Courtice Secondary and Intermediate School

SCHOOL CODE OF CONDUCT – 2015/2016

"Let the love of wisdom flourish"

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. School Code of Conduct

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

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities
- safety is everyone's responsibility.
- everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- everyone is responsible for preventing harm.
- students, staff, parents and guardians have additional responsibilities unique to their roles.

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

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

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

3. Standards of Behaviour

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

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

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

3.2 Physical and Emotional (Psychological) Safety

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

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

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

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

Non-physical Aggression
- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not

- threatening physical harm, bullying or harassing others
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

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

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

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

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

Bullying, in any form, has negative effects on:
- a student's ability to learn
- healthy relationships and the school climate
- a school's ability to educate its students.

We **will not accept bullying** on school property, at school-related activities, on school buses, or in any 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   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 occur when the person in authority felt there was 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 or weapons etc.) Police may be contacted if the search reveals such an item. At C.S.S and C.O.I, school authorities will inspect lockers and personal belongings when there is a suspicion that the locker or belongings may contain any substance or item which may be injurious to the school or members the school community. Given the inherent risks associated with some educational trips and in the exercise of due diligence, school authorities reserve the right to inspect student belongings to ensure that students are properly prepared and to ensure that no substances, or items (including drugs, alcohol, items which are weapons or prohibited items) are included. Students attempting to bring any prohibited item or substance on a school trip may be denied the opportunity to participate in that trip and additionally, may be suspended from school.

5.1.1   School authorities, exercising due diligence and to ensure the safety and success of any school event (including but not limited to; school dances, prom, evening functions etc.) reserve the right to inspect student belongings. Any student attempting to bring a prohibited item or substance to a school function may be denied the opportunity to

participate in that function and additionally, may be suspended from school.

     5.1.2 Students will be reminded of key elements of the full Code of Conduct at the beginning of each school year, a copy will be updated and posted annually to the school website and placed in each classroom. The school agenda will contain an updated copy of the complete Code of Conduct so that all school community members can access it as required. C.S.S and C.O.I. in keeping with Board policy will follow a process of progressive discipline when dealing with code of conduct violations.

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

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies

Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential.

Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation ("making it right"), healing and reintegration, while preventing future harm. It may include responses ranging from informal conversations or meetings, to formal restorative conferences.

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

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

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

6.3 Community Threat Assessment Protocol

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

7. Consequences for Unacceptable Behaviour

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

7.1 Consequences may include one or more of the following:
- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion.

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

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

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:
    o the pupil has previously been suspended for engaging in bullying, and
    o 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:
    o cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
    o cause extensive damage to property at the school or to property located on the premises of the pupil's school
    o 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)

GENERAL INFORMATION FOR STUDENTS

1. **School Bus Transportation Policy**
   Buses are considered the property of the Board of Education and all rules of behaviour apply to students while being transported. School buses are provided to transport students from their designated bus stop to school and back to their designated stop. Students who walk to school shall not use school busses. Since riding the school bus is a privilege, **students not observing appropriate behaviour will be reported to the office and lose bus privileges. They will be required to find their own transportation.**

2. **Attendance**
   Regular attendance is vital to learning. Students must attend all classes and assemblies. Chronic absences will be brought to the attention of the vice-principal. Letters will be sent and phone calls made at five, ten and fifteen absences from a class. Absences in excess of fifteen will involve the Student Retention Counsellor and may result in removal from the course, loss of credit, re-assignment or removal from school.
   Absences for all students will be reported daily through School Connects (an electronic calling program).

   - A student who is absent should have a parent/guardian call the school prior to the absence. The message must indicate the date and reason for the absence. The Attendance phone line is available 24 hrs. Unless a call is received by 2:30 p.m. an automated phone call indicating the absence will be placed.
   - A student who must leave school during the day **SHOULD HAVE A PARENT/GUARDIAN CALL THE OFFICE BY 8:00 a.m.** The call must indicate the time of the departure and be signed by the parent/guardian. If a student wishes or needs to leave the school during the school day and a call has not made **must sign out through the school office.**
   - A student **18 YEARS** and older may write his/her note in explanation of absence or early departure. ADULT STATUS STUDENTS MUST FOLLOW ALL SCHOOL PROCEDURES OUTLINED IN THIS HANDBOOK. The only acceptable reasons for signing out are: medical appointment, illness, family emergency and legal issues. **Abuse of this privilege will result in its loss.**
   - All notes may be subject to verification.

- All students involved in extra and co-curricular activities are expected to be performing to the best of his/her ability, completing required assignments with acceptable attendance and conduct.

3. **Late Policy**

Demonstrating the responsibility of arriving on time and being ready to work are essential skills for student success. Consequently, all students are expected to arrive to class on time. C.S.S. has scheduled a ten minute break/travel time to ensure that this occurs.

C.S.S. students, who arrive to school late in the morning you are to go directly to class.
C.O.I. students who are late must report to the office to obtain a late slip.

Students who are late for class are subject to the school lates policy and will be subject to detentions held during the breaks or after the school day.

4. **Detentions**

A detention is a time when a student is required to stay in school during break or after school. Students may be assigned a supervised detention by his/her classroom teacher to be served at the time and place designated by the teacher.

Supervised Detentions may be scheduled during lunch hours or after. Reasons for referral include unexplained absences, habitual lateness and behavioural issues. Failure to serve any assigned detention will result in additional consequences.

5. **Locks and Lockers**
   - Students will select a locker on the first day of school at which time they may purchase a Dudley lock if necessary. They are available in the office for $7. Lock combinations and locker numbers are kept on file in the Office for the school year. Protect your belongings by keeping your combination private and leave valuables at home. The school is not responsible for lost, missing or stolen belongings. All assigned lockers MUST have a lock.
   - All lockers must be registered with the main office.
   - All locker changes must be approved by the Principal or Vice-Principal.
   - Excessive damage done to the inside of the locker assigned to a student may require payment by the student to cover expenses to restore the locker to its original condition.
   - Students and parents are hereby notified that the school has the authority to assign the location of any or all students' lockers and to search personal property and lockers. This right to search is established to assist the Principal in providing "for the safety and welfare of all students and staff" under the Education Act.
   - Any locker problem should be reported to the office immediately.
   - C.S.S. lockers are to be vacated by the last day of exams. Any locker not vacated, will have the lock cut off and the contents bagged and stored in the lost and found until October 1st of the following school year.

- C.O.I. lockers must be vacated by the last day of classes. Any locker not vacated, will have the lock cut off and the contents bagged and stored in the lost and found until October 1st of the following school year.

6. **Spirit Package**
   The ***Student Spirit Package*** is the major fundraiser for Student Council. It includes a Student Activity card and an **Edge Imaging** Picture Package at a rate offered to provide the student with a substantial savings from purchasing these items separately.

   Students wishing to become involved in student activities must have a Student Activity Card. Your student activity card gets you a discount on dances, Buy-ins, all Student Council services such as electronic board announcements, Student Price Cards, etc. These fees are used to sponsor school clubs, help fund school improvements and sponsor student awards and gifts.

7. **Course Fees:**
   Please consult the Courtice S.S. Course Calendar for specific information about fees.

8. **Valuables**
   The school **will not** be held responsible for valuables, therefore,
   - **Do not bring large sums of money or valuable personal items to school.**
   - **Do not carry wallets, watches, electronics or jewellery to Phys. Ed. classes.**
   - **Do not wear or carry outerwear to classes.**

9. **Dress Code**
   Students are to dress in a manner that is appropriate to school activities, with regard to exposure, cleanliness and or message. **Specifically:**
   - **Hats and hoods are not to be worn in the building.**
   - **Undergarments are to be covered, therefore spaghetti straps, low scoop tanks, low riding pants are NOT acceptable**
   - **Midriffs are to be covered**
   - **Appropriateness will be determined by school administration**

10. **Parking**
    - Students are reminded that parking on school property is a **privilege**, not a right.
    - Students are encouraged to use school bus transportation since parking on school property is **VERY LIMITED**. Vehicles illegally parked (blocking fire routes, on grassy areas, etc) will receive **one** warning before being towed at owner's expense.
    - Students are expected to drive on school property in a safe and responsible manner.
    - Students not adhering to safe driving practices will lose their parking privilege.

- **Students may NOT park west of the main doors *(Visitor Parking)* or at the back of the school *(Staff Only Parking)*.**

The school assumes no responsibility whatsoever for the safe custody of the vehicles parked nor for any property left with same, nor for loss or theft of/or damage to such vehicles or property, howsoever and by whomever caused, the same being left in all respects at the risk of their owner.

<u>Note:</u> School administration will not supervise students in their vehicles. Therefore all parked vehicles must be vacated by students. In consideration of our neighbours, the playing of car stereo systems on campus is prohibited.

11. **Cafeteria**

    The school cafeteria is maintained to provide early morning snacks and lunch. The cafeteria will be open daily until 12:40 p.m., and will be closed at all other times. Students are asked to cooperate fully at the lunch hour by lining up and moving through the cafeteria hall into the cafeteria in an orderly fashion. **Deposit litter in the waste and recycle bins. Students are to keep the halls clear of garbage by using the garbage containers. Students are responsible for cleaning up after themselves.**

12. a) **Study Periods**

    No student will be assigned a study period until they have achieved a minimum of 24 credits towards their OSSD. Students who have an assigned study period on their timetable may leave the school premises or use the school facilities such as the Library or the Cafeteria. Unsupervised students are not to be in the halls during class time.

    b) **Re-Assigned Classes**

    Occasionally Senior classes my need to be re-assigned to independent study.   It is expected that students will be in the Cafeteria or Library during these occasions.

13. **Public Address Announcements**

    The public address system is used to communicate with teachers and students. Announcements are made during homeroom each day.   It is important that students stop what they are doing during these announcements so that they may hear the messages clearly.

14. **Illness**

    Students who are not well should report to the MAIN OFFICE. The office will contact a parent/guardian to have the student sent home or in case of an injury or serious illness, to the hospital. It is the parent's responsibility to transport their sick child home. **All students must sign out in the main office before leaving the school.**

15. **Visitors**

    Must report to the office, sign in and be issued a guest pass.

16. **Emergency Drills**

    Each room has a posted fire exit route. When the alarm sounds, move quickly and quietly to the indicated exit. **DO NOT RUN**.   Once outside, students are to remain in class groupings with their teacher. Move well away from the building and keep the roadways clear for emergency vehicles. Help maintain the excellent safety record of C.S.S. and C.O.I., by following all safety precautions wherever you are.

    Lock-down instructions and practice sessions will occur periodically throughout the year to maximize staff and student safety in case of emergency.

17. **Computer Etiquette**

    The computer can be a very valuable learning tool. It is imperative that it is used appropriately so that all students can benefit from its potential. Students may only access files that have been assigned by staff. Computer access is a privilege that will be revoked in cases of:

    - **Breach of Security** - Security on any computer system is a high priority, especially when the system involves many users. Do not use or access another student's account. If you feel that you can identify a security problem on the network, promptly notify a teacher or administrator.

    - **Vandalism** - Vandalism will result in the immediate cancellation of computer privileges. Vandalism is defined as any malicious attempt to harm or destroy computer hardware, software, data or networks. This includes, but is not limited to the uploading or creation of computer viruses. Any user who violates this condition is financially responsible for any repair costs.

    - **Misuse** - Students accessing restricted Internet programs will lose computer privileges.

        *** All students, and parents of students under the age of 18, need to review and sign the KPR Internet agreement annually.

18. **CHEATING/PLAGIARISM**

    Students at C.S.S. and C.O.I. are expected to demonstrate their academic honesty and integrity. They will not represent someone else's work as their own, and they will acknowledge their use of another's intellectual property. It is in the best interests of each student to build habits which contribute to genuine academic, personal and social growth. Beginning in Grade 9 students will be taught the need for academic honesty, as well as how to report appropriately.

Definitions

Plagiarism comes in many forms:

- the use of ideas or thoughts of some other person without proper acknowledgement
- the use of direct quotations or of material paraphrased and/or summarized by the writer without proper acknowledgement
- the submission of an essay or assignment as one's own which has been written in part or in whole by someone else
- the submission of material as one's own which has been obtained from a computer source such as an Internet website or a CD-ROM with or without modification. Any information taken from an Internet website should be evaluated and comprehensively documented for accuracy.

Cheating
- the buying and/or selling of essays or exams or test questions
- the submission of the same piece of work in more than one course without the permission of the teachers concerned
- the preparation of an essay or assignment by someone other than the stated writer, or allowing one's essay or assignment to be copied by someone else
- the unauthorized giving or receiving of information or assistance during a test or an examination
- the use of unapproved sources of information

Procedures

When plagiarism is suspected, the teacher will keep the original work in question while reviewing the situation.   In order to demonstrate clearly that the work is his or her own, the student must provide his or her sources to the teacher, as well as show the stages of research, such as developing and supporting a thesis, research notes, draft copies, and any other supporting materials. Following review of the situation and depending on the scope and extent of the incident, one or more of the following steps will be taken:

- Teacher interview with the student
- Parent/guardian contact
- Curriculum/department head and/or school Administrator involved in review of information and decision regarding consequences

Incidents of cheating whether on a quiz, test, assignment or exam, will result in a mark of zero.

Consequences

Depending on the scope and extent of the incident, one or more of the following consequences will be applied:

- Oral or written warning or reprimand plus parent/guardian contact (where student is under age 18)
- For any other than a minor infraction, a written report, including course name, the nature and extent of the infraction and the consequences, will be made and kept on file for the duration of the student's secondary school career
- Any assignment or part of an assignment that is plagiarized or copied from someone else cannot be evaluated. This may result in a student not achieving course expectations. A make-up or re-write of the assignment may be required
- In cases of a repeat offense and/or where it is a major assignment and/or the plagiarism is substantial and/or time lines prohibit other considerations a mark of 0 (zero) will be recorded for the assignment.
- The student may be suspended from school

Appeals
- An appeal to the decision regarding consequences may be made to the department head and school administrator who will jointly review the situation.

20. Dropping Courses
Senior students should note that the last date to drop a course is November 21 in Semester 1 and April 28 in Semester 2. Senior students wishing to drop a course which they do not want to appear on their official transcript, must complete the drop process within 5 school days of receiving the mid-term report card. **Withdrawals made after the 5th day will remain on the transcript with the mark at the time of withdrawal.**

21. Safe Schools

- **Tobacco Policy**
  The Smoke-Free Ontario Act (SFOA) prohibits smoking tobacco or holding lighted tobacco anywhere on school property which includes but is not limited to school parking lots, school driveways, or inside cars located on school property. This law applies to everyone including students, staff, parents and visitors. The Durham Region Health Department has adopted a zero tolerance policy with respect to smoking or holding lighted tobacco for any person on school property. The SFOA also prohibits the sale or supply of tobacco to anyone under the age of 19 anywhere in Ontario including school property regardless of the age of the supplier. SFOA violations will be reported to the Durham Region Health Department. A first offence for smoking/holding lighted tobacco on school property carries a maximum fine of $1000. A first offence for selling/supplying tobacco to a person who is less than 19 years of age carries a maximum fine of $4000. The law is in effect 24 hours a day, 7 days a week and 365 days a year. E-cigarettes and vaping paraphernalia are prohibited at school.

- **Drugs and Alcohol**
  Any student in possession of, under the influence of, or distributing any alcohol or drug substance will be subject to appropriate police action, suspension, and/or expulsion from Courtice Secondary School.

22. **School Dances for C.S.S.**
    1 per semester on a Thursday (7:00 – 10:00 pm)

    STUDENT RULES FOR DANCES
    - A student on suspension, or who has an unexplained absence on the day of a dance **will not** be permitted to attend.
    - Coats and bags **must** be left in designated area at your own risk.
    - **_All_** lockers are out of bounds, **_including_** lockers in the dance area.
    - Students are strongly discouraged from bringing valuables to the dance.
    - The school **will not be responsible** for student property that is lost or missing.
    - Only the main doors of the school are to be used unless there is an emergency.
    - **Once leaving the dance you will not be re-admitted.**
    - Students will not be admitted into the dance after **8:30 p.m.** If it is necessary for a student to arrive after 8:30 p.m. (work commitment), his/her ticket must be signed by an administrator by 2:30 p.m. on the day of the dance.
    - **Anyone suspected of being under the influence of any substance** will not be admitted to the dance. Parent contact will occur and additional school consequences, including suspension, may be applied. Charges may be laid at the discretion of Durham Regional Police.
    - **_Student I.D. Cards must be presented in order to gain admission to the dance._**
    - A guest **must** come to the dance with their sponsor.
    - Guests must be registered on the guest list no later than 2:30 the day before the dance to receive a guest pass.
    - **_The guest must show photo identification at the door._**
    - Sponsors are responsible for the behaviour of their guests.
    - A sponsor may only bring **one** guest to a dance.

23. **Student Rules For Assembly**

    - All students must remain seated at all times during the assembly.
    - All students must remain in the gym/cafeteria for the duration of the assembly.
    - Students must be respectful of presenters by remaining quiet and attentive.
    - All electronic devices will be turned off and put away during an assembly.
    - No food or drink allowed in the gym or cafeteria during assemblies.
    - Hats are not to be worn during assemblies.

24. **Cell Phone Use/Personal Electronic Devices**
    The Kawartha Pine Ridge District School Board has approved a new policy on use of personal electronic devices (PEDs) – such as cell phones and MP3 players – in schools. The policy states PEDs may be used only during regularly scheduled breaks, such as lunch hour, or in areas designated by principals. Cell phones and other PEDs must be turned off and stored out of sight in classrooms during instructional time. PEDs may never be used in washrooms or change rooms. The new policy applies to everyone in a school, and it was approved after extensive consultation with students, parents, school councils, teachers, principals, support staff and community members. **Unauthorized photographs/videos are prohibited, as is the posting to social media.**

WHAT DO I DO WHEN. . . ?

- **I HAVE TO LEAVE SCHOOL DURING THE DAY**
  Sign out at the office with a secretary or Vice-Principal. This requires phone contact with a Parent/Guardian.

- **I HAVE ARRIVED LATE DURING THE DAY**
  C.S.S. students are to go directly to class where teacher will notify the office of your arrival.
  C.O.I. students are to go directly to the office and obtain a late slip from the secretary.

- **I FEEL TOO ILL TO STAY IN CLASS**
  Report to the office. A Parent/Guardian may be called to arrange for a pick-up.

- **I HAVE A LOCKER PROBLEM (e.g. jammed lock, theft, damage, etc.)**
  Report the problem IMMEDIATELY to the office. A custodian may be asked to help.   A reminder ~ the school is not responsible for lost or stolen items.

- **I FEEL INTIMIDATED, THREATENED, HARASSED IN ANY WAY**
  Talk to a Teacher, Guidance Counsellor, or Administrator IMMEDIATELY. See website for anonymous bullying email address.

- **NEED TO USE THE TELEPHONE**
  With permission, students may use the student phone in the main office but office phones are usually for emergency use only.   See GENERAL INFORMATION FOR STUDENTS Section 25, regarding cell phone use.

- **I ATTEND A SCHOOL ASSEMBLY**
  Remember that people are trying their best. Respect presenters, cooperate with those around you, pay attention and appreciate.

- **I HAVE ITEMS STOLEN FROM THE CHANGEROOM**
  Report the loss IMMEDIATELY to Phys. Ed. teacher and later to a Vice-Principal.

- **I LOST OR FOUND SOMETHING VALUABLE**
  Check in the main office and at the custodian's office.

- **I LOSE A TEXTBOOK BY THEFT OR CARELESSNESS**
  Report the loss to my teacher and then arrange to replace the text.

- **I WANT TO PHOTOCOPY MATERIALS**
  Use the machine in the Library for 10¢ a page.

- **I SEE SOMEONE BREAKING A SCHOOL RULE OR DAMAGING SCHOOL PROPERTY**
  Report it IMMEDIATELY to a staff member because we all want a safe, comfortable, enjoyable environment in which to learn. My name or identity will be kept anonymous. Crime Stoppers: 905- 436-8477 (TIPS)

- **I'M HAVING TROUBLE WITH A COURSE.**
  Talk to the teacher first. If there is still a problem, make an appointment with a guidance counsellor or an administrator. Tutors are often available; applications available in Guidance.

- **I HAVE A SIMPLE QUESTION ABOUT MY TIMETABLE, SUMMER SCHOOL OR FUTURE PLANS**
  E-mail one of the counsellors for an efficient or accurate response. Their addresses are on the school website: http://courticesecondary.ca or come to Guidance and make an appointment.

- **I WANT TO SAVE A LOT OF MONEY.**
  Buy a Student Activity card in September to maximize savings.

- **I WANT TO HAVE MORE FUN AND SPIRIT IN SCHOOL.**
  Buy an Activity card - get involved in activities, clubs, & organizations at CSS and C.O.I.

C.S.S. and C.O.I. ASSESSMENT AND EVALUATION POLICY

The purpose of this policy is to promote communication among students, parents/guardians, and teachers by ensuring clear and consistent student assessment and evaluation practices at CSS and COI. Assessment & evaluation practices will be consistent with Ministry Policy as outlined in *Growing Success 2010* and with Kawartha Pine Ridge Policy ES-4.1. Assessment and evaluation will be used to support student learning and to provide information to students, teachers, parents, and others about that learning. This is achieved by ensuring that assessment & evaluation practices are clear & consistent. It also provides ongoing feedback to students, parents & guardians.

A. The Purpose Of Assessment And Evaluation

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.

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 courses, often at the end of a period of instruction.

Students will :
- provide evidence of their learning within established timelines and recognize that there are consequences for cheating, plagiarizing, not completing work and for submitting work late

Our teacher practice reflect :
- Use of equitable practices and procedures that meet the needs of all students and may not 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 personal judgment
- Determining the final grade on a student's report card using professional judgment 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.

B. Assessment and Evaluation Guidelines

A variety of strategies will be used to allow students to demonstrate the full extent of their achievement of the curriculum expectations across the four categories (Knowledge/ Understanding, Thinking/Inquiry, Communication, Application/Making Connections) as outlined in the achievement charts in Program Planning and Assessment, 2000. Marks will be determined by the collection of data gathered from a variety of assessment methods which may include: essays, rubrics, oral examinations, tests/quizzes, worksheets, performance assessments and presentations, projects, portfolios, journals, demonstrations, role playing, debates, case studies, conferencing, discussions, research skills, labs, etc.

Teachers will make professional judgments on the assessment data collected and individual circumstances affecting students, including information provided by the Special Education Department. Accommodations and modifications to the assessment/evaluation of students' work are outlined in the student's Individual Education Plan (I.E.P.). The Individual Education Plan will be implemented to address individual student learning needs.

C. Grade Determination for C.S.S.

Each curriculum department will provide a common course outline for each course which clearly states the breakdown of the term mark and final evaluations. The final grade in each course will be reported on the report card as a percentage grade and determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course (daily work, tests, assignments, etc.). This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

D. Learning Skills

Learning Skills: The development and demonstration of strong, effective learning skills are critical to each student's achievement of curriculum expectations.
As well, positive learning skills are essential for personal success in the workplace and post-secondary endeavors.

Responsibility	**Organization**	**Independent Work**
Collaboration	**Initiative**	**Self-Regulation**

Homework: Homework assignments are considered an essential component of student learning. Homework assignments incorporate a wide variety of activities and involve the reinforcement, application and extension of concepts taught as well as the study of new concepts. As such, the completion of assigned work (both in-class and homework) is very important to the student's demonstration and successful achievement of course expectations. Homework will be assessed in order to inform the teacher about student progress and to help them with their instructional planning. Daily homework is not considered to be an assignment for evaluation.

E. COMMUNICATING AND REPORTING ACHIEVEMENT

Teachers will communicate regularly with students and parents/guardians to ensure that they are informed of student progress. The ongoing dialogue between teachers, students and parents about student achievement will be both informal and formal (phone calls, emails, notes, report cards and interviews). For C.S.S. students a formal school progress reports are sent home in the middle and at the end of each semester. An early report is also provided each semester prior to interviews.
For C.O.I. students, a progress report will be sent home in the late fall. Report cards are sent home in February and June.

Students should maintain a record of their achievement in each course to personally track their success.   Parents should make contact with classroom teachers to ensure that they are fully informed about student progress throughout the semester.

F. MISSED EVALUATIONS

All course assessments and evaluations are considered important opportunities for students to demonstrate their achievement of the course expectations. Teachers will provide a clear due date for evaluations that students are expected to meet. They will provide strategies for that will help students meet expectations for submitting assignments on time.   Students are responsible for submitting assignments for evaluation on or in advance of any due date. To foster a culture of responsibility and ensure fairness to all students, the following will take place in the event of missed assignments for evaluation.

Late/Missed Assignments
Students are expected to hand assignments in by the due date. Students who fail to do so may lose the opportunity to demonstrate their understanding of an expectation and their mark in a course will suffer as a result.   If there are extenuating circumstances, (ie. illness or bereavement), assignment due dates may be negotiated and time extensions granted by the teacher. In such situations, it is the responsibility of the student/parent to discuss the circumstances with the subject teacher prior to the due date. Decisions will be made based on individual circumstances.

In class assessments (tests, quizzes, presentations, writing assignments)
Students who miss in-class assessments without verified reason (a note or phone call from a parent) will be considered to have forfeited the opportunity to demonstrate the expectations for that particular assessment. A mark of 0 (zero) should be anticipated.

However, students who bring in a written note (or phone call) from a parent outlining a valid reason for the absence may not be assigned a mark of 0. Valid reasons may include but are not limited to the following: student illness, documented appointments, approved school activities/sports.   In such cases students will, at the teacher's discretion, be given either an opportunity to demonstrate the expectations or given an N/M, No Mark, (in which case, the missed evaluation will not be counted into the student's mark). Any major course assignment for evaluation which involves the demonstration of many course expectations (ie. a culminating activity, Independent Study Unit, etc.) will not be given a 'No Mark' designation. It will be completed and submitted for a mark or not submitted and receive a mark of 0 (zero).

It is important to note that a continuing pattern of N/A's (No Mark) (ie. 2-3) in assessments could lead to unsuccessful completion of the course credit due to the student's lack of demonstration of key course expectations.

Students who are aware of absences in advance need to discuss expectations with their teachers before their absence. Assignments and Tests may need to be submitted or written in advance of a planned absence, at the discretion of the teacher.   Students who have a significant number of unexplained absences may be required to complete a substantial 'make-up' assignment in order to fulfill the academic expectations of a course.

Students, in the event of missing a test (with valid reason), can typically expect to write the test on the day of their return to school or in certain circumstances (ie. extended illness/absence) at a time negotiated between the student and teacher.

G. ACADEMIC HONESTY

Academic honesty is cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are serious academic offences Cheating is *dishonest behaviour or attempted dishonest behaviour during tests, examinations or in the creation of assignments for evaluation.*

Plagiarism is *using words, numbers, graphics, photos, music, evaluations, ideas or any work of another as one's own without proper referencing.*
Students must always acknowledge others' work (writing, ideas, or any work of another) by citing sources, including those from the Internet, correctly.

If the teacher and principal determine that a student has cheated or plagiarized, there will be a continuum of consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and individual circumstance.   A variety of consequences including a mark of zero for the plagiarized assignment will be considered.

See CODE OF CONDUCT, section 18, for more information on Cheating/Plagiarism.

H. EXAMINATION/EVALUATION DAYS for C.S.S.

According to the Growing Success 2010 document "Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course".

Exams and final evaluations are extremely important and it is essential that students be present and complete them during the assigned schedule. Only in **extraordinary** circumstance should a student not be present at the time established for final evaluations.

In the event of an unforeseen and extraordinary circumstance parents must communicate directly with the school principal to determine what alternative arrangements may be arranged. In the event of an illness serious enough to prevent attendance at the final evaluation, a note from a doctor must be provided.

Examination/Evaluation Schedule
Students are responsible to refer to the posted exam schedule.

Unforeseen Events During the Examination Schedule
In the event of inclement weather, power failure or unforeseen situations that may arise necessitating the cancellation of an exam/evaluation day, each exam/evaluation day will simply roll over to the next. For example, if the period two examination does not occur due to bad weather, it will automatically be scheduled for the next available day. The period three exam will follow the next day and so on.

Examination Review
Students will have the opportunity to review their final exams. Students will be notified of the schedule for reviewing their exams each semester.