

EAST NORTHUMBERLAND SECONDARY SCHOOL



2018-2019

STUDENT HANDBOOK

General Information & Code of Conduct

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Welcome to East Northumberland Secondary School
Tradition, Excellence, Heart

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General Information:

Daily Time Schedule

Warning Bell	8:25
Period One:	8:30 – 9:45
Break:	9:45 – 9:50
Period Two:	9:50 – 11:05
Lunch:	11:05 – 11:55
Period Three:	11:55 – 1:10
Break:	1:10 – 1:15
Period Four:	1:15 – 2:30

Important dates

Semester 1

August 30	PA Day	November 7	Take Our Kids to Work Day (Grade 9s only)
September 4	School Starts	November 8	Careers/Civics change over
September 27	Terry Fox Run	November 16	Mid-term Report Home
September 28	PA Day	November 23	PA Day
October 8	Thanksgiving Day	Dec 24 – Jan 4	Winter Break
October 15	Progress Report	January 7	Return to classes
October 18	Parent Teacher Interviews	Jan 14 – 25	Math EQAO – specific dates TBA
October 26	PA Day – Secondary Only	Jan 23 – Jan 31	Final Exams (check www.enss.ca)

Semester 2

February 1	PA Day	April 19	Good Friday Holiday
February 4	Semester 2 Begins	April 22	Easter Monday Holiday
February 8	Sem. 1 Final Report Home	April 26	Mid-term Report Home
February 18	Family Day	May 20	Victoria Day Holiday
March 8 - 15	March Break	June 5 – 18	Math EQAO – specific dates TBA
March 20	Progress Report	June 19 – 27	Final Exams (check www.enss.ca)
March 21	Parent Teacher Interviews	June 27	Graduation
March 27	OSSLT	June 28	PA Day
April 5	PA Day	July 3 – 5	Final Report Cards available for pick-up
April 16	Careers/Civics change over		

Mission Statement

At East Northumberland Secondary School, we educate our students to excel in learning, to succeed in life and to enrich our communities

We are a dynamic and responsive educational community that inspires joy in learning, excellence in teaching, and the development of character. We respect the diversity and uniqueness of all learners, employees, and community members. We create pathways for success in life.

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 (i.e. pen, pencil, notebook, textbook, Phys. Ed. uniform, safety gear, etc.). 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 use the automated Student Absence Report System, on or before the date of the absence, to explain the reason for the absence. To create your new account and register your child, please visit studentabsence.kprdsb.ca or use the mobile app, SchoolMessenger (available on the Google Play Store or the Apple App Store). Once registered, you can report an absence in one of three ways, 24 hours a day, 7 days a week:
 - By calling 1-844-434-8119 toll free
 - By logging into the website at studentabsence.kprdsb.ca
 - By using the School Messenger app on your iOS or Android device
- If a student’s parent/guardian does not enter the absence into the automated system, a note or phone call from the parent must be presented to the office before the start of classes on the day of return to school.
- If the absence is not reported and your child is absent from period 1, you will receive a call after 1st period and will be able to report the absence at that time. For any other absences incurred throughout the day, calls will continue to go out in the evening and can be reported at that time using one of the above methods.
- Until contact is made the absence remains unexplained.
- Students may be assigned Detention at VP/P discretion for unexplained absences.
- **Students are expected to exit the building by 2:45 pm unless they have a scheduled after-school activity.** If needed, a student may have a late bus pass signed by a teacher to ride on a late bus.

Note: Students may not access unsupervised areas in the school at any time. This includes the use of any of the gymnasiums at lunch or after school.

Punctuality

Students must be punctual. The warning bell rings at 8:25 AM indicating that students should proceed to their period 1 class. At 8:30 AM when the first period bell rings, students should be in their class and ready to stand for the national anthem. A student is **late to class** if the student is not in his/her assigned seat at the **sound of the bell**.

Students should not ask to return to their locker once class has begun. Students should complete all homework and assignments on time and to the best of their

ability. No food or drink should be consumed in class, with water being the exception in most cases.

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 to drop it off, before proceeding 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 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. Furthermore, students who have signed out must leave the school premises, until they sign back in. 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 a student is 18 or older, they must report to the Main Office to sign themselves out. The ability to sign out is a privilege, not a right. This will be monitored by Administration.
- 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 to complete a blue “Office Referral” form. Failure to report to the office may carry a consequence of a 1-day suspension.

Extra-Curricular Participation and Attendance

Students participating in extra-curricular activities and clubs must attend classes regularly, complete all assignments and maintain a satisfactory level of performance in their academic subjects. Students who fail to remain in good academic standing will be referred to the P/VP and may be removed from any or all extra-curricular activities by the Administration. Students on interschool teams are required to know their team’s regular schedule and plan for absences. **In order to participate in extra-curricular activities, a student must be present for the entire school day that the game/event is scheduled.**

Students must be registered full-time to participate in a school-level team, club, or any other type of extra-curricular or intramural activity. Students must be taking 3 or 4 courses during the season of the team or club. For example, if the school sports team or club runs during one semester only, the student must be a full time student during that semester. If, however, the team or band runs during both semesters, the student must maintain a full-time status for the entire year.

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

Late buses operate on Wednesdays and leave ENSS at 4:45 pm. Students are only welcome to ride a late bus if they have stayed for extra help or are involved in a school-sponsored activity (see the teacher for a late bus pass). Check the route maps that are posted to the office to determine how close the late bus route is to your residence.

School Dances

Similarly to any other extra-curricular activities, **students must be present for the entire school day on the day a dance is scheduled in order to attend the dance.** There will only be guests allowed at semi-formals and Prom – **ENSS will not be permitting guests at regular school-based dances.**

Other rules of the school apply to dances with the additional following expectations:

- Elementary school students are not allowed to attend dances at ENSS.
- In order to bring a guest (non-ENSS) student to a dance (semi-formal or Prom), you must put their name and the name of the school they attend on the appropriate sheet in the Main Office by 12:00 pm on the day before the dance (i.e. submitted by Wednesday at noon if the dance is on Thursday evening). Phone calls will be made to the guest's school and approval must be given by the VP in order for the guest to attend the dance.

- One guest per student is permitted (semi-formal/Prom) and the guest must be accompanied by the student who signed them in; the hosting ENSS 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.

Some exceptions or changes to the above expectations may apply to Prom, but will be addressed later in the school year at the Prom Assembly. **Students with poor attendance throughout the school year will not be allowed to attend Prom.**

Dress Code

Students are to dress neatly, in good taste, and in a manner which is appropriate for a learning environment, workplace or an off-site school activity. 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 covers midriffs, does not have spaghetti straps and that is free from any offensive reference to sex, race, gender, profanity, violence, alcohol or illegal substances.
- As a sign of respect, students are asked to remove their hats for the playing of our National Anthem, in assemblies, and in some classrooms as per teacher instruction. Bandanas, skullcaps and hoods may not be worn.
- Above all, students should exercise good judgement and common sense in their choices of school attire. If you are unsure of whether an article of clothing is appropriate, then it probably isn't. When in doubt, ask your teacher or an administrator for clarification.

Should a member of the ENSS school community 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 to change.

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. Students must use the locker that is assigned to them and are responsible at all times for the contents of that locker. 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.

The school is not responsible for any lost, stolen, or damage items.

Care of Valuable Items

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

Consequences for the inappropriate or prohibited use of PEDs will follow progressive discipline guidelines and, depending on the nature of the infraction, may result in a range of responses, in accordance with: School Codes of Conduct, Ontario's "Safe, Caring and Restorative Schools" legislation and Board Policy ES-1.1.

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

Student Parking

The safety of all pedestrians and drivers as they enter and leave ENSS 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 which will be issued by the school administration and is non-transferable.
- The Blue Dragon Parking Pass must be displayed in the vehicle at all times when on school property.
- Students who park in the parking lot without a visible Parking Pass or are not in a marked space in the West Student Parking Lot, are subject to ticketing/towing.
- Student parking is only available in the West Parking Lot.
- Parking spots are not assigned and are first-come/first-serve basis. If a spot is not available in the West Parking Lot, students must find a space off property.
- 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 10 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.

Students must complete the Student Parking Application/Vehicle Registration form and return it to the office. Forms should be picked up and returned to Student Services.

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.

Fighting

It is our goal at ENSS 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 in addition to possible police involvement.

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 at any time during the school day, including the private property next 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 website for details:

<https://www.ontario.ca/page/smoke-free-ontario>.

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, and 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

Visitors with no official business in the school are not permitted (this includes students who wish to “shadow” friends at ENSS). If you feel that there is an exceptional or special circumstance, please see a member of the administration.

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. Students may receive permission, at the discretion of their teacher, in the middle 35 minutes of the period.

Study Period/Spare

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

Academic Responsibility

The KPR policies 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. The [Growing Success](#) document, published by the Ministry of Education in 2010, is the foundation of the concepts presented here and should be consulted for clarification.

Learning Skills and Work Habits

The six learning skills and work habits are: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. Learning skills and work habits will be intentionally taught, assessed and evaluated separately from the curriculum. They are strong indicators of potential successes and difficulties.

Late and Missed Assignments for Evaluation

Meeting deadlines is important. Teachers will clearly indicate the due date for completion of an assignment for evaluation and the success criteria for the assignment. A number of strategies may be used to help prevent and/or address late and missed assignments. Teachers will use a variety of strategies before considering deducting marks or ultimately assigning a mark of zero. A missed assignment of evaluation is one that is not submitted or completed.

Before an assignment can be considered missed:

- The student must be given an opportunity to explain the missed assignment
- Students and parents must have been informed of the impending missed assignment and the consequences for missing the assignment
- If marks are deducted on an assignment for evaluation, teachers will ensure that mark deductions will not result in a final percentage that misrepresents the measurement of a student's attainment of the overall learning goals.

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

For any students with an Individualized Education Plan, collaborate with your teachers to ensure your learning needs are met in each class.

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 East Northumberland Secondary School, 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, 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 another 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
- 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, 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 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)

Appendix A: Staff Leadership

Principal:	Ms. Karin MacKenzie-Russell
Vice-Principals:	Ms. Burke and Mr. Piette
Head Secretary:	Ms. Potter
Head Custodian:	Mr. Sexsmith
Head of Guidance:	Ms. Pemberton
Guidance Counsellors:	Ms. Hussey, Mr. Vandertoorn
Head of Special Education:	Ms. Hubbard
Academic Support Staff:	Ms. Hubbard, Mr. Schwartzentruber
Student Success Teacher:	Ms. Ridgley
School Retention Counsellor:	Ms. Gunter
School Board Counsellor:	Ms. Sheedy
Specialist High Skills Major:	Mr. Petherick
Teacher-Librarian:	Ms. Wilson
Information Services Leader:	Mr. Vermeiren

Lead Teachers:

Arts, Business, Library	Ms. Young
Canadian and World Studies, Languages	Ms. Patenall, Mr. Kinzinger
English	Ms. Christos, Mr. Turner
Science	Mr. Jagoe, Ms. Bird
Mathematics	Mr. Bresee, Ms. Northwood
Special Education	Ms. Hubbard, Ms. Darrach
Healthy Active Living, Humanities, & Social Sciences	Mr. Adam, Ms. Warren
Guidance & Career Education, Co-op Education and SST	Ms. Pemberton, Ms. Hussey
Technological Studies	Mr. Petherick, Mr. Reed
Literacy	Mr. Turner
Technology Integration Leader	Ms. Ridgley
Extra-Curricular Lead Teacher Role	Ms. Leger

Appendix B: Youth Support Services in Northumberland County

HELP LINES

OTHER

Emergency Services	911	4 County Crisis	1-866-995-9933
Community Information Services	211	Brighton Fare Share	614-475-4190
4 Counties Crisis Line (16+)	1-866-995-9933	Emergency Food Bank, Colborne	905-355-3010
Assaulted Women's Help Line	1-866-863-0511	Four Counties Addiction Services	1-800-461-1909
Connex Ontario Drug & Alcohol Helpline	1-800-565-8603	Cornerstone Family Violence Prevention Centre	1-800-263-3757
Eat Right Ontario	1-877-510-5102	Kinark Child and Family Services	1-800-230-8531
Kids Help Phone	1-800-668-6868	Rebound Child & Youth Services	1-877-688-0007
Ontario Problem Gambling Helpline	1-888-230-3505	Community Living Campbellford/Brighton	1-866-528-0825
Telecare Distress Centre	705-745-2273	Northumberland Hills Hospital	905-372-6811
Telehealth Ontario	1-866-797-0000	Campbellford Memorial Hospital	705-653-1150