

East Northumberland Secondary School

Student and Parent Handbook

2016 - 2017 School Year



Tradition, Excellence, Heart

[East Northumberland Secondary School](#)

WELCOME

Welcome to East Northumberland Secondary School. ENSS excels in academics, arts, athletics and community outreach. We value Tradition, Excellence, and Heart. From six Specialist High Skills Majors to an award-winning Track and Field team, and everything in between, ENSS offers something for everyone. Enrich your time at ENSS. Aim for academic excellence. Prepare for a career in a field of your choice. Join a club or a team. Get involved. Contribute to life at ENSS and reap the rewards.

Read this handbook carefully to ensure your success.

IMPORTANT DATES: 2016 – 2017

Date	SEMESTER 1	Date	SEMESTER 2
		3 Feb 17	PA Day
1 Sept 16	PA Day	6 Feb 17	Semester 2 Starts
6 Sept 16	Semester 1 Starts	10 Feb 17	Sem 1 Report Card Home
30 Sept 16	PA Day	20 Feb 17	Family Day
10 Oct 16	Thanksgiving		
17 Oct 16	Progress Report Home	10-17 Mar 17	March Break
19 Oct 16	Parent's Night for Semester 1	22 Mar 17	Parent's Night for Semester 2
20 Oct 16	Provincial Literacy Test (OSSLT - Online)	24 Mar 17	Progress Report Home
28 Oct 16	PA Day	30 Mar 17	Provincial Literacy Test (OSSLT)
10 Nov 16	0.5 credit course switch to Term 2	14 Apr 17	Good Friday
17 Nov 16	Report Card Home	17 Apr 17	Easter Monday
27 Nov 16	PA Day	28 Apr 17	PA Day
23 Dec – 6 Jan 16	Holiday Break	19 Apr 17	0.5 credit courses switch to Term 2
9 Jan 17	Classes resume after Holiday Break	29 Apr 17	Report Card Home
Jan 17	Provincial EQAO Math Testing (date tba)	22 May 17	Victoria Day
25 Jan–31 Jan 17	Semester 1 Exams (<i>check www.enss.ca</i>)	Jun 17	Provincial EQAO Math Testing (date tba)
		21 – 23 Jun 17	Semester 2 Exams (<i>check www.enss.ca</i>)
		29 Jun 17	Graduation (<i>check www.enss.ca</i>)
		30 Jun 17	PA Day

Important Notes Regarding Attendance:



- **If a student is absent on any day:** A parent/guardian must call the school the day of an absence to explain the reason for the absence OR the student must provide a written note from the parent/guardian to the main office prior to 8:20 a.m the day the student returns.
- **Exams and Provincial Test Periods:** Please do not plan activities (appointments, vacations, etc.)
- **Student Breaks:** There are no student breaks between periods 1/2 and 3/4. Students may not leave the school building.

Mission Statement:

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.

<http://www.kprschoools.ca>

SCHOOL GUIDELINES AND PROCEDURES

'Regular Day' Timetable

PERIOD	
Warning Bells	08:25, 08:30 (Bells); O'Canada, Moment of Silence, and Announcements
1	08:30-09:45
Break	09:45-09:50
2	09:50-11:05
LUNCH	11:05-11:55
3	11:55-14:10 (11:55-1:10)
Break	14:10-14:15 (1:10-1:15)
4	14:15-15:30 (1:15-2:30)
DISMISSAL	15:30 (2:30)

NOTE: Periods 3 and 4 flip on alternate days. Day 1 is noted above. On Day 2 the timetable has period 4 in place of 3 and 3 in place of 4. Day 1 occurs when the date of the day ends in an odd number. Day 2 occurs when the date of the day ends in an even number. Several times during the year, we will have assemblies with a special timetable

STUDENT RESPONSIBILITIES

The Kawartha Pine Ridge District School Board firmly believes that everyone has the right to take part in a learning/working environment which is inviting, safe and conducive to the provision of a quality education. To achieve this goal, East Northumberland Secondary School has clarified the following:

Students will:

ATTEND CLASSES

- 1) Arrive on time for all classes.
- 2) Bring a note to the main office if they were absent from school the previous day and notify the main office of any change in address or phone number.
- 3) Sign in and out through the main office if they arrive late for school or have to leave school early.
- 4) Not be in the halls while classes are in session.
- 5) Exit the building by 2:45 p.m. unless they have a scheduled after-school activity. If needed, have a late bus pass signed by a teacher to ride on a late bus run.
- 6) Notify their teachers, in advance, if they are to be absent from class for any reason.

BE PREPARED FOR CLASS

- 7) Arrive to class prepared to work with all required materials, i.e., pen, pencil, paper, notebook, textbook, Phys. Ed. uniform, etc. Students should not ask to return to their locker once class has begun.
- 8) Complete all homework and assignments on time and to the best of their ability.
- 9) Leave backpacks, coats and all electronic devices at home or in their lockers.
- 10) Not bring food and/or drinks to class.
- 11) Show respect to staff and fellow students. Respect the property of others.
- 12) Not wear headgear (which includes, but is not limited to, hats and bandanas) anywhere in the school during the regular school day.

See APPENDIX A: Duties of a Pupil, Education Act, Regulation 298, Section 23.

See APPENDIX B: Listing of the KPRDSB Standards of Behavior.

School Code of Conduct

Rationale

Everyone has the right to be safe and to feel safe, welcome and included at school.

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, volunteers, parents and guardians have additional responsibilities unique to their roles.

Standards of Behaviour

- 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.
 - Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
 - 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 in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.
 - We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings, to suspension or expulsion.
1. The Kawartha Pine Ridge District School Board (KPR) believes everybody has the right to be safe, and to feel safe, welcome and included, in the school community. This School Code of Conduct reflects the guiding principles of the Board’s Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate.

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities

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

2.2 Additional Student Responsibilities

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

2.3 Additional Staff Responsibilities

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

2.4 Additional Parent/Guardian Responsibilities

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

3. Standards of Behaviour

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

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

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree

- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property
- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

3.2 Physical and Emotional (Psychological) Safety

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

Weapons

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

Alcohol and Drugs

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

Physical Aggression

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

Non-physical Aggression

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

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

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

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

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

Cyber-bullying includes bullying by electronic means, including:

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

Bullying, in any form, has negative effects on:

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

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

<http://www.kprschoools.ca/Students/ReportBullying.html>

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.)

NOTE: The principal may also apply these rules to a pupil when the pupil's conduct outside the school environment negatively impacts the school.

5. School Code of Conduct Procedures

- 5.1 ACADEMIC ASSISTANCE: Teachers are available at your request for assistance between 2:45 p.m. and 4:30 p.m. on Wednesdays. Transportation is provided on two late buses. Lunch time assistance may be arranged by appointment.
- 5.2 ACCIDENT/STUDENT INSURANCE:
- a) Accidents of any nature must be reported promptly to the Main Office by you or your teacher. An Accident Report must be completed.
 - b) It is recommended that students carry accident insurance which is made available in September. All students involved in athletic programs are responsible for purchasing this insurance protection. The school provides the application forms, which are NOT to be returned to the school, but are to be mailed to the insurance company directly.
- 5.3 ANNOUNCEMENTS: All announcements for the day **must** be written on the form provided in the Main Office, signed by the person submitting the announcement and given to the office staff by 8:20 a.m. Announcements will be read during the first 5 minutes of Period 1 and then projected at the 'four corners.' Additional important announcements will be made over the PA as required.
- 5.4 ASSEMBLIES: Assembly days are still regular school days as are some 'special days' such as 'buy-ins'. Students are expected to **attend** and **respect** visitors to our school assemblies. Staff are expected to attend, sit with and supervise students during assemblies. Students are not to proceed to an assembly until an announcement is made from the office.
- 5.5 ATTENDANCE: Attendance in all classes is critical to student success and achievement. Students must attend and arrive on time for all classes prepared to work with all required materials (ex. Pencil/pen, paper, notebook, textbook, Phys. Ed. Uniform etc.)
- 5.5.1 REASONS FOR ABSENCE: According to the Education Act, Section 21(2), a person is excused from attendance at school if the person is, (a) receiving home instruction, (b) unable to attend school by reason of sickness, (c) not provided with transportation, (d) a holder of an OSSD, (e) receiving instruction in music and the period of absence does not exceed one-half day in any week, (f) suspended, expelled or excluded from attendance, and (g) absent on a day regarded as a holy day by their church or their religious denomination.
- 5.5.2 ABSENCE FROM SCHOOL: Students who are absent must have a parent/guardian call the school the day of an absence and explain the reason for the absence OR provide a written note from the parent/guardian. This is to be brought to the main office prior to 8:25 a.m. on the day the student returns to school. An 'Admit Slip' from the Main Office will be issued and must be shown to the teacher of each class missed. A student who does not bring a parental note will be called to the Main Office to discuss the absence.
- 5.5.3 APPOINTMENTS AND 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 in the main office.**

Students are **required** to 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. **A student who has signed out must leave the school premises immediately. A student may not be signed out from a class in order to do other class work such as studying for a test or completing an assignment.**

A student 18 years of age or older whose parent/guardian confirms in writing that the student will be responsible for his or her attendance may write his or her own notes, but only for the above reasons; "PERSONAL REASON" is **not** a valid excuse for an absence. If issues regarding attendance arise and/or persist, a Vice-Principal may refuse student notes and issue appropriate consequences. Please note that the writing of notes is a privilege that may be removed by a VP if abused.

- 5.5.4 **CONSEQUENCES FOR TRUANCY:** A policy of progressive discipline is in place at ENSS. A student who is truant will meet with a Vice-Principal and appropriate consequences will be assigned. Consequences for truancy may include but are not limited to: contact with home, detentions, referral to student support services and/or an attendance counselor, alternative classroom assignment, suspension, and/or removal from school.
- 5.5.5 Students who are caught forging notes may be suspended.
- 5.5.6 **LATE TO SCHOOL:** **Students are late to school when they arrive at school after the start of their first class regardless of the time of day that they arrive.** Students who are late arriving to school **must** sign-in at the main office. If a note explaining the lateness is reasonable, an 'Admit Slip' will be given.
- 5.5.7 **LATE TO CLASS:** A student is deemed late to class if the student is not in his or her assigned seat at the sound of the bell. **Students late between classes will proceed directly to the next class.** An 'Admit Slip' **will not** be issued. A teacher may assign a consequence as outlined due to tardiness.
- 5.5.8 **CONSEQUENCES FOR HABITUAL LATENESS:** A policy of progressive discipline is in place at ENSS. A student who is persistently late to school and/or class will meet with: a Vice-Principal (late to school), the classroom teacher (late to class). Consequences for persistent lates may include but are not limited to: contact home, referral to the vice-principal, referral to student support services and/or an attendance counselor, alternative classroom assignment, suspension, removal from school.
- 5.5.9 **ILLNESS:** If a student becomes ill during the school day s/he **MUST** report to the **MAIN OFFICE**. Depending on the circumstances, the office staff may contact someone to take the student home. Should a student become ill over the lunch hour, the student **MUST** return to the school to sign out or **MUST** phone the school (613-475-0540) immediately to report the illness. A note from parents/guardians **MUST** be brought to the **MAIN OFFICE** upon return.
- 5.5.10 **REMOVAL FROM CLASS:** If a student is removed from class because of inappropriate behaviour, s/he **must report to the Main Office** to complete a **BLUE** Conduct Report Form and must follow the procedure outlined on the form.
- 5.5.11 **DISMISSAL FROM CLASS:** The bell is the first signal to the teacher that they may dismiss a class. It is **not** the signal for students to immediately make their way out of their classroom; they are to await instructions from the teacher.
- 5.6 **BACKPACKS:** Backpacks must be stored in school lockers during the day. Backpacks will not be allowed in the classroom.
- 5.7 **BULLETIN BOARDS:** All posters and advertisements placed on bulletin boards **must** be initialed by the principal, vice-principal, or Student Government advisor.
- 5.8 **BUSES:**
- a) In order that the Board may provide transportation in an efficient, economical and safe manner, students are required to observe the following guidelines:
 - i. expect transportation from their own designated bus stop to school and return only;
 - ii. be at the pick-up point prior to the arrival of the bus;
 - iii. follow the recommended procedures when crossing the roadway;
 - iv. refrain from pushing or shoving when boarding or leaving the bus;
 - v. inform the driver if anyone is known to be absent;

- vi. remain seated, and not distract the driver while the bus is in motion or during loading and unloading procedures of other students;
- vii. keep feet under the seat, and back packs, etc. out of the aisles;
- viii. open a window only with the driver's permission;
- ix. refrain from tampering with the emergency door or equipment;
- x. keep head, hands and arms inside the bus;
- xi. refrain from throwing anything in, out, or at the bus, at any time;
- xii. not smoke or use non-prescribed drugs or alcohol, or consume food or beverage on any school bus at any time;
- xiii. refrain from fighting or using obscene language on the bus;
- xiv. maintain a clean bus by using the containers provided for any debris;
- xv. no in-line skates/skateboards are permitted on school buses;
- xvi. refrain from bringing firearms, ammunition, explosives and all other dangerous, disturbing and annoying objects on school buses;
- xvii. be responsible for any willful damage to the bus;
- xviii. realize that the driver is in complete charge of the bus and will report any misconduct.

b) **Late buses** operate on Wednesdays and leave ENSS at 4:45 p.m. 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 in the office to determine how close the late bus route is to your residence.

Remember, access to busing is a privilege, not a right, and you may be denied the privilege of riding the bus for not observing regulations and instructions.

5.9 **BUS CANCELLATIONS:** STUDENTS ARE ASKED NOT TO CALL THE SCHOOL ON INCLEMENT WEATHER DAYS. An information hot-line and website gives local students additional access to information on school bus delays and cancellations. Students/parents/guardians are asked to follow past practice and listen to their local radio stations; visit www.stsco.ca and click on the bus 'Delay and Cancellation' button; or call 1-866-433-4441 to check for cancellations.

5.10 **CALENDAR:** All school activities and important dates will be posted to the ENSS Edsby calendar. Note the dates of the January and June examinations and Provincial Assessments. **Please do not plan activities (appointments, vacations, etc.) during these periods.**

5.11 **DANCES:** School dances are restricted to students of ENSS and their guests.

- a. Students must present an ENSS Student Card to be admitted to a school dance.
- b. In order to bring a non-ENSS student to a dance, you must put their name and the name of the school they attend on the appropriate sheet in the Main Office by 12:30 p.m. on the day of the dance. Guests must be approved by the vice-principal or principal. The hosting ENSS student is held responsible for the conduct of their guest.
- c. Elementary school students are **not** allowed to attend dances at ENSS.
- d. If a student or guest leaves the school after coming into the dance, they will **not** be re-admitted.
- e. Students are not allowed to go to their lockers during a dance. A cloakroom is provided for the placement of outerwear. It is recommended that valuable items **not** be left in that room.
- f. Students will NOT be admitted after 8:30 p.m. unless previous arrangements have been made by signing the 'late list' in the Main Office, or making other arrangements with a member of the administration.

5.12 **DRESS CODE:** Clothes worn to school should be neat, clean, and appropriate for a learning environment.

Messages or pictures on clothing must be in good taste. It is our goal to assist students in developing self-respect and knowledge of what constitutes appropriate dress for different occasions. Clothing must be free from offensive reference to sex, race, gender, profanity, violence, alcohol or illegal substances.

Should a member of the ENSS school community not be meeting this dress code, one of the following choices will apply:

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

In all matters of appearance, the administration will determine what is appropriate. .

5.14 ASSESSMENT, EVALUATION AND HOMEWORK:

- a) Guidelines for Assessment, Evaluation and Homework will be in accordance with Growing Success, Assessment, Evaluation and Reporting in Ontario Schools and KPR Board Policy: Assessment, Evaluation and Homework.
- b) The school year is divided into two semesters whose dates can be found on the cover of this document.
- c) In Semester 1, reports will be issued to all students in October, November and February. In Semester 2, reports will be issued in March, April and the first week of July.
- d) Promotion is by subject and a credit is granted when a final minimum mark of 50% is obtained.
- e) Weighting formulas for each subject will be announced by subject class teachers at the beginning of each semester.
- f) Formal EXAMINATIONS and/or CULMINATING ACTIVITIES will be held during the period indicated under the Important Dates heading on page 1.
- g) June reports will be available at the MAIN OFFICE during the first week of July, Monday-Thursday 8:00 a.m.-3:30 p.m. Any student who is unable to write a formal examination (January and June) MUST meet with an Administrator to discuss.
- h) The last day to drop courses will be 5 school days after the issuance of the first report card.
- i) Parent's Nights will be held on the dates indicated under the Important Dates heading on page 1.

5.14 FIRE ALARMS: Students should check the Fire Route sign posted in each classroom. When the fire alarm sounds, assume that a fire has actually broken out and leave the building quickly and quietly via the exit indicated on the sign in each room. Remain outside and at least 20m from the building until advised to return by the ringing of a bell.

5.15 GRADUATION: Graduation will be held on the date indicated under the heading Important Dates on page 1.

5.16 IN-LINE SKATES/SKATEBOARDS: In-line skates/skateboards are **not** allowed on **school buses** or on **school property**.

5.17 LOCKERS:

- a) 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 **Dudley 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 responsible for the content of the lockers assigned to them.
- b) 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. **No one is to go to their locker during class time.**
- c) Students are **not** to write or post notes and/or stickers on the inside/outside of lockers with a pen, magic marker, etc. Damage to lockers should be reported to the Main Office at once.
- d) Keep your valuables at home. Any valuables left in lockers are the responsibility of the student.
- e) Lockers are, and remain, 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 each and every locker at any time without recourse to legal procedures.
- f) Lockers must be cleaned out and the lock removed no later than by noon on the day after the last day of exams.

5.18 LOST AND FOUND: Found articles should be brought to the Main Office. If you have lost an article, check for it in the Main Office.

5.19 MEDIC ALERT: If you have a medical condition, we strongly recommend that you obtain and wear a Medic-Alert bracelet, and make the Main Office aware of any medication you are taking on a permanent basis by completing the appropriate forms **annually**.

5.20 PARKING: Students driving to school **must** park in the student parking lot at the south side of the school in an area demarked by parking lines. If all spaces are occupied, vehicles must be parked off school property. All vehicles are parked entirely at the owner's risk, and the school takes no responsibility for them. **Students are not permitted to be in or around cars during school hours or to loiter in the parking lot.** *(In the near future, all vehicles will display an ENSS Student Parking Permit or risk the possibility of being towed. Permits will be available on a first-come-first-served basis in the Main Office.*

5.21 STUDENT PHONE USAGE: Students who are ill or need to leave the school are asked to come to the Main Office and a secretary will phone home.

5.22 PERSONAL ELECTRONIC DEVICES (PEDs) (iPODs, CELL PHONES etc.): See Policy ES-1.6 for more info.

- 1) power-off and store PEDs out of sight during instructional time, including tests, quizzes, evaluations and examinations, regularly scheduled classes, assemblies, and other school-related activities with the following exceptions:
 - a) when being used by teaching staff for instructional purposes;
 - b) when, in consultation with the student and in the professional judgment of the classroom teacher, or principal or designate, it is being used by the student as an educational resource, support or aid for learning;
 - c) when identified as an appropriate accommodation in student individual education plans (IEPs) or in the professional judgment of the classroom teacher, Special Education Resource Teacher (SERT), psychological specialist, speech pathologist or principal or designate;
 - d) when being used at school-sanctioned events, performances and ceremonies, unless otherwise prohibited, or when being used for school or personal archival purposes such as yearbook photographs, school trips and excursions. Photos taken under these circumstances are not to be posted on the Internet (e.g. YouTube, Facebook, MySpace), in the public domain or via any other medium accessible to the public, in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).
- 2) never use PEDs in areas that violate a person's reasonable expectation of privacy, such as washrooms or change rooms; and
- 3) The Board and its schools are not responsible for lost, stolen or damaged personally owned PEDs.
- 4) 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 Safe and Caring Schools legislation and Board Policy No. ES-1.1, Safe and Caring Restorative Schools, and as outlined in the administrative regulations supporting this Board policy.
- 5) It is at the discretion and authority of the principal or designate whether PED usage compromises or interferes with school security, personal safety, individual privacy or academic integrity.

5.23 PROFANITY/FIGHTING: It is our goal to develop the self-esteem and self-worth of students at East Northumberland Secondary School. Profanity and/or fighting are forbidden since they indicate a lack of self-discipline and respect for each other. The violation of this policy will result in parent/guardian contact and suspension.

5.24 SCHOOL LOCKDOWN: Please see Appendix 'C'.

5.25 SIGNAGE: Signs will be posted directing visitor(s) to begin their visit at the office.

5.26 SNOW: At no time is it permissible for students to throw snow. Students who do so may be suspended.

5.27 STUDENT GOVERNMENT: The members of the 2015-2016 Student Government are:

PRIME MINISTER – Lauren Draaistra
DEPUTY PRIME MINISTER – Liam Liggins
MINISTER OF FINANCE– Cora Patterson
MINISTER OF REVENUE – Jules Whitmore
MINISTER OF COMMUNICATIONS – Kyler Tonkin
MINISTER OF STUDENT AFFAIRS – Gina Strong
MINISTER OF GRADUATE AFFAIRS – Nic Gwynn
MINISTER OF SOCIAL ACTIVITIES – Cara Bustos
MINISTER OF SCIENCE & THE ENVIRONMENT – Cachell Cox
MINISTER OF ATHLETICS (Male) – Murdoch Seigner
MINISTER OF ATHLETICS (Female) – Trina Griffith
MINISTER OF ARTS AND CULTURE – Avery Chisolm
MINISTER OF STATE FOR FINANCE – Nadia Duchaine
MINISTER OF STATE FOR REVENUE – Julia Whitmore
MINISTER OF STATE (Junior) - Keelin Filjeski
MINISTER OF STATE (Senior) – Aingeal Fritz
MINISTER OF STATE FOR GRADE 9 - TBA Fall 2016
MINISTER OF PROMOTIONS – Miriam Murtha-Anderson
MINISTER OF SCHOOL SPIRIT - Dylan Desrochers

5.28 STUDENT MESSAGES: **Messages will only be taken from parents/guardians for the purpose of EMERGENCIES ONLY.** Students are asked to come to the office as soon as their name is called.

- 5.29 **STUDY PERIOD**: If you have a study period scheduled, you are encouraged to make use of the Resource Centre or the Cafeteria for study purposes. **The halls are out-of-bounds while you have a scheduled study period.**
- 5.30 **SUBSTANCE ABUSE**: 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 vary from suspension to expulsion, depending on the nature of the offence. In addition, such activity will, in appropriate cases, result in initiating legal proceedings which include police involvement. Parent(s)/guardian(s) will be contacted immediately.
- 5.31 **TEXTBOOKS**: Texts are issued to you for courses in Grades 9-12. Textbooks are **on loan** and you will be held financially responsible for loss or damage beyond normal wear.
- 5.32 **TOBACCO PRODUCTS POLICY**: Ministry of Health and local School Board regulations prohibit the use of tobacco products anywhere on school property. **This includes the front steps and walkway to the main office, which are to remain clear at all times.**
- Students are not permitted to leave the school building between periods 1&2 and 3&4 for smoke breaks.** 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. For details, please see: <http://www.e-laws.gov.on.ca:81/ISYSquery/IRL812.tmp/5/doc>. A violation of this policy may result in suspension and/or fine. A Provincial Offences Officer visits the school on a regular basis and has the power to issue tickets for violations. **The minimum ticket is \$305.00.** Staff members have been given the authority by the Provincial Offences Officer under the Smoke-Free Ontario Act to issue “witness statements” that would result in a ticket and fine.
- 5.33 **VALUABLE ITEMS**: **Valuables, money or other valuable personal items should not be left in your locker, gym change rooms, music rooms, drama rooms or any other classroom.** If, on occasion, it is necessary to bring such items to school, leave these items in the Main Office during the day for safe keeping. Such items must be picked up at the end of the school day and not left overnight. The school is not responsible for any lost or stolen items.
- 5.34 **VISITORS**: 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 an exceptional or special circumstance, please see a member of the Administration.

6. Strategies to Promote Positive Behaviour

6.1 Prevention Strategies

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

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

- establish a positive school climate
- maintain effective classroom management and discipline
- encourage, reinforce and reward positive behaviour
- promote social skills development
- provide information regarding anger management programs
- use peer counselling and conflict resolution
- use effective, respectful home-school communication.

6.2 Supportive Intervention Strategies use:

- “teachable moments” (using a current situation or news story to teach students a valuable skill or lesson)
- verbal reminders, redirection and reinforcement

- interviews, discussion and active listening
- offering positive choices to support positive behaviour/citizenship
- problem solving techniques including restorative practices
- contracts for expected behaviour
- appropriate outside agency support
- school/Board/community resources
- understanding of individual and group interactions and power imbalances within society
- learning and information-sharing to better understand people and situations.

6.3 Community Threat Assessment Protocol

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

7. Consequences for Unacceptable Behaviour

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

7.1 Consequences may include one or more of the following:

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

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

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

- Habitual neglect of duty.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
- Being involved in a physical altercation.

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 RESTORATIVESCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)

POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)

***STUDENTS’ RIGHTS AND RIGHT TO APPEAL** Every student has the right to be respected as an individual and to be accorded the rights that are inherent in our society for all individuals. At the same time every student has responsibilities both to him/herself and to every other member of the school community. Any student who feels that a decision made by someone in authority has been unfair may seek an interview with the principal or vice-principal and the person concerned for clarification. If still not satisfied, an appeal can be made to senior administration at the Board Office. A suspension may be appealed to the Board of Education.*

ADDITIONAL SERVICES

RESOURCE and INFORMATION CENTRE (LIBRARY)

Students may borrow items for personal use from the library. The standard loan period is 2 weeks. The library is open each day starting at 8:00 a.m. where students may work quietly during non-scheduled time or after school (3:10 each night, 4:00 on Wednesdays). Students are requested to return borrowed books PROMPTLY in order that other students may use them.

GUIDANCE and CAREER EDUCATION

This service is based on a “student request” system. Students may request a private interview with a counsellor to discuss academic progress, career or personal matters. Guidance counsellors will be visiting Grade 9 students in September to explain how to arrange an appointment, as well as to introduce them to the services that they can access. Parents/guardians are invited to consult with the Guidance and Career Education Department at anytime by contacting the school at 614-475-0540.

COMMUNITY SUPPORT STAFF

Community Support agencies are available at ENSS to students through the Main Office and Guidance and Career Education Department. A sampling of these agencies includes, Kinark Child and Family Services, Rebound Youth Services, Children’s Aid Society, and the Ontario Provincial Police. Please check the school website to see a list of approved community partners.

EXTRA-CURRICULAR ACTIVITIES

There is a wealth of research in education that points to enhanced success for those students who take part in activities offered by their school. At ENSS we have many athletic and non-athletic co-curricular events. Students should pay attention to morning announcements for scheduled tryouts. A list of seasonal sports, special events and year-round clubs and organizations can be found on the school website.

COMPUTER USE POLICY

The use of computer equipment and other technology at East Northumberland Secondary School is exclusively for educational purposes. In accordance with the Safe Schools Policy, all users must be aware of their responsibilities for appropriate use of technology. The guidelines that follow establish these parameters for acceptable use.

Students at East Northumberland Secondary School will develop computer skills that will assist them in becoming life-long learners in the global economy. Proficiency in various important software packages such as word processing, relational databases, spreadsheets, presentation software, and reference materials will be encouraged in all courses. While students are not provided with an internal Board email address, access to web-based email hosts (ie. Hotmail, Yahoo, etc.) is allowed for educational purposes. Access to the Internet is provided to all students whose parent(s) complete the "Safe and Acceptable Use of the Internet" contract.

Each student will have their own account on the computer network. This account will be accessed by a Board-generated user name and password. It is very important that each student understand that **a computer account is a privilege for a student**. Teachers, Administrators, and technical staff have the ability to monitor any student account and consequences may apply if an account is not being used in an appropriate way. Furthermore, since students are responsible for their own account and the protection of their personal password, inappropriate actions committed by others who have been allowed into a student's account are the responsibility of the account owner.

All students are expected to use technological resources in a responsible manner that respects the rights of all users. Working on a computer network is like living in a community...all users are affected by what their fellow users do. The acceptable use of computers in a network environment is called "netiquette." The following list outlines the Netiquette rules for East Northumberland Secondary School.

Students will NOT:

1. log in to another user's account
2. accept access rights to another user's account
3. attempt to find out another user's password
4. work in a teacher's account
5. attempt to secure a higher level of privilege on the network
6. attempt to navigate the server directory
7. make unauthorized use of network utilities
8. "shell out" or "crash out" to the command prompt
9. in any way, access the local hard drive (C:) of a workstation
10. alter the boot sequence of a workstation
11. use boot disks or CDs without permission from a teacher
12. willingly introduce a virus or other disruptive program into the network
13. attempt to use any form of hacking software to gain access to restricted areas or information
14. cause the network to behave in a manner that is disruptive to other users
15. broadcast messages to others
16. copy or use executable files, such as games or utilities, to or from the network
17. damage hardware in any way, including defacing equipment
18. engage in 'horse play' near technological equipment
19. disconnect, move, and reconnect equipment in any way
20. bring food or drink into computer areas
21. waste paper by printing unnecessary or non-educational material

Safe and Acceptable use of the Internet

The Internet is an incredible informational tool in our world. However, the Internet has a dark side of illegal and improper activities that are at odds with an educational environment seeking to shape and enhance young minds. Students and their parents must sign the Kawartha Pine Ridge District School Board's "Safe and Acceptable use of the Internet Agreement" in order for a student to have open access to the Internet. This form need only be signed once for the student's entire time at East Northumberland Secondary school.

As mentioned, students on a network are part of a community. Inappropriate use of the Internet can affect other users. For example, constant downloading of non-curricular streaming video can slow down the entire network for all users.

Once the Acceptable Use form is signed, students WILL:

- 1) use the Internet only to acquire appropriate academic materials
- 2) always use the Internet in keeping with all Federal and Provincial statutes and regulations

- 3) refrain from downloading illegally reproduced video or music files
- 4) refrain from using streaming video (or torrents software) other than those approved by a teacher for curricular purposes
- 5) appropriately cite any materials downloaded from the Internet for assignment purposes, thereby avoiding plagiarism
- 6) access Internet “chat rooms” only as required by a teacher.

BE SAFE ON THE INTERNET! Never give out any personal information such as your whole name, your address, or your telephone number, to someone you meet online. Never meet in person with anyone that you have met online or through an email. If someone online suggests setting up a meeting in person, TELL A PARENT, TEACHER OR ADMINISTRATOR.

Consequences for Unacceptable Use

Students who abuse either their network or Internet privileges will be disciplined in accordance with the Code of Conduct established by the Ministry of Education and under the terms of the school’s own Code of Behaviour that meets the requirements of the Board’s “Safe Schools Policy.” In the case of frequent or severe violations, Parents/Guardians will be contacted. Consequences as a result of an offence may range from loss of computer privileges to suspension or police involvement.

APPENDIX A: Duties of a Pupil

Education Act, Regulation 298, Section 23...

- (1) A Pupil shall,
 - a) be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled;
 - b) exercise self-discipline;
 - c) accept such discipline as would be exercised by a kind, firm and judicious parent;
 - d) attend classes punctually and regularly;
 - e) be courteous to fellow pupils and obedient and courteous to teachers;
 - f) be clean in person and habits;
 - g) take such tests and examinations as are required by or under the Act or as may be directed by the Minister; and
 - h) show respect for school property.
- (2) When a pupil returns to school after an absence, a parent of the pupil, or the pupil where the pupil is an adult, shall give reason for the absence orally or in writing as the principal requires.
- (3) A pupil may be excused by the principal from attendance at school temporarily at any time at the written request of a parent or the pupil where the pupil is an adult.
- (4) Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends,
 - a) on the school premises;
 - b) on out-of-school activities that are part of the school program; and
 - c) while traveling on a school bus that is owned by a board or a on a bus or school bus that is under contract to a board.

APPENDIX B: KPRDSB Standards of Behaviour

1. The Board and its school staff will neither tolerate nor accept actions that could have a negative impact on students’ ability to learn, healthy relationships, a school’s ability to educate its students, and/or on the school climate. These actions include:
 - 1.1 possession, use, threatened use, or trafficking of weapons;
 - 1.2 possession, use, or trafficking of prohibited material or substances;
 - 1.3 bullying behaviours, discrimination, hate propaganda such as homophobia and other forms of behaviour motivated by hate or bias, assault, sexual assault, robbery, threatening or intimidation, being under the influence of alcohol or restricted drugs or providing alcohol or restricted drugs, or any other behaviours that infringe on the physical or emotional well-being of students, staff and/or community members; and
 - 1.4 damage to property in the school environment (including school property, school buses, another person’s property).
2. All Board employees working directly with pupils shall respond to incidents that may have a negative impact on school climate.
 - 2.1 Board employees are not required to respond if, in the opinion of the employee, responding would cause immediate physical harm to themselves or to that of a student or another person. If they do not respond immediately, Board employees are expected to verbally inform the principal as soon as possible.
 - 2.2 These incidents include, but are not limited to, racist, sexual, sexist, homophobic comments, negative comments related to student needs and/or abilities, slurs and jokes or graffiti.
3. The Board shall support consequences for unacceptable behaviour up to and including suspension and expulsion for:
 - 3.1 actions as directed by the Education Act, and
 - 3.2 actions that compromise a school’s capacity to achieve respect, civility, academic excellence and a safe and caring learning and teaching environment, and/or are injurious to the moral tone of the school.
6. Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours...*(see policy for more information)*.

APPENDIX C: School Lockdown - Emergency Response Plan

Abridged Version for inclusion in this Handbook. REVISED July 2010

Staff, students and visitors in Ontario's schools have the right to learn, work and be present in a safe and secure environment. However, the possibility of a major incident of violence is a reality which cannot be overlooked. Everyone who spends any amount of time in an Ontario school on a regular basis, needs to know how to protect themselves and how to protect our children, in the event of a major incident or threat of school violence (Step by Step to a Safer School, Hill).

Although infrequent, the possibility of a major violent incident in one of our schools is a reality. The level of preparedness to deal with such an incident by school staff, students and police will have a major impact on the outcome of the incident.

Remember: although police will be there to assist with training, implementation and drills, this plan is fully the responsibility of the school. If a major incident occurs, it is highly unlikely the police will be in the school at the outset of the incident. The entire school including staff, students, administrators, and visitors must be prepared to implement this plan quickly and effectively. These types of incidents are over in a matter of minutes. The extent of the impact of such an incident will be dependent on the ability of the school to lock down as quickly as possible.

Roles

School Staff – School staff, and in particular administrators, have the overall responsibility for the safety and well being of students. Administrators during a violent incident have additional responsibilities in terms of working closely with police.

Students – Students have a responsibility to be familiar with this plan and to respond quickly to the direction of staff during a crisis situation. In addition, any student with information or knowledge prior to or during a crisis situation must come forward with that information immediately. In almost every incident of major violence at a school, it was later learned that a student(s) had prior knowledge of what was going to take place but failed to tell anyone. The 'code of silence' must be broken in these types of situations.

Police – Police are responsible to respond to and investigate violent incidents as defined in this plan. During a violent incident, police will assume command and control of the response and investigation but will liaise and work closely with school administration throughout the process.

Parents/Guardians – Parents and guardians must be aware of the existence of this plan and shall reinforce with their children student responsibilities to follow directions during a crisis and disclose any information they may have prior to or during a crisis situation. Based on past experience parents are asked not to call the school to determine the status of the emergency situation and to inquire about their child. As difficult as this may be, the phone lines need to be kept open to communicate with Police.

School Community Councils – Members of School Community Councils must support the local plan and assist the school administration in promoting awareness of the plan throughout the broader school community.

Training - Emergency plans are of little value in a crisis situation if the plan is not exercised on a regular basis. *School administrators will be required to review this plan with staff at least twice during each school year.* Police shall participate in this training.

Drills – Each school is required to have two School Lockdown Drills each school year. The responsibility for these drills including scheduling lies with the school principal. Police should be in attendance to monitor and participate in a debriefing following the drill. Drills shall come under the direction of the principal, with police in attendance for support.

Terminology is very important in an emergency situation.

Lockdown: this term will only be used when there is a major incident or threat of school violence. This is to prevent the overuse or misuse of the term, resulting in staff and students becoming desensitized and not taking lockdowns seriously.

Hold and Secure: this phrase will be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g. an incident occurs near a school but not on school property). In this situation, the school continues to function normally with the exception of students coming in or out of the building. The exterior doors will be locked until such time as the situation near the school is resolved.

Shelter in place: this phrase will be used for an environmental or weather related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation. Examples may include chemical spills, blackouts, explosions or extreme weather conditions.

Command Post: this term is the focal point for command and control of the situation. This is where the police will direct the overall response to the incident and where the principal will work closely with the police providing required support.

POLICE

Once police arrive on the scene, they have ultimate command of the incident. Staff, students and other occupants must provide full co-operation and follow police direction. **Police will control access to the school and designated off-site locations. Police will assign an officer to the off-site evacuation location to communicate information to staff, students and families. Police will direct families arriving on-site to pre-designated, off-site evacuation locations where they can receive information.**

Staff/Student Responsibilities in Assisting Police

Crime Scene

Staff, students and other occupants need to be aware that any site(s) may contain crime scene evidence. Avoid unnecessarily tampering with or disturbing evidence. To the extent possible, leave all objects exactly as they are in order to protect the crime scene for law enforcement investigations. Discourage others from disturbing potential evidence. Keep the area isolated.

Media Response

Police set up a media relations centre outside incident area. Police representatives handle media relations regarding the incident and police response. Board representatives handle media relations regarding Board related concerns.

POST SCHOOL LOCKDOWN FOLLOW-UP

Actions taken following School Lockdown can have a major impact on the well being of staff, students and the broader community. Follow-up procedures may include the following:

- involving the Board Crisis Response Team to provide counselling for staff and students;
- providing appropriate information to parents, guardians, staff, students and the broader school community regarding the incident;
- debriefing by police of all persons present at the time of the incident;
- co-ordinating police and school board news releases;
- evaluating the adequacy of the School Lockdown - Emergency Response Plan and making modifications as necessary;
- identifying lessons learned and developing further preventative measures;
- maintaining close contact with any injured victims and families;
- maintaining close co-operation with police services to facilitate completion of investigations; and
- completing all necessary legal, insurance and administrative forms and documents as required.

LOCKDOWN, SECURE AND HOLD, SHELTER IN PLACE PLAN

- Call is received - situation of concern is presented:
- Principal/VP is notified immediately
- Pertinent information is documented (ie. Intruder ID, bomb threat, etc)
- Principal/VP makes an assessment and process begins

Principal/VP notifies:

- Police (911 or 614-475-1414)
- Staff/Students (lockdown/secure & hold/shelter in place procedure announcement...)
- Superintendent is notified (905-372-5667 or 1-866-760-9152 ext.352)

LOCKDOWN	SECURE & HOLD	SHELTER IN PLACE
<p>Response to a major incident or threat within school or area ...</p> <ul style="list-style-type: none"> • All staff and students remain where they are, if en route report to first available classroom • No one leaves - secure locations until lockdown removed • Classroom doors and shop doors locked • Curtains and blinds pulled, lights turned off and classroom door windows covered • Staff and students assume safe position in classroom (in portables this means turning desks on their sides in a circle and having students inside the circle) • Students in cafeteria will evacuate to Gym C if possible or go into servery • Students in the library will evacuate to a safe place in the library under staff direction • Phys ed students on field will evacuate to the ditch at the south end of the field • Phys ed students in gym C evacuate to the change rooms and those in gym A/B go into the equipment room under supervision of teaching staff • Trip students to remain off-site until notified (eg. PE students at the arena, Co-op) • Students and staff to remain silent • Students in washroom report to closest classroom or get into stall on top of toilet and remain quiet • Do not answer door; disregard bells and alarms <p>P.A. Announcement:</p> <p><i>This is -----, ENSS is now in 'LOCKDOWN'. I repeat ENSS is now in 'LOCKDOWN'.</i></p>	<p>Response to on-going situation outside and not related to the school....</p> <ul style="list-style-type: none"> • Staff and students remain in locked classrooms or report to closest classroom • External doors locked and monitored by head custodian and admin • Curtains and blinds closed • Classes continue but classroom rotation may be delayed • Outside students brought into school prior to external doors being locked • Notify "trip" and 'Off-campus' programs to remain off-site <p>P.A. Announcement:</p> <p><i>This is -----, ENSS is now in 'SECURE AND HOLD'. I repeat ENSS is now in 'SECURE AND HOLD'.</i></p>	<p>Response to an external situation that is environmental or weather related and it is necessary to keep all occupants inside the school ...</p> <ul style="list-style-type: none"> • External doors locked - monitored with appropriate signage by admin and head custodian • Staff and students move freely within school and classrooms • All school classes participating brought into school • Notify trip and off-campus programs to remain off-site until all clear given <p>P.A. Announcement:</p> <p><i>This is -----, ENSS is now in 'SHELTER IN PLACE'. I repeat ENSS is now in 'SHELTER IN PLACE'.</i></p>

ERT/Police keep communication lines open with the main office. When threat is over an announcement is made. If evacuation is necessary, evacuation plan begins...

EMERGENCY RESPONSE TEAM: Principal, Vice Principals, Student Success, Head Secretary, Head Custodian, Guidance Head, Special Ed Head

APPENDIX D: KPR Assessment, Evaluation and Reporting Guidelines

The full policy (ES-4.1) is posted at www.kprschools.ca

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and the learning skills and work habits.

- 1) **Assessment FOR Learning:** Assessment *for* learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to adjust instruction and provide feedback and by students to focus their learning and next steps. Assessment for learning takes place while the student is still learning and serves to promote learning.
- 2) **Assessment AS Learning:** Assessment *as* learning is the process of developing and supporting students' awareness of their own thinking while learning and conditions that lead to success during their learning. The practice of using this information makes the student a part of the assessment process. Students monitor their own learning, use feedback from teachers and peers to determine their next steps, and set their own learning goals. Students are required to have a clear understanding of the learning goals and what it means to be successful, as they are the critical connector between assessment and learning.
- 3) **Assessment OF Learning:** Assessment *of* learning is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality.

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of instruction.

Learning Goals: Learning Goals are brief statements that describe, in student friendly language, what a student should know or be able to do by the end of a period of instruction. The goals represent clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum.

Success Criteria: Success Criteria describes what it “looks like” when a student successfully meets the learning goals. Success criteria are used to determine to what degree a learning goal has been achieved. Success is defined by criteria in the achievement chart, and discussed and agreed upon in collaboration with students. Using success criteria, students and teachers are able to evaluate the progress being made in the process of completing a task and then evaluate their achievement on completion.

Our teacher practices reflect:

- use of equitable practices and procedures that meet the needs of all students and may not necessarily be the same for all students.
- assessing, evaluating and reporting on the achievement of curriculum expectations and the demonstration of learning skills/work habits separately
- gathering evidence of student achievement for evaluation collected over time in the form of observations, conversations and student products to inform professional judgement
- determining the final grade on a student’s report card using professional judgement and interpretation of evidence that reflects the student’s most consistent level of achievement, with special consideration given to more recent evidence. The averaging of marks is not the *sole* determinant of a final grade.

Students must be responsible for their behaviour in the classroom and for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in the form approved by the teacher.

Learning Skills and Work Habits: *Responsibility, Organization, Independent Work, Collaboration, Initiative, 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: The teacher 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 of 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

Homework: *See KPRDSB Policy ES-4.1.* Homework is work that students do at home to practice learned skills, consolidate knowledge and skills, and/or prepare for the next class. Homework may be used as evidence of assessment for learning but not for evaluation purposes. Elements of assignments for evaluation may be partially completed outside of class time, however, to ensure equity, assignments for evaluation must be completed, whenever possible and as age and grade appropriate, under the supervision of the teacher. Homework can be part of evidence gathered and included in final Learning Skills and Work Habits determination. Homework will be equitable, differentiated and based on student needs.

Cheating and Plagiarism: Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense.

Cheating is dishonest behaviour or attempted dishonest behaviour during tests, examinations or in the completion of assignments for evaluation.

Plagiarism is using words, number, graphics, photos, music, ideas or any work of another as one’s own without proper referencing.

Students must always acknowledge others’ work (writing, ideas, graphics, data, music, etc.) by citing sources, even those from the internet, correctly.

If a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student.

Remediation and/or consequences for students found to be plagiarizing or cheating may include: re-doing the assignment, completing an alternate assignment, informing parents, demonstrating their understanding of plagiarism or cheating, and/or loss of marks on the original assignment for evaluation.

Code ‘I’ in Grade 9 & 10: “I” is a code used in Grades 9 & 10 by teachers when, in their professional judgement, there is insufficient evidence of student achievement on overall expectations to determine a final grade. This may happen, for example, if a student recently moved schools or had an extended illness. Students who receive “I” on the final report card will not receive credit for the course, however, there may be instances when they are considered for credit recovery.

Communicating and Reporting Achievement: Teachers will communicate regularly with students and parents/guardians to ensure they are informed of student progress. This ongoing dialogue between teachers, students and parents about student achievement will be both informal and formal (ex. phone calls, notes, e-mails, report cards and interviews). School Progress Reports are sent home each semester as well as a Midterm (First) and Final Provincial Report Card.

APPENDIX F: Youth Support Services Northumberland County

HELP LINES

<u>Emergency Services</u>	<u>911</u>
<u>Community Information Services</u>	<u>211</u>
<u>4 Counties Crisis Line (16+)</u>	<u>1-866-995-9933</u>
<u>Assaulted Women's Help Line</u>	<u>1-866-863-0511</u>
<u>Connex Ontario Drug & Alcohol Helpline</u>	<u>1-800-565-8603</u>
<u>Eat Right Ontario</u>	<u>1-877-510-5102</u>
<u>Kids Help Phone</u>	<u>1-800-668-6868</u>
<u>Ontario Problem Gambling Helpline</u>	<u>1-888-230-3505</u>
<u>Telecare Distress Centre</u>	<u>705-745-2273</u>
<u>Telehealth Ontario</u>	<u>1-866-797-0000</u>

Other

<u>4 County Crisis</u>	<u>1-866-995-9933</u>
<u>Brighton Fare Share</u>	<u>614-475-4190</u>
<u>Emergency Food Bank, Colborne</u>	<u>905-355-3010</u>
<u>Four Counties Addiction Services</u>	<u>1-800-461-1909</u>
<u>Cornerstone Family Violence Prevention Centre</u>	<u>1-800-263-3757</u>
<u>Kinark Child and Family Services</u>	<u>1-800-230-8531</u>
<u>Rebound Child & Youth Services</u>	<u>1-877-688-0007</u>
<u>Community Living Campbellford/Brighton</u>	<u>1-866-528-0825</u>
<u>Northumberland Hills Hospital</u>	<u>905-372-6811</u>
<u>Campbellford Memorial Hospital</u>	<u>705-653-1150</u>