Punctuality

Students must be punctual. The warning bell rings at 8:40 AM indicating that students should proceed to their period 1 class. At 8:45 AM the first period bell rings, students should be in their class and ready to stand for the national anthem. A student **is late to school** when he/she arrives at school after the start of his/her first class **regardless of the time of day**. A student is **late to class** if the student is not in his/her assigned seat at the **sound of the bell**.

Late

- Students arriving late to school without a note are asked to go directly to class. Students with a note should report to the main office for an admit slip.

- Any students arriving to class after the teacher has submitted their attendance should confirm the change of **absent to late** in web attendance with the teacher. Supply teachers who have submitted paper attendance, should report to the office in person or via phone to have the attendance adjusted.
- Teachers may assign classroom detentions, call home, require catch-up work and may notify administration for habitual lateness.

Signing-out

In accordance with the Safe Schools policy, the school must know where students are at all times. Students are not to leave the school until they have signed out from the main office excluding lunch time. Students must provide the main office with a note or telephone call from a parent/guardian to leave the school or to sign out for any appointments.

- If the student is 18 or older, approval must be sought from administration before leaving the school. The ability to sign out is a privilege, not a right.
- If a student becomes ill during the school day he/she must report to the main office. Depending on the circumstances, the office staff may contact a parent/guardian to take the student home.
- If a student is asked to leave class because of inappropriate behavior, the teacher will notify the main office and the student must report to the main office. Failure to report to the office may carry a consequence of a 1-day suspension.

Bus Transportation

In order for the School Board to provide transportation in an efficient and safe manner, students are required to observe behavior guidelines as outline in the school board transportation guidelines. The bus driver is in complete charge of the bus and will report any misconduct to the school's administration. Access to busing is a privilege, not a right. Students may be denied the privilege of riding the bus for consistently defying regulations and instructions. Please refer to the KPR website and look-up the following administrative regulation **SAFETY AND CONDUCT ON SCHOOL BUSES: RULES OF CONDUCT ON SCHOOL BUSES** Policy Code Reference: BA-8.4

Bus Cancellations: Information about bus cancellation can be found on KPR Website <http://www.kprschoools.ca/> by clicking on the "delay and cancellation" icon or by calling 1-866-433-4441.

School Dances

Normal rules of the school apply for dances with the additional following expectations:

- Only students holding TAS cards may sign-in a guest.
- TAS students will be refused entry if they have five (5) or more unexplained absences.
- Subject to the approval of the Principal or Vice-principal, TAS graduates may be added to guest list.
- Elementary school students are not allowed to attend dances at TAS.
- In order to bring a guest student to a dance, the guest student must have a TAS guest pass approved by the Vice-Principal of TAS, **24 hours prior to the dance**.
- One guest per student is permitted and the guest must be accompanied by the student who signed them in; the hosting TAS student is held responsible for the conduct of their guest.
- If a student or guest leaves the school after entering the dance, they will not be re-admitted.
- Students are not allowed to go to their lockers during a dance. A supervised coat check is provided for the placement of outerwear and purses/backpacks. It is recommended that valuable items not be left in that room.
- Students will NOT be admitted after 8:00 p.m. unless previous arrangements have been made with a member of the administration or the staff dance advisor.
- School administration reserves the right to refuse admission of anyone to a dance. Any student who is suspended due to an incident occurring at a school dance will not be allowed at any further dances for that school year.

Dress Code

Clothes worn to school should be neat, clean, and appropriate for a learning environment. Messages or pictures on clothing must be in good taste. It is our goal to assist students in developing self-respect and knowledge of what constitutes appropriate dress for different occasions. Students are required to wear clothing that is not revealing of underwear and would be appropriate in a professional business environment. Out of respect for the presenters, students are asked to remove their hat during assemblies.

Should a student not meet this dress code, one of the following choices will apply:

- An additional layer of clothing may be required or a change of clothing may be offered (if available and appropriate).
- Offending words, slogans or images will be covered or the clothing turned inside out.
- Parent(s)/guardian(s) contacted to bring a change of clothing.
- Student may be sent home.

Care of School Property

Students will respect the personal property of others and that of the school. Students are responsible for any textbooks, library books, or any equipment loaned to or used by them. Defacing the school and its property will not be tolerated.

Textbooks/library books are issued on loan and students are responsible for loss or damage beyond normal wear. Students must hand in borrowed textbooks or pay for their replacement before final evaluations are written. Students will be expected to pay for any lost or damaged textbooks/library books.

Care of Lockers

Students are not to share lockers or give anyone their combination. A locker provides a place for books and articles of clothing when they are not being used. Keep it locked. A combination lock (with serial number on bottom) must be used, and the serial number and combination must be recorded at the Main Office.

Students are not to write on the inside/outside of lockers with a pen, magic marker, etc. Damage to lockers should be reported to the Main Office at once.

Lockers are the property of the Board at all times and are to be allotted, as equitably as possible, to students as a privilege, with the Board having full rights of access to every locker at any time without recourse to legal procedures.

Care of Valuable Items

Valuables (iPods, iPads, e-readers, laptops, cellphones, watches, money, etc.) are brought to school at the student's own risk. Valuables items should not be left in gym change rooms, music rooms, drama rooms or any other classroom. If, on occasion, it is necessary to bring such items to school, a student may leave these items in the Main Office during the day for safe keeping in the vault. Such items must be picked up at the end of the school day and not left overnight.

Use of Personal Electronic Devices (iPods, iPads, Cell Phones, etc)

All personal electronic devices (PEDs) are to be powered-off and stored away during instructional time in student lockers. Instructional time is defined as time spent in the classroom, in assemblies and in other school-related activities; however, there are exceptions to this expectation. For example, students may use PEDs if the PED is an identified support for their learning (e.g. part of an individual education plan or an accommodation supported by the classroom teacher/principal or designate). Students may also use PEDs if they have the permission of their classroom teacher.

Students should also note that the Board and its schools are not responsible for lost, stolen or damaged personally-owned PEDs.

Cell Phones

Students are permitted to bring their cell phone to school.

However students are expected to:

- keep cell phones turned off and out of sight during instructional time unless given permission by the classroom teacher.
- only use their cell phones for personal use during transition periods or at lunch.
- turn their cell phones off when entering a classroom.
- shall surrender their cell phone to a staff member when asked.

Students will be trained at the beginning of the year as to what proper cell phone etiquette is within the confines of the school.

Note: Cell phones which have been confiscated will either be returned at the end of the class or turned into the principal/vice-principal and made available for pick up at the end of the day. Cell phones confiscated a second time will require parent/guardian contact, as the phone will be returned directly to parent/guardian not the student. The school will not be responsible for any lost, stolen or damaged phones.

Student Parking

The safety of all pedestrians and drivers as they enter and leave TAS property is of paramount importance. Licenced student drivers may drive a vehicle to school. However, student drivers must adhere to the following school rules with regard to driving and parking on school property (see *Parking Regulations* and *Parking Application*, at the end of this document).

- Students must apply for a Parking Pass which will be issued by the school administration and is non-transferable.
- The Griffin Parking Pass must be displayed on the dashboard of the vehicle at all times when on school property.
- Students who park in the parking lot without a visible Parking Pass are subject to ticketing/towing (\$15 ticket, \$300 if in accessible only parking).
- Student parking is only available from in front of the tennis courts, along to the football field.
- Parking spots are not assigned.
- Students are not allowed to gather or loiter in or around their cars between classes or at lunch.
- The speed limit on all school property is 20 km/h.
- Careless driving, speeding, stunting is not allowed and will result in the loss of parking privileges and the Police will be contacted.
- Students must give way to pedestrians at all times.
- Student parking is provided on a first-come/first-serve basis.

Students must complete the Student Parking Application/Vehicle Registration form and return it to the office.

Students will meet with the Principal or a Vice-Principal to review the parking regulations to ensure that there is a clear understanding of the parking regulations and the consequences for failing to comply with them.

Parking Regulations



**THOMAS A. STEWART
SECONDARY SCHOOL**

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We thank students and parents for your co-operation in this process.

Sincerely,



J. Stewart
Principal

Fighting

It is our goal at TAS to develop the self-esteem and self-worth of our students. Fighting is forbidden since it indicates a lack of self-discipline and respect for each other. Fighting **will result** in parent/guardian contact **and** suspension.

Substance Abuse/Use:

Students shall not consume, deliver, sell or have in their possession alcoholic beverages, narcotics or drugs while in school or on school property, or while attending a school activity. Students shall not be on school property or attend a school activity while under the influence of alcohol or drugs.

Violation of this policy will result in appropriate disciplinary action which may range from suspension to expulsion, depending on the nature of the offence. In addition, such activity **will result** in initiating legal proceedings which include police involvement. Parent(s)/guardian(s) will be contacted immediately.

Tobacco Products Policy:

The Ministry of Health and local School Board regulations prohibit the use of tobacco products anywhere on school property. Smoking is not permitted anywhere on school property, including the private property adjacent to the school.

The Smoke-Free Ontario Act applies to all school properties in Ontario through section 9 subsections (1) & (2). Any person (meaning a student, staff, teacher, contractor, member of the community etc.) who smokes or holds lighted tobacco on school property is in breach of the Act. This also applies to chewing tobacco of any kind. Please see this web for details:

<http://www.e-laws.gov.on.ca:81/ISYSquery/IRL812.tmp/5/doc>.

A violation of this policy may result in suspension and/or fine. A Provincial Offences Officer visits the school on a regular basis and has the power to issue tickets for violations. The minimum ticket is \$305.00 and the maximum fine for a first offence is \$1000.00. Members of the administration have been given the authority by the Provincial Offences Officer under the Smoke-Free Ontario Act and are expected to issue "witness statements" that would result in a ticket and fine. If you are under the age of 16, a summons will be issued to you and your parent(s)/guardian to appear in court.

Please note that supplying cigarettes to anyone under the age of 19, on or off school property is against the law and will include a minimum fine of \$365.

Failure to adhere to this policy will result in suspension, possible fines and parental contact.

Skateboards, In-Line Skates, Sticks and Balls, Snowballs

Skateboards/in-line skates are not to be used on school property. These items may be confiscated if used on school property.

Lacrosse and hockey sticks and other sports equipment, such as footballs, basketballs, soccer balls, lacrosse balls are not to be used within the school. They pose a safety risk when used in the halls and students are asked to keep them in their locker or in a locked equipment room with the rest of their equipment. There is to be no throwing of snowballs.

Visitors to the School/Trespassing

Students planning on having visitors to the school are advised that they need to have a note from the visitor's parent, and a note signed by each of their teachers indicating that they are willing to have the visitor in their class. In addition, these notes need to be approved by a member of the administration who may contact the visitor's parents and/or school before the visitor arrives at the school.

All guests will be directed to the main office to sign-in and any unauthorized guests may be asked to leave the property. Those who do not abide by the rules will be issued a trespass notice and the police may be notified.

Halls and Cafeteria

Students are asked to respect each other by maintaining a neat and clean eating area. Students must

- eat their lunches in the cafeteria or outside or in the hallways (excluding stairwells).
- be responsible for cleaning up after themselves,
- use the recycling and garbage bins as appropriate,
- Students may access their lockers between periods as long as they are not late for class; however, it is recommended that students go to their locker before school, during lunch and after school only. It is recommended that students carry their morning books and afternoon books together to ensure they are not late for periods 2 and 4, respectively.

20/20 Rule:

To ensure that all students are maximizing their time during the learning process, all classes have instituted the 20/20 rule. Students are not allowed to leave class during the first and last 20 minutes of class time.

Study Period/Spare

Students with a study period scheduled are encouraged to make use of the library or the cafeteria for study purposes. The halls are out-of-bounds for students with a scheduled study period.

Academic Responsibility

The policies outlined below are meant to help students develop responsibility for their academic success as well as develop positive work habits. As such, the policies are intended to encourage, rather than punish, students to be academically responsible and take ownership of their assignments. The principle behind all of these policies is to give students the opportunity to demonstrate expectations of the course. Students “are responsible not only for their behaviour in the classroom and the school but also for providing evidence (tests, assignments, labs etc.) of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late” (*Growing Success*, 2010). The *Growing Success* document, published by the Ministry of Education, is the foundation of the concepts presented here and should be consulted for clarification.

Extensions

To encourage students to plan ahead and take responsibility for their academics, extensions may be granted if they are set up ahead of time with your teacher. Extensions will not be given on the day an assignment is due. Best practice involves planning early; talk to your teacher. If an assignment was given eight weeks ago, an extension will not likely be given if you ask for it the day before because you have to work that night; that would be an example of bad planning. If you are absent the day an assignment is due, it is still your responsibility to get it in to your teacher on that date; you need to email it to your teacher or make other arrangements to get it in. All staff emails can be found on the school website.

Late Assignments

Meeting deadlines is important. If a student knows they cannot meet a deadline, they should plan ahead and talk to their teacher. To encourage students to develop work habits and self-discipline regarding their academics, assignments that are handed in up to one week late may lose 10%. Once an assignment is more than one week late, it will be accepted and it may be worth a maximum of 50% of the original grade.

Tests

If you are absent on the day of a test, you will need to have a legitimate excuse (and admit slip) before you are given the opportunity to write an alternate assessment. Examples of a legitimate absence would include a medical appointment or a school trip. If you know you will be absent on the day of a test,

talk to your teacher and make a plan. A test that was missed because of a skip, may be given a mark of zero.

No electronic devices, phones or iPods, are allowed during tests.

Presentations

Presentations are like tests. If you are scheduled to present on a given date, not being prepared is not an excuse. A missed presentation may be given a mark of zero. If you know you will not be able to attend on the day you are scheduled to present, talking to your teacher beforehand is the academically responsible thing to do.

Computer Problems

Computer or printer problems are not a legitimate excuse for handing assignments in late. Plan ahead. Back up your documents. Use a USB key. If you're not using software that is currently on school computers, save your written work using accepted file extensions (.rtf or .pdf). In the worst case scenario, write it out by hand to demonstrate that you have completed the assignment.

IEP

Some students have an Individual Education Plan. For all students, including those with an IEP, planning ahead is important. Discuss any needs you have with your teacher beforehand to ensure you are supported.

Plagiarism

Plagiarism is copying or imitating the language, ideas, and/or thoughts of another writer and passing the same as one's original work. Assignments which demonstrate evidence of plagiarism may receive a mark of zero. Students must document ideas even if they have expressed those ideas in their own words. Students should keep all rough notes, outlines, first drafts, and other work in the event an assignment is lost or questioned.

Example of plagiarizing or cheating on a major assignment/ISU when he/she

- turns in a paper written by another person,
- turns in a lab report that falsifies the way the experiment actually turned out,
- copies the work of another person without permission,
- has someone else rephrase part of an assignment, not merely proofread it,
- fails to cite sources within the text of an essay, but has a bibliography,
- cites sources in an introduction, but does not include citation throughout the paper,
- collaborates with others in writing a paper, even though the teacher has said that each student should work individually.

Plagiarism means use of someone else's words or ideas and passing them off as your own. This is a serious academic offence – as such, the consequences are significant. Depending on the severity of the plagiarism, the student may be asked to resubmit the assignment with proper documentation, or they may be given an alternate assignment, or they may receive a zero. Parents and administration will be contacted to ensure this problem is addressed.

Consequence:

Students who cheat on a test or examination may receive a mark of zero and the teacher or administrator will inform the parent. All acts of plagiarism will result in contact with the Administration and the parent/guardian. Other consequences may also be considered by administration.

Promoting Respect through Student Clubs/Groups/Activities

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within the Kawartha Pine Ridge District School Board, including Thomas A. Stewart, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

1. School Code of Conduct

The Kawartha Pine Ridge District School Board (KPR) believes everybody has the right to be safe, and to feel safe, welcome and included, in the school community. This School Code of Conduct reflects the guiding principles of the Board's Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate.

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, parents and guardians have additional responsibilities unique to their roles.

2.2 Additional Student Responsibilities

- exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability
- come to school prepared, on time, ready to learn and support a positive learning environment
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community.

2.3 Additional Staff Responsibilities

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress

- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
- be on time and prepared for all classes and school activities
- prepare students for the full responsibilities of membership in their community/society
- safeguard students from persons or conditions that interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

2.4 Additional Parent/Guardian Responsibilities

- attend to their child's physical, social, academic and emotional well-being
- show an active interest in their child's school work and actively support student progress
- communicate regularly with the school
- help their child be neat, clean, appropriately dressed and prepared for school
- ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child.

3. Standards of Behaviour

3.1 Respect, Dignity, Civility, Equality and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property

- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

3.2 Physical and Emotional (Psychological) Safety

To protect the physical and psychological safety of everyone at school, we will not tolerate:

Weapons

- possession of any weapon or replica weapon, such as firearms
- use of any object or means to threaten or intimidate another person
- causing injury to any person with an object

Alcohol and Drugs

- possessing, being under the influence of, or providing others with, alcohol or restricted drugs

Physical Aggression

- inflicting or encouraging others to inflict bodily harm on another person
- intimidation

Non-physical Aggression

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not
- threatening physical harm, bullying or harassing others
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

Bullying and harassment in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.

Bullying, by definition: is aggressive and typically repeated behaviour by a pupil where:

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
- causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
- creating a negative environment at a school for another individual
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.
- the behaviour includes the use of any physical, verbal, electronic, written or other means.
-

Cyber-bullying includes bullying by electronic means, including:

- creating a web page or blog in which the creator assumes the identity of another person
- impersonating another person as the author of content or messages posted on the Internet
- communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.

Bullying, in any form, has negative effects on:

- a student's ability to learn
- healthy relationships and the school climate
- a school's ability to educate its students.

We **will not accept bullying** on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where bullying has a negative effect on school climate.

4. School Code of Conduct Rules

- Students must be allowed to learn.
- Teachers must be allowed to teach.
- The following behaviours are not acceptable for anyone in the school community:
 - physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
 - assault
 - bullying
 - actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).

- damage to property in the school environment (including school grounds, buses, trips.)

The principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

5. School Code of Conduct Procedures

5.1 Search and Seizure

In alignment with our *Police/School Board Protocol*, school authorities have the right to search student school and personal property (such as, but not limited to; lockers, desks, purses, backpacks, pockets etc.) without permission and without prior notice. This would normally only occur when the person in authority felt there were reasonable grounds for suspicion that the student had something in their possession that was either stolen or posed a possible risk of harm to others at the school (example; drugs, a weapon etc.) Police may be contacted if the search reveals such an item.

5.2 Signage

- Signs will be posted directing visitors to begin their visit at the office.

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies

Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential. Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation (“making it right”), healing and reintegration, while preventing future harm. It may include responses ranging from informal conversations or meetings, to formal restorative conferences.

In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate. **Prevention strategies** are designed to:

- establish a positive school climate
- maintain effective classroom management and discipline
- encourage, reinforce and reward positive behaviour
- promote social skills development
- provide information regarding anger management programs

- use peer counselling and conflict resolution
- use effective, respectful home-school communication.

6.2 Supportive Intervention Strategies use:

- “teachable moments” (using a current situation or news story to teach students a valuable skill or lesson)
- verbal reminders, redirection and reinforcement
- interviews, discussion and active listening
- offering positive choices to support positive behaviour/citizenship
- problem solving techniques including restorative practices
- contracts for expected behaviour
- appropriate outside agency support
- school/Board/community resources
- understanding of individual and group interactions and power imbalances within society
- learning and information-sharing to better understand people and situations.

6.3 Community Threat Assessment Protocol

The KPR school board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

7. Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student’s age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student’s Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

7.1 Consequences may include one or more of the following:

- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service)

- suspension
- expulsion.

7.2 The Principal, or their designate, **will consider suspending** a student if they believe that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying - Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:
 - the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property, or creating a negative environment at a school for another individual.
 - the behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.
 - Behaviour includes the use of any physical, verbal, electronic, written or other means.
- Cyber-bullying includes bullying by electronic means including:
 - creating a web page or blog in which the creator assumes the identity of another person,
 - impersonating another person as the author of content or messages posted on the internet, and
 - communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
 - bullying adversely affects a student's ability to learn.
 - bullying adversely affects healthy relationships and the school climate.
 - bullying adversely affects a school's ability to educate its students.
 - bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances(e.g. on-line) where engaging in bullying will have a negative impact on the school climate.

No form of bullying is acceptable. Students are encouraged to report bullying to an adult. Report can also be done anonymously using the “report bullying” link on the KPR website <http://www.kprschoools.ca/>

7.3 As required by law, a student **shall be suspended and considered for expulsion** on the following grounds:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if:
 - the pupil has previously been suspended for engaging in bullying, and
 - the pupil’s continued presence in the school creates an unacceptable risk to the safety of another person.
 - Any incident including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

7.4 In accordance with provincial directives, a student **may be suspended, and expulsion may be considered**, if:

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil’s pattern of behaviour is so “refractory” (unmanageable) that the pupil’s presence is harmful to the learning environment
- the pupil has taken part in activities that:
 - cause the pupil’s presence to be harmful to the physical or emotional well-being of others in the school
 - cause extensive damage to property at the school or to property located on the premises of the pupil’s school
- the pupil’s pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

Where illegal activities – including those noted above – take place, schools also involve their local police service. The School Board – Police Protocol guides police involvement in schools.