

PORT HOPE HIGH SCHOOL

"Truth Shall Prevail"



STUDENT & PARENT HANDBOOK

2016-2017

130 Highland Drive
Port Hope, Ontario L1A 2A3
Phone - 905-885-6346
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<p>PHHS STUDENT INFORMATION PACKAGE 2016-2017 Office Hours: 7:30 a.m. to 4:00 p.m. Monday to Friday</p>

DAILY SCHEDULE

DAILY START-UP TIMES	
TIMES	DETAILS
8:15 a.m.	Classrooms Open
8:25 a.m.	5 minute Warning Bell/Music-students go to Period 1
8:30 a.m.	Classes Begin-All students must be in Period 1 classes
TIMES	DETAILS
8:30 a.m. – 9:45 a.m.	Period 1
9:50 a.m. – 11:05 a.m.	Period 2
11:05 a.m. - 11:55p.m.	Lunch
11:55 p.m. – 1:10 p.m.	Period 3
1:15 p.m. – 2:30 p.m.	Period 4

**ALL IMPORTANT DATES AND ALL SCHOOL INFORMATION CAN BE FOUND
EDSBY**

Login to Edsby Go to <https://kpr.edsby.com> and login with your KPR network username and password.

**RESPONSIBILITIES OF STUDENTS
HIGHLIGHTS OF THE PHS STUDENT CODE OF CONDUCT PREAMBLE**

A complete Code of Conduct, written to comply with the new Ministry of Education directions, is available on EDSBY. This document highlights those parts of the code that are designed to help students develop self-worth and become responsible, productive, respected and respectful citizens through the development of positive attitudes, values and behaviours. This Code of Conduct promotes a safe, positive learning environment that is free from fear, prejudice, interference and violence.

**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.

**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.

A. School Code of Conduct Responsibilities

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. 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.

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.

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

B. Standards of Behaviour - 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, color, 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.

C. Physical and Emotional (Psychological) Safety

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

1. 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

2. Alcohol and Drugs

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

3. Physical Aggression

- Inflicting or encouraging others to inflict bodily harm on another person
- Intimidation

4. 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, and 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.

5. 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, the school climate and 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.

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.

SCHOOL CODE OF CONDUCT PROCEDURES

A. Search and Seizure

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

B. Signage

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

STRATEGIES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

A. 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, and employees

– Whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect the 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 counseling and conflict resolution
- use effective, respectful home-school communication.

Supportive Intervention Strategies use:

- “Teachable moments” (using a current situation or news story to teach students)
- 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

B. 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.

C. 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.

Consequences may include one or more of the following:

- Warnings
- Restricted privileges
- Suspensio
- Time-outs
- Apology
- Expulsion.
- Time-owed
- Restitution (e.g., paying for damage, community service)

D. 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
- 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 immunizations as required by the Public Health Department.

E. As required by law, a student shall be suspended and considered for expulsion for the following:

- 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: (1) the pupil has previously been suspended for engaging in bullying, and (2) the pupil's continued presence in the school creates an unacceptable risk to the safety of another person
- Any incident 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).

F. 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 will also involve their local police service.

RESPECT FOR LEARNING

Students demonstrate their respect for learning by:

- Being punctual, being prepared and working diligently to achieve the best possible results
- Meeting time schedules for assignments and tests
- Completing all course work as assigned
- Being in attendance on a regular basis
- Supporting the learning of other students
- Being a co-operative learner
- Being academically honest on all reports, assignments, essays, and examinations
- Using the computer and Wi-Fi systems in a safe, acceptable manner and adhering to the PHS computer agreement

RESPECT FOR AUTHORITY

Students are expected to:

- Adhere to the instructions and directions of school staff in a non-confrontational manner, in the halls, cafeteria, classrooms; on school property and school buses and on school trips
- **Students must identify themselves to any staff member upon request**
- Students who fail to report to the office when directed by a staff member may be suspended

RESPECT FOR SELF and OTHERS

Students are expected to:

- Be honest, courteous and avoid inappropriate language, slogans, pictures, gestures or body language that cause others to be uncomfortable
- Treat others fairly, regardless of race, religion, sexual orientation, ancestry, color, ethnic orientation
- Be free from the influence or possession of alcohol or illicit drugs or illegal objects
- Refrain from bringing anything to school that may compromise the safety of others
- Come to school free of any possession that might be used as a weapon (including replica weapons)
- Not to smoke, vape or use e-cigarettes on school property, in accordance with provincial law
- Interact with others, and resolve differences in a peaceful (non-abusive, non-violent, non-threatening, non-bullying) manner in our communities, whether or not on school property
- Refrain from any physical contact (fighting, play fighting, "horsing around") on school property and on school buses
- Refrain from the throwing or kicking of objects in halls, on school property and school buses, in accordance with the Safe Schools Policy
- Refrain from using skateboards, long boards, inline skates, scooters and "wheelies" on school property
- Never use personal electronic devices during a test/exam and never to use them in class without the teacher's permission

RESPECT FOR PROPERTY and THE ENVIRONMENT

Students are expected to:

- Show respect for school property (lockers, textbooks, equipment, buildings and grounds), other students' and teachers' work and property by:
 - Maintaining a clean environment, by putting all garbage in appropriate receptacles after eating
 - Refrain from eating or drinking in designated **Food Free Rooms** and **Gyms**
 - Showing proper care and regard for equipment and property,
 - Deposit wastes appropriately (i.e. recyclables, other waste).

PROMOTING RESPECT THROUGH STUDENT CLUBS/GROUPS/ACTIVITIES

In keeping with the Board's Equity, diversity and Inclusion policy and administrative regulation, all schools within the KPRDSB, including PHHS, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientation, gender identities, and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

CONSEQUENCES & STUDENTS' RIGHTS and RIGHT OF APPEAL

Consequences for failure to comply with the Code of Conduct will be appropriate to the individual and related to the circumstance. The decision will be made by the school administration.

Full Details of the Code of Conduct and Suspension & Expulsion Policy are on file in the Main Office.

Every student has responsibilities both to himself/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.

SCHOOL DRESS CODE

The PHHS School Community is expected to DRESS cleanly and neatly in a manner, which maintains the good morale and tone of the school and is appropriate to school activities with regard to exposure, cleanliness and/or message. For example: no sunglasses, hoods, and no inappropriate slogans

Should a member of the PHHS 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
 - Parent(s)/guardian(s) contacted to bring a change of clothing
- Student may be sent home

STUDENTS USE OF CELL PHONES & PERSONAL ELECTRONIC DEVICES (PEDs) AS AN EDUCATIONAL TOOL

Students are permitted to bring their cell phone to school. We embrace the potential that cell phones can be used as a technological learning tool in the classroom. We encourage teachers to implement the use of cell phones when appropriate into their lessons.

Students will be trained at the beginning of the year as to what proper cell phone etiquette is within the confines of the school. Students may use their cell phones for personal use during transition periods or at lunch. Students are expected to turn their cell phones off when entering a classroom.

Personal Electronic Devices (PEDs)

The use of technology for student learning is a key 21st century skill to enable all of our students to learn and succeed. Under staff direction, Personal Electronic Devices (PEDs) can be used effectively as an educational resource, support or aid for teaching and learning. Furthermore PEDs, when used appropriately, can provide a safety net for students and staff. In our school community, PEDs are to be used respectfully and conscientiously.

In order to ensure a safe and positive climate for all stakeholders' staff will monitor and regulate the use of Personal Electronic Devices. Guidelines include:

- The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices both on school property and during off site school events
- The teacher will determine and authorize the usage of a PED during instructional time
- The usage of PEDs is restricted in some areas of school including washrooms & change rooms
- Photos and videos are not to be taken nor published nor shared without the consent of the subject. I.e. student, teacher
- As with other personal property items, schools are not responsible for lost, stolen or damaged PEDs.

STUDENT CODE OF BEHAVIOUR ON SCHOOL BUSES

The bus driver to the school administration will report students who behave in an inappropriate manner. Consequences (one of which could be removal from the bus) will be imposed by the school administration. School bus transportation is a privilege, not a right. Students can only ride on the bus to which they are assigned; this is the bus that provides transportation from home to school. **Bus transportation is not provided to transport students to work or to the home of friends.**

Use of Video Cameras on Bus Routes - Statement to Parents and Students

"School Board Policy allows for periodic use of video cameras and digital recording devices in order to assist Principals and schools with bus route administration. From time to time, throughout the school year, at the school's request, such devices may be used on your child's bus route and you are hereby provided with notice that this may occur. Any questions or comments may be directed to Student Transportation Services of Central Ontario."

Students are expected to:

- Abide by the Bus Operator's Instructions and sit in assigned seats
- Behave in an orderly manner
- Refrain from the use of profane language
- refrain from smoking on buses and at bus loading areas
- refrain from eating or drinking on buses
- respect the safety of other students
- respect property (students will be responsible for any willful damage)
- not transport skateboards, scooters or any item that cannot be used on school property
- not throw objects at, on, or from a school bus

STUDENT CODE OF BEHAVIOUR ON SCHOOL EXCURSIONS/TRIPS

Students are expected to:

- follow all instructions/directions given by the teacher supervisors
- adhere to the school's code of conduct at all times
- not consume alcohol, take illegal drugs or purchase any inappropriate or illegal substances
- not engage in any behaviour which places themselves or others at risk
- not engage in conduct injurious to the moral tone of the school
- adhere to the non-smoking procedures put in place by the teacher supervisors
- refrain from violent behavior, and the possession of any weapons
- inform teacher supervisors of any concerns that may impact the safety of students
- assume responsibility for any damage to property or environment, caused by the student
- provide full disclosure of all medical information to the teacher supervisors
- provide full signed consent by parents (if 18 or under), regarding medical authorization

- Note: i) Students found to be in violation of any of the above expectations while on a school excursion **may be excluded from overnight school excursions for a period of one year**
- ii) Complete Code of Conduct Expectations is printed on the Excursion Authorization Form, and is available in the Main Office.

STUDENT CODE OF BEHAVIOUR AT SCHOOL DANCES

School dances are intended to be positive social experiences. School law requires that dances be supervised by teaching staff, but they come as volunteers and want to supervise responsible students. Police officers will also be supervising school dances. **Dances are a privilege and may be taken away at the discretion of the Principal or Vice-Principal when a student's attendance and/or behaviour is not acceptable.**

Students are expected to:

- **attend all classes on the day of the dance.** Exceptions must be authorized by the principal/vice-principal.
- not return to the dance once they leave
- sign in only one guest, and must accompany him/her to the dance
- pick up a Guest Pass Request Form in the main office and have their potential guest get it completed by the principal of the school where registered. The completed form must be returned to the main office prior to the day of the dance
- be responsible for the behaviour of their guest
- not to invite a guest of elementary school age understand that the school code of conduct applies at all dances, and suspensions may result for violations
- understand that the school drug and alcohol policy will be strictly applied at all dances and charges for possession of controlled substances will be laid by police when warranted
- 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.

ATTENDANCE EXPECTATIONS

Attendance is critical to the student's success in school. **Attendance is mandatory on scheduled assessment days and final examination days.** These days include the scheduled day for exams for half-credit courses. A student must provide a medical certificate if unable to attend a scheduled examination.

A. **Morning Attendance:**

The warning bell rings at 8:25 a.m. Classes begin at 8:30 a.m.

B. **Students Arriving after 8:30 A.M.**

Students are to report to the office and sign in with the Attendance Secretary. Failure to sign in will be treated as a skip.

C. **Regular Attendance:**

Students are expected to attend all classes, to arrive at classes on time, to have necessary materials; and to be ready to start work when the bell rings. Students who skip classes will be given detentions. Students who habitually skip classes will be referred to administration, which **may** result in a suspension from school. If a student skips a detention, more will be assigned.

D. Students are responsible for giving their teachers ample warning for planned absences (i.e. sporting events, medical appointments) and are responsible for any missed work.

D. **Do not leave class during class time:**

Students should not interrupt the learning process by leaving classrooms during instructional time. Students **must** bring all texts and materials needed for class and are to take needed washroom breaks between classes except in extraordinary circumstances with their teacher's permission. Students are expected to remain in class for the first 20 and last 20 minutes of class **(20/20 Rule)**.

E. **Student Responsibility to Teacher for Work/Time Missed due to Absence:**

Students **must catch up on work missed during any absence** and must be prepared to attend after-school or lunch-time (or other designated times) for catch-up work or extra help from the teacher.

Remember: Work NOT done is NOT acceptable.

F. Students on school property need to report to their class. Parents cannot give permission for their child to miss class and work in the library, cafeteria, halls, etc.

G. **Parent Explanation re: Absenteeism:**

Parents are accountable for the absence of students. Adult students (+18 yrs.) are accountable for their own absence. Parents are to contact the school on the day the student is absent; or in advance, if absence is pre-planned. **When the student returns to school a note or telephone call is required by 9:00 am explaining the absence. (905-885-6346)** Phone calls can be made at any time of the day or night (24/7). If the answering machine picks up then parents may leave a message. Failure to provide a reason for an absence by 9:00 am may result in the absence being deemed to be a skip.

H. **Sign-In Process:** Students that arrive to school after 8:30 am will report to the main office to sign-in. It is the responsibility of the student to provide communication, to the office, from a parent/guardian when they have missed any classes. Failure to do so will result in the absence being deemed a "skip".

I. **Sign-Out Process:**

All students who leave the school during the day are to report, **prior to leaving school property**, to the office and sign out.

Students under 18 years of age:

Students under 18 years of age are not able to sign out without parent contact. **In an emergency situation the student must see the Principal/Vice-Principal.** If a student needs to leave the school during a school day he/she must have a note from a parent/guardian or have a parent/guardian call the school **prior to leaving the school.**

Students 18 years of age and older:

Students are responsible and accountable to Administration for attendance. Students who leave during the day **MUST** sign out prior to leaving school property. **Failure to sign out will be treated as a skip.**

Adult students who abuse this process may also have this privilege removed.

J. **Extra-Curricular and Intramural Activities:**

There are opportunities for students to participate in a number of extra-curricular activities such as: athletics, music, Student Council, and clubs. Extra-curricular activities are a vital aspect of the school program and students are encouraged to participate. However, participation in extra-curricular activities should not interfere with academic achievement.

STRATEGIES FOR MAKING UP WORK & TIME MISSED

Students must submit all assigned work required in a course. If a student is absent from school **for any reason** it is his/her responsibility to get caught up. Teachers will inform students of the plan to complete work.

Some options include:

- When a student fails to complete an assignment, the teacher & student will consult and come up with a plan to get the work submitted.
- **Lunchtime Extra Help Sessions** may be a part of this plan.

Students who do not complete course work will be referred to our Student Success team.

SPORTS at PHHS

<u>September</u>	<u>October</u>	<u>November</u>
Boys Soccer	Boys Soccer	Boys Soccer
Girls Basketball	Girls Basketball	Girls Basketball
Cross Country Running	Cross Country Running	Boys Basketball
Golf	Golf	Girls Volleyball
		Wrestling
<u>December</u>	<u>January</u>	<u>February</u>
Boys Basketball	Boys Basketball	Boys Basketball
Girls Volleyball	Girls Volleyball	Girls Volleyball
Wrestling	Wrestling	Wrestling
		Badminton
<u>March</u>	<u>April</u>	<u>May</u>
Boys Basketball	Girls Soccer	Girls Soccer
Track and Field	Track and Field	Track and Field
Wrestling	Tennis	Tennis
Badminton	Ultimate Frisbee	Ultimate Frisbee
	Badminton	
<u>June</u>		
Athletic Awards		

If you are new to PHHS

The most important thing to remember is that when you transfer into a new school you are ineligible to compete in any sports that you played at your previous school in the previous year. You must appeal to the local transfer committee to state your case and allow them to rule on your situation. The committee will decide if you are eligible or not and you may not participate in the activity until a ruling has been made. Steps to follow:

1. Ask your guidance counselor for an OFSAA transfer form.
2. Read it carefully and fill out all the necessary sections, neatly and completely and return it to GUIDANCE
3. Go over the form with them to ensure that it has been completed correctly and make sure that all sections and documents are complete. i.e. all required signatures, all required letters, any supporting documents, a copy of your transcript and timetable.
4. **Keep in mind that it is not your coach's job, or department heads job to fill in the form or make the ruling. It is your job as a student/athlete to fill out the form and give it to the Department Head. It is the committee's job to make a ruling.**
5. If your appeal is denied locally, there are steps to follow if you wish to appeal further.

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 8:15 a.m.

Announcements will be read at the start of school. **Daily announcements are also posted on EDSBY.**

Additional important announcements will be made over the PA as required.

SMOKING

Provincial law prohibits Smoking or vaping anywhere on school property. Students seen smoking, or having a cigarette, on school property will be seen by administration. In addition to school consequences, the Tobacco Enforcement Officer who makes periodic checks of schools may fine students. A violation of this policy will result in a fine. The Provincial Offenses Officer under the Smoke Free Ontario Act to issue "witness statements" that would result in a ticket and fine has given members of the school administration. The minimum fine is \$365.

DESIGNATED "OFF SCHOOL PROPERTY" SMOKING AREA:

During lunch hours and breaks students may smoke in the designated area, which is off school property.

TEXTBOOKS & LIBRARY BOOKS

Textbooks are issued to students at the beginning of each semester. **Textbooks and Library books are ON LOAN and you will be held financially responsible for loss or damage beyond normal wear.** All books must be returned on or before the last day of classes.

LOCKERS

Teachers will provide students with directions concerning the selection of lockers. Lockers are the property of the Board of Education and are assigned to students as a privilege. The administration has full rights of access to each and every locker at any time without recourse to legal procedures. Lockers will be assigned on the first day of classes.

- 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. Valuables (IPOD's, cell phones, calculators, watches, money, etc.) are not to be kept in lockers
- Do not give your locker combination to anyone (other than your period 1 teacher, who will record it for the office).
- Do not share your locker or your locker combination
- Do not keep valuables or large amounts of money in locker. PHHS is not responsible for the contents of students' lockers.
- A Combination lock must be used. The serial number and combination must be recorded in the Main Office.
- Combination locks may be purchased at school for \$5.00
- All lockers must be empty and the locks removed on the day in which the student writes his/her last examination in June. A custodian will be cutting off any remaining locks immediately following the June exam period.

CHANGE ROOMS

Change rooms are for students assigned to a physical education class or on a team. Students cannot enter the change room unless scheduled to do so. **Students are not to leave any valuables or money in the locker. Valuables/money can be given to the physical education teacher or coach for safekeeping.** PHHS is not responsible for lost or stolen items.

CAFETERIA

The cafeteria staff serves hot & cold lunches and snack food daily. Students may bring their bagged lunches from home or store bought food and eat in the cafeteria. Students are expected to deposit waste and recyclables in designated containers. Help keep our school clean.

FIRE SAFETY & LOCKDOWN PROCEDURES

Fire safety and lock down procedures are important for all members of the school community. It is important that you listen to the instructions of teachers concerning the procedures to follow in the event that the Fire Alarm Signal rings or a lock down announcement is made.

A. FIRE SAFETY:

- i. **Designated Fire Exits:**
Learn where the posted "Fire Exit" signs are in each classroom.
- ii. **Walk quickly & safely to the Fire Exit:**
First 2 students hold outside doors open
- iii. **Move safely to the football field:**
Fire Safety legislation requires everyone to be at least 20 meters from the building.
- iv. **Do not return until directed to do so.**

B. LOCK DOWN: See procedure at the end of this document

- i. **If in the hall, go to the nearest classroom**
- ii. **If in a classroom, move as instructed by the teacher**

SNOW

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

KPR ASSESSMENT, EVALUATION AND REPORTING GUIDELINES

KPR Assessment, Evaluation and Reporting Guidelines

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/course, often at the end of a period of instruction.

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 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.

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, and Self-Regulation*

Learning skills and work habits will be intentionally taught, assessed and evaluated separately from the curriculum. They are strong indicators of potential successes and difficulties.

Late and Missed Assignments for Evaluation: 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 for evaluation* is one that is not submitted or completed. The teacher will clearly indicate the due date for completion of an assignment.

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: Homework is work that students do at home to practice learned skills, consolidate knowledge and skills, and/or prepare for the next class. Assignments for evaluation must not include homework. Information collected through homework completion will be used as data to inform instruction.

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

All incidences of plagiarism are to be discussed with an Administrator prior to being discussed with the student or contacting home.

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

Plagiarism an/or translation 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 judgment, 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.

For more information about Kawartha Pine Ridge District School Board's policy supporting Assessment, Evaluation and Reporting see this link: <http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/View/Collection-55>

LOCKDOWN PROCEDURES: Quick Reference Guide

What is a School Lockdown?

There are 3 types of lockdown, each used for a specific reason:

Lockdown

A “Lockdown” is only used when there is a major incident or threat of school violence within the school, or in relation to the school. Unlocked doors remain unlocked (depending on the emergency)

For the purposes of this plan, a **violent situation** is defined as a situation involving an individual or situation posing immediate harm to life (i.e. has a gun, knife, explosives, etc.).

Hold & Secure

This is used to secure the school due to an on-going situation outside the school and not related to the school (i.e. a bank robbery) close by but not on school property. In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

Shelter in Place

This is used in the event of an environmental or weather related situation, where it is necessary to keep all occupants within the school to protect them from an external situation at or near the school. Examples may include: chemical spills, blackouts, explosions or extreme weather conditions (problem outside of school area – i.e. natural disaster)

Do not secure school doors and take cover inside school.

All staff and Students:

- Students are to move away from doors and windows, remain quiet and follow staff/police instructions.
- Turn off the lights
- Close blinds
- Be aware of sight-lines
- Cover window in classroom door if safe to do so
- Take cover behind something solid
- Remain absolutely quiet
- Consider barricading the door where possible (i.e. using desks)
- Individuals are to contact the office ONLY with vital information regarding incident.
- Cell phones are not to be used by staff or students unless communicating vital emergency information (excessive cellphone use in other violent incidents has shut down access to vital communication lines).
- Staff take attendance in class and complete an attendance report.
- Disregard fire alarm system and school bells unless otherwise informed.
- Staff, students and any other occupants are to remain in the secure location until they hear, “ALL CLEAR, ALL CLEAR, ALL CLEAR”

DO NOT:

- Open classroom door
- Respond to a fire alarm unless directed by an announcement from the office (or your class is on fire!)
- Do not allow students to use cell phones, etc. (as a teacher, you may need to use a cell phone to obtain assistance in your class).

IF YOU ARE OUTSIDE ON THE SCHOOL YARD:

- Ensure you have a walkie talkie with you at all times.
- You will be notified by walkie-talkie if a school lockdown is in effect.
- Calmly, yet quickly walk your class to the pathway behind the school that leads to the Jack Berger Community Centre. Have students get low and safe out of sight.
- Await further instructions. You will be notified once the Lockdown has been lifted / ended.

