



THOMAS A STEWART SECONDARY SCHOOL



2023-2024

STUDENT HANDBOOK

General Information & Code of Conduct

1009 Armour Road North
Peterborough, Ontario
K9H 7H2
Phone: 705-743-5230

Welcome to Thomas A. Stewart Secondary School
"True to Self"

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Daily Time Schedule

School Day begins at 8:45am, ends at 2:45pm

8:45am-10:00am	Period One
10:00am-10:07	Break
10:07am-11:22am	Period Two
11:22am-12:08pm	Lunch
12:08pm-1:23pm	Period Three
1:23pm-1:30pm	Break
1:30pm-2:45pm	Period Four

Important dates

First day of classes – Tuesday, September 5, 2023

Winter Break – Monday, December 25 to Friday, January 5, 2024 (Monday, January 8, 2024, will be the first day of classes in the new year)

March Break – Friday, March 8 to Friday, March 15, 2024

Last day of classes – Thursday, June 27, 2024

PA Days – August 31, September 29, November 3 and November 24, 2023; February 2, April 26, and June 28, 2024.

Semester 1 September 5 – February 2

- Exams: January 26th to February 1nd
- Gr. 9 EQAO for Math: January 24 & 25

Semester 2 February 5 – June 28

- Exams: June 21st to June 27th
- Gr. 9 EQAO for Math: June 19 & 20

Scan this Code to Access the
KPR Secondary School Year
Calendar for 2023-2024



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 to ensure that all school members have access to a safe and positive school community, there are a number of corresponding responsibilities for all school members.

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:

- **ATTEND** class on time, prepared to learn and work hard
- **RESPECT** everyone and everything in the classroom and hallways
- Make your best **EFFORT** to achieve success
- Ask for help and **ACCEPT HELP**.

Code of Conduct: Behaviour Expectations

If a student is asked to leave class because of inappropriate behavior or staff concern, the teacher will notify the main office. The student must report to the main office. Failure to report to the office may carry a consequence of a 1-day suspension.

Attendance

Attendance in all classes is critical to student success and achievement. Students must attend, arrive on time, and remain in class, prepared to work with all required materials. Unexplained absences may result in detentions; persistent absences will result in referrals to the Board Counsellor.

A parent/guardian cannot give a student permission to be on school property and not attend class. This includes leaving to watch other students participate in sports.

Student Attendance Responsibilities:

- Come to class ready to learn
- If you are unwell, have an appointment, or are participating in a school activity, please:
 - Communicate with your teacher ahead of time for planned absences
 - Ensure your parents sign you out in the SchoolMessenger system for non-school approved absences
 - Catch up on missed work as soon as possible

School Messenger Support Information can be found in the TAS Parent Handbook:

- If the absence is not reported, calls will go out in the evening and can be excused at that time (The absence remains unexplained until a parent/guardian reports or excuses the absence).

Ministry of Education Requirement for Attendance

School administration monitors attendance and connects with students who are regularly away from school without reason. If attendance patterns do not approve, parents/guardians are notified. The Ministry of Education requirement is to notify the guardian when a 10-day consecutive absence has occurred. A Board Counsellor is notified, who then contacts the guardian when a 10-day absent letter has been mailed. Students 18 years of age and older will receive one letter when 10 days absent has occurred.

Punctuality

The warning bell rings at 8:40am indicating that students should proceed to their period 1 class. At 8:45am 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 they arrive at school after the start of their first class, regardless of the time of day. A student is **late to class** if the student is not in their assigned seat at the **sound of the bell**.

Late

- Students arriving late to school should **go directly to class**.
- Any students arriving to class after the teacher has submitted their attendance should confirm the change of **absent to late** in web attendance by speaking with their teacher.
- Teachers may call home, require catch-up work and may notify administration for frequent 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 without parent/guardian permission, excluding lunch time. Parent/guardian must report 'a sign out' prior to the student's departure time (using SchoolMessenger), ideally a minimum of one hour prior to departure. Student will let their teacher know they are being signed out and the teacher will confirm the excusal with the office, prior to allowing the student to leave. **Students who have signed out must leave the school premises.** Students cannot be signed out by parents to observe school teams or to work in an alternate space.

- 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.

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 outlined 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 through a bus report.

SAFETY AND CONDUCT ON SCHOOL BUSES: Sample Bus Report Form



Access to busing is a privilege, not a right. When school administration receives a bus report, they will issue consequences to the student and notify parent/guardians. Students may be denied the privilege of riding the bus if more than one bus report is received.

Bus Cancellations: Information about bus cancellations can be found on KPR

Website <http://www.kprschools.ca/> by clicking on the "delay and cancellation" icon or the www.stsco.ca website, or by calling 1-866-433-4441.

School Dances

All school rules apply for dances with the additional following expectations:

- Only students holding TAS student cards may sign-in a guest.
- TAS students may be refused entry if they have five (5) or more unexplained absences; this includes Formal/Prom.
- Subject to the approval of the Administration, TAS graduates may be added to guest list for a dance. Elementary school students are not permitted to attend dances at TAS.
- All guests must have a TAS guest pass approved by the Administration of TAS, **submitted 24 hours prior to the dance.**
- Guests must be accompanied by the student who signed them in and have a photo ID; each hosting TAS student is held responsible for the conduct of their guest and may only bring one 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 item be left at home, rather than checked.
- Students will NOT be admitted after 8:00 p.m. unless previous arrangements have been made with a member of the administration.
- 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.
- Senior students attending Formal will adhere to additional guidelines as outlined in the Formal Contract.

Dress Code

DOs	DON'Ts
<ul style="list-style-type: none"> • Students must wear clothing, including both a shirt and pants or skirt (or the equivalent) and shoes • Shirts and dresses must have fabric on the front and on the sides (under the arms) • Clothing must cover undergarments. Fabric covering buttocks, breasts and genitals must not be see through. • Clothing must be suitable for scheduled classroom activities - specialized courses may require specialized attire. Students must follow the direction of their teachers concerning safe attire and dress appropriately. 	<ul style="list-style-type: none"> • Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances • Clothing may not depict pornography, nudity or sexual acts • Clothing may not display profanity, depict violence, or hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups <p>Clothing includes accessories, buttons, patches, etc. which are displayed on the body or bags of a student</p>

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 and technology (both SEA and ICT Chromebooks) 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 school property.

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. Dudley locks are available to purchase for \$10.00 in the Main Office. Please see the school map to locate your locker.

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.

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 (cellphone, iPads, e-readers, laptops, cellphones, watches, money, etc.) are brought to school at the student's own risk.

Use of Cellphones and other Technology

It is the belief of school staff and administration that having less distraction helps learning, mental health and connections with peers. Therefore there are limitations put on the use of devices during the school day.

All personal devices are to be off and away during instructional time or school activities such as assemblies. Student will only access and use their devices when directed to use them by a teacher for learning or during a permitted break time. If student struggle with self-regulating their cellphone or technology uses, they may be directed to stow them in a safe-keeping box or 'cell phone hotel'. Students who do not follow their teacher's directions regarding use of technology will be referred

to school administration. Vice-principals may direct the student to turn in their device for storage in the office or arrange for the device to be picked up by a parent/guardian. Expectations regarding cell phone etiquette will be shared with students at the beginning of each course by the classroom teacher. Technology confiscated a second time may result in a suspension for opposition to authority and will require parent/guardian contact, as the phone will be returned directly to parent/guardian, not the student.

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

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.

- Students must apply for a Parking Pass online 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.
- Student parking is only available in the north lot and in front of the tennis courts.
- Parking spots are not assigned.
- Students are not allowed to gather or loiter in or around their cars between classes, during classes, or at lunch.
- The speed limit on all school property is 20 km/h.
- Careless driving, speeding, and stunt driving 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 google form found at the bottom of the TAS page on Edsby. The student will receive the parking pass through Edsby message once approved.

Parking at TAS is a privilege, not a right, and students may lose this privilege if they do not follow these rules. Also, vehicles may be towed if they are not parked in the designated areas.

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.

Bystanders

TAS students and staff work hard to create a positive community and we have high expectations of our students. We expect student bystanders to take positive actions if they witness something; be it bullying, social media hazing, fighting, or any threatening behaviour that impacts school safety. We believe in collective efficacy towards keeping our community safe. By doing nothing, you are doing something – it makes the situation worse and can be mistaken for approval. Bystanders are encouraged to say something, to discourage the act, to walk away (not to reinforce the behaviour) and to tell an adult.

Substance Abuse/Use:

Students shall not consume, deliver, sell or have in their possession any controlled (alcohol or cannabis) or illegal substance while in school, 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 confiscation, suspension or expulsion, depending on the nature of the offence. In addition, such activity **will result** in initiating legal proceedings with tobacco enforcement or city police. Parent(s)/guardian(s) will be contacted immediately.

Tobacco and Vape Products Policy:

The Ministry of Health and local School Board regulations prohibit the use of tobacco, cannabis or vape products anywhere on school property. Smoking and vaping are not permitted anywhere on school property at any time during the school day, 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 or vaping products on school property is in breach of the Act. This also applies to chewing tobacco of any kind.

A violation of this policy may result in suspension and/or fine. A Tobacco Enforcement 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, either a letter of formal caution or a summons to appear in youth court will be issued to you and your parent(s)/guardian.

Please note that supplying cigarettes and vaping products 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/guardian contact.

Sports Equipment and Snowballs

Scooters, Bicycles, Skateboards/Longboards, and In-line Skates are not to be used within the school building or in the parking lot. These items may be confiscated if used unsafely or within the school building.

All sports equipment are not to be used within the school. Students may bring personal sports equipment to school for safe and appropriate use at lunch. All equipment must be stored in lockers, at bike racks, or by special arrangement with school administration.

There is to be no throwing of snowballs on school property.

Visitors to the School/Trespassing

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

Lunch & Cafeteria Use

The cafeteria will re-open this fall, students are asked to respect each other by maintaining a neat and clean eating area. Students must:

- eat their lunches in the cafeteria, outside or in the hallways
- be responsible for cleaning up after themselves,
- use the recycling and garbage bins as appropriate

Remaining in Class and the 20/20 Rule

Students wishing to make use of an alternate work space will do so with their teacher’s approval and communication with either the PLC, library or SST space. Additionally, students are expected to remain in their classrooms for the 20 minutes before or after a break to ensure they understand the purpose and focus of the day.

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. 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, as well as KPR Assessment and Evaluation policy and administrative regulations.

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 and talking to your teacher.

Late Assignments

Meeting deadlines is important. If a student knows they cannot meet a deadline, they should plan and talk to their teacher ahead of time. 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 marks. Once an assignment is more than one week late, it will be accepted, and the teacher will use their professional judgement to determine how to include it in the student’s overall grade. Assignments cannot be accepted after the close of a reporting period (midterm or final) without arrangements with school administration.

Tests

If you are absent on the day of a test, you will need to have a legitimate excuse (including parent excusal using SchoolMessenger) 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 (including cellphones) are allowed during tests. Teachers may direct students to store their cellphone in a container for the test. Students writing in alternative spaces will be asked to leave their phone in their classroom or turn it in to the teacher supporting the space when they arrive.

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, talk to your teacher beforehand.

Computer Problems

Computer or printer problems are not a legitimate excuse for handing assignments in late. Plan ahead. Back up your documents. Using google tools will help you to share your document with school staff for problem solving.

IEP and Wellness Plans

Some students have an Individual Education Plan and/or Wellness Plans. For all students, including those with an IEP or Wellness Plans, accommodations will support you in meeting course expectations. Planning ahead remains important. Discuss any needs you have with your teacher or staff support to ensure you are demonstrating learning well.

Plagiarism and Cheating

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.

For example, a student has cheated or plagiarized when they:

- turn in a paper written by another person,
- turn in a lab report that falsifies the way the experiment actually turned out,
- use digital tools without the direct knowledge and permission of their teacher.
- copy the work of another person without permission,
- have someone else rephrase part of an assignment, not merely proofread it,
- fail to cite sources within the assignment and/or through a bibliography
- collaborate with others in writing an assignment or task, 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,
- be given an alternate assignment,
- or they may receive a zero.

Parents and administration will be contacted to ensure this problem is addressed. All students involved in plagiarism or cheating issues will be documented in the office files for future reference. Ongoing challenges with academic honesty will result in escalating consequences.

KPR BOARD POLICY for Student Conduct

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.
- use personal mobile devices during instructional time **only** under the following circumstances:
 - for educational purposes, as directed by an educator
 - for health and medical purposes
 - to support special education needs

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, illicit substances, or restricted drugs
- cannabis remains an illegal drug for high school-aged students under Federal law.

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 the student or 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/breaks or movement to an alternate space
- detention
- 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 or illicit substances.
- Swearing at a teacher or at another person in a position of authority.
- Involved in a physical altercation
- 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.
- Involved in another activity that, under Board policy, is one for which a suspension must be considered, such as:
 - inappropriate physical contact
 - persistent opposition to authority
 - use of profane or improper language
 - habitual neglect of duty
 - conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others (e.g., shoplifting during the school day, possession of drug paraphernalia, taking a photo of a student/staff member without their consent, distribution of digital images, vaping on school property, etc.)
- 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, illicit substances, 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).

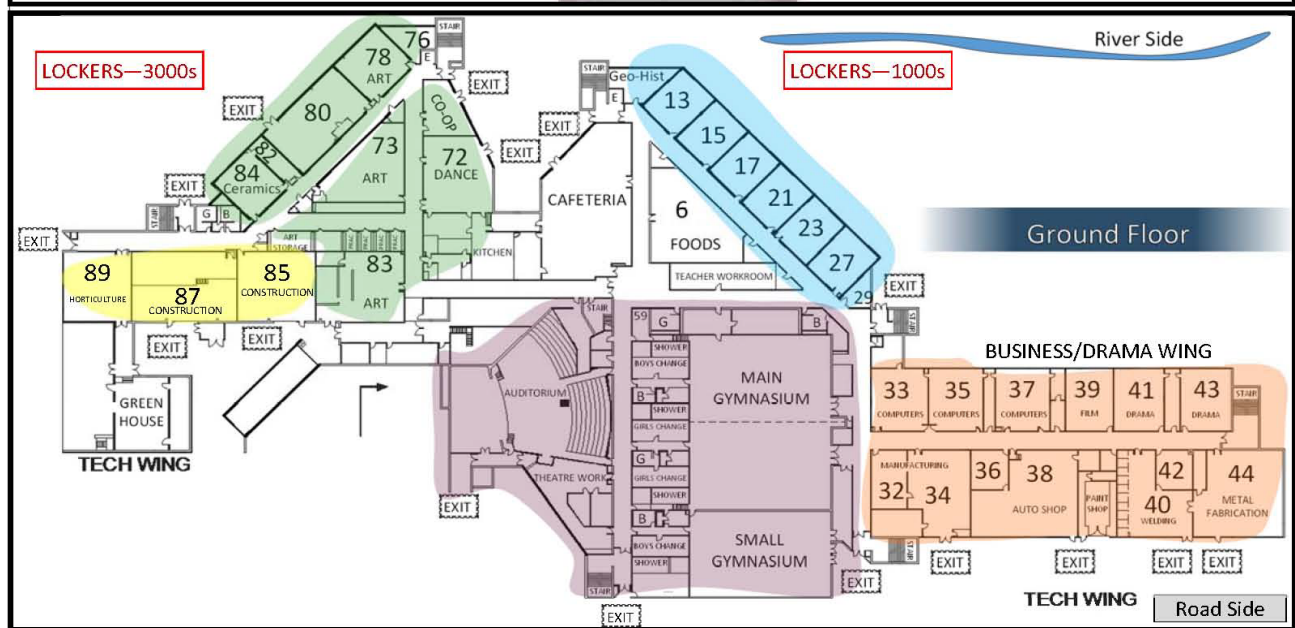
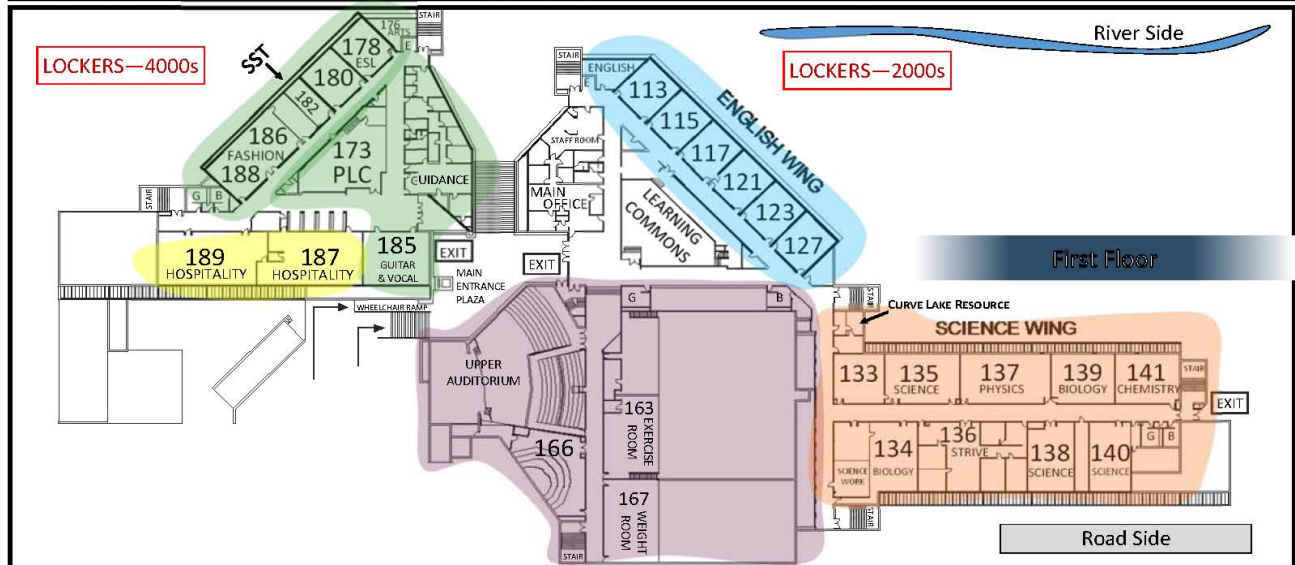
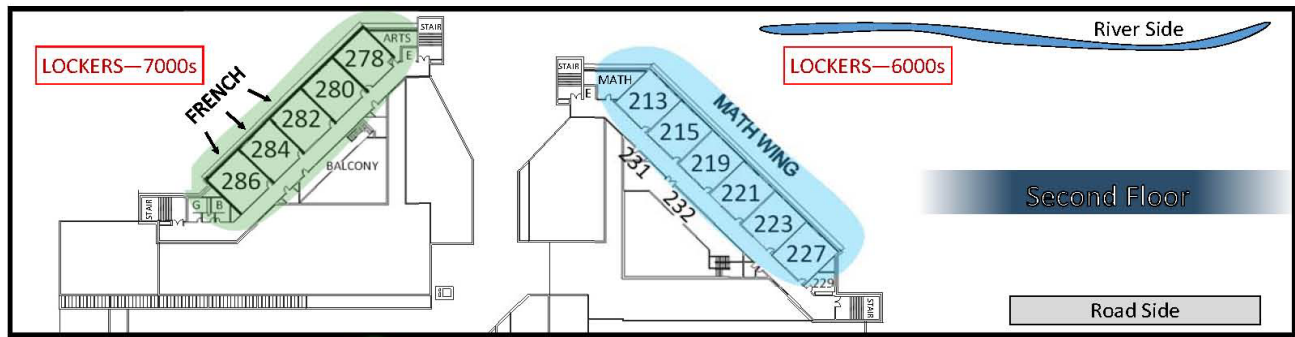
7.4 In accordance with provincial directives, a student may be suspended, and expulsion may be considered, if:

- 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.

KPRDSB SAFE, CARING AND RESTORATIVE SCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)
 POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)

School Map



THOMAS A. STEWART

TAS

Thomas A. Stewart Secondary School

MANARITA PINNACLES DISTRICT SCHOOL BOARD