



WELCOME

To The Little Book of Crestwood!

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Crestwood QUICK FACTS

Address:	1885 Sherbrooke St. West Cavan Monaghan, ON K9J 0E5
Telephone:	(705) 742-9221, Fax: (705) 740-1957
Principal:	Mr. Dave Lorentz - ext. 241, dave_lorentz@kprdsb.ca
Vice-Principal:	Ms. Victoria Dunn - ext. 239, victoria_dunn@kprdsb.ca
Organizational Structure:	Grades 9 to 12 (Semestered) 700 students 48 teachers 22 non-teaching staff
School Colours:	Red, White and Gold
School Team Name:	Mustangs
Crestwood Founded:	1963
Web Site:	https://crestwood.kprdsb.ca/

REGULAR SCHOOL DAY SCHEDULE

Period 1	8:25 - 9:40
Period 2	9:50 - 11:05
LUNCH	11:05 - 11:55
Period 3	11:55 - 1:10
Period 4	1:20 - 2:35

SCHOOL CODE OF CONDUCT - Summary

CRESTWOOD - "I PRESS TOWARD THE MARK"

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.

CRESTWOOD STUDENT COUNCIL

The **Crestwood Student Council** aims to boost school spirit and to make Crestwood a more enjoyable learning community.

Your student council does a lot of work behind the scenes to make your years at Crestwood all that they can be. From running spirit days to school dances as well many other activities, this terrific group of dedicated students lead the way. Support activities at Crestwood by buying a student card. Be sure to get involved. Students who graduate talk often about all the special times they valued outside of class. Don't miss out; plan now to be an active Mustang.

2019/2020 Student Council:

Staff Advisor: Lisa Bennett

President: Joleen Shedden

Co Vice-Presidents: Avery McFadden & Ben Westlake

Media Director: Matt Johnston

Photographer: Averi Cummings

Senior Executive Officers: Hala Arar, Brianna Clutterbuck, Adeline Comery, Kiara Dervishi, Ella Fitzgerald, Laura Moledina, Hayden Perrin, Rayne Van Voorst

Junior Executive Officers: Ashley Brodhurst, Hayley Carmichael, Hayden Kells, Abigail McEldon, Carter Szusz, Kovar Yu

GETTING INVOLVED (Athletics & Activities)

High school is truly what you make it. Much enjoyment can be found outside of class, within the many activities your school has to offer.

Get involved and make your years at Crestwood amazing!

ATHLETICS

Crestwood has a long tradition of excellence in Athletics. Our dedicated athletes and coaching staff make Crestwood a top contender in any league. Sports are a very important part of student life. The Crestwood Athletics Department has traditionally attempted to provide as many opportunities as possible to join school teams. All students are encouraged to get involved in athletics.

FALL	WINTER	SPRING
Boys Soccer	Boys Basketball	Boys Lacrosse
Boys Volleyball	Boys Ice Hockey	Boys Rugby
Girls Basketball	Girls Ice Hockey	Girls Lacrosse
Girls Field Hockey	Girls Volleyball	Girls Soccer
Cross-Country Running	Co-ed Badminton	Girls Softball
Dance Team		Co-ed Tennis
Football		Track & Field
Ultimate Frisbee		

Crestwood Athletic Association

If you wish to help in the organizational aspect of sports, you might consider joining the C.A.A. (Crestwood Athletic Association).

If you compete in an inter-school sport, you will be required to pay an Athletic Fee which will vary depending on the sports programs in which you choose to be involved. This money will be used to help offset the cost of transportation, referees' fees, and entry fees for O.F.S.S.A. and C.O.S.S.A. events.

ACTIVITIES

- Crestwood Music & Theatre-** Wind Ensemble, Concert Band, Jazz Ensemble, Drum Line, various productions & festivals
- School Council Activities -** School Spirit Days & Weeks, Dances, Fund Raisers, Morning Announcements, Lunch Time Activities, Grade 9 Activity Day, Staff Appreciation Days, Spirit Days, Wellness Week
- Other Activities -** Arts' Night, Math & Literary Contests, Terry Fox Run, Mustangs for Change, Fiction Addiction, Art Club, CRASSH (Homework Club), Amigos, Gaming Club, Ski & Snowboard Club

CO-CURRICULAR GUIDING PRINCIPLES

Students at Crestwood are encouraged to become involved in co-curricular activities to facilitate the development of leadership skills and to provide opportunities for additional learning. In order to maintain their eligibility status, individuals who join clubs and teams must recognize their responsibilities.

- 1) Academic success is a primary goal at Crestwood. Student participants must be registered as full-time students and provide solid and consistent effort in all classes.
- 2) Students are responsible for making up any missed work, labs, assignments, tests, etc. Students that are deemed at risk of failure by subject teachers will have their eligibility reviewed.
- 3) Regular attendance and punctuality in all endeavours are crucial to success both in academic and co-curricular activities. Students who wish to participate in these activities are expected to follow the attendance policy.
- 4) Students who are absent from classes due to illness, will not participate in co-curricular events the same day.
- 5) Students with an Unexplained Absence (skip) may face additional consequences.
- 6) All students of Crestwood are expected to act as role models and ambassadors of the school. Participants must adhere to both the school and provincial codes of conduct.
- 7) Failure to comply with any of the above principles will result in progressive discipline, including the possible removal of co-curricular privileges.
- 8) Annual Fees must be paid by students wishing to participate in co-curricular activities.
- 9) Activity Expenses: A fee may be assessed by the staff advisor based on the expenses of the activity.
- 10) Commitment is an integral part of school activities. Student participants are expected to attend all meetings, practices, games and club activities.
- 11) Each situation will be dealt with on an individual basis between the student, teacher and staff advisor. If necessary, consultation with the administration and/or parents may also occur.
- 12) All student participation is subject to the approval of the staff advisor.

Participation Is a Privilege

PROMOTING RESPECT THROUGH CLUBS/GROUPS/ACTIVITIES

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within the Kawartha Pine Ridge District School Board, including Crestwood Secondary School, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions.

ACADEMICS

Full-time students take a minimum of three (3) courses each semester and only full-time students are eligible for co-curricular activities. Students are expected to be full-time, 3 or 4 subjects per semester. Any part-time status must be approved by the school administration. This will only occur in extenuating circumstances (ie: chronic illness, part-time work) and will normally be considered only in the final semester of the student's graduating year. Students in grade 9, 10 and 11 must take four courses each semester. Students who have 24 or more credits in September of their grade twelve year may be permitted to have one study period on their timetable per semester.

STUDENT RESPONSIBILITIES

Students are responsible for providing evidence of their learning within established timelines. There are consequences for cheating, plagiarizing, not completing work, and submitting work late" (*Growing Success*, 42).

ASSESSMENT & EVALUATION

The purpose of assessment and evaluation is to improve student learning. This is achieved by providing ongoing feedback to students and parents/guardians. The policies outlined below are meant to help students develop strong work habits and to take responsibility for their academic success. A variety of strategies will be used to allow students to demonstrate their learning through the achievement of curriculum expectations. The achievement charts in the curriculum policy documents provide the framework for assessment and evaluation tasks. The intent of this policy is to promote communication among students, guardians, and teachers by ensuring clear and consistent student assessment and evaluation practices at Crestwood Secondary School. Policies will be consistent with Ministry Policy as outlined in *Growing Success* (Ministry of Education document), the Ontario Curriculum Program Planning and Assessment document and with KPR Policy ES4.1.

MARK DETERMINATION

Each department will provide a common course outline for individual courses. A student's mark will be based on the term evaluation which accounts for 70% and a final evaluation (exam, culminating task) which accounts for 30%. The breakdown for the term mark and the final evaluation will be stated in the course outline. The final evaluation of 30% will be determined by each department and will be the same for each section of a specific course.

When evaluating student learning, teachers will consider the following evidence: observations, conversations, and student products gathered by 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, profiles, case studies, conferencing, discussions, research skills, labs etc. Report card grades will involve teachers' professional judgement and evidence gathered and should reflect the student's most consistent level of achievement.

Special consideration may be given to more recent evidence.

Students must demonstrate achievement of curriculum expectations to earn a credit. A student who does not complete the final evaluation or a major assignment will put his/her credit at risk.

Evaluated assignments will be returned to students within a reasonable period to allow for improvement on subsequent assessments. Students, who have questions regarding their standing, are encouraged to ask their teacher.

Achievement will be communicated to parents through progress reports, mid-term and final report cards, with an opportunity for interviews with teachers on Parents' Night at least once during each semester. When it is not possible for parents to meet with teachers at Parent Interview time, parents are encouraged to communicate concerns via a phone call, Edsby or through teacher emails found on our website.

HOMEWORK

The regular completion of homework will be reflected under Learning Skills on the report card. Assignments for evaluation will not include ongoing homework that is used to consolidate knowledge or to prepare for the next class.

LATE ASSIGNMENTS

Students are expected to hand in assignments on time. For students who do not meet the deadline for smaller assignments, the teacher may choose to assign a zero, provide an alternate assignment, or set a new due date. All major assignments not submitted will go through the Intervention Plan/Process (posted on website & in classrooms).

TESTS & MAJOR ASSIGNMENTS

If a student is absent the day of a test, he or she must have a legitimate reason for being absent before being provided with another opportunity to write an alternate test or assessment. A test that is missed because of skipping may be assigned a mark of zero. If a student is absent and a major assignment is due, the student is expected to plan appropriately and still submit the assignment. Teacher emails can be found on the school website.

EVALUATION APPEALS

If you are not satisfied with your evaluation on a particular item, you should:

- ask the teacher to review evaluation criteria and reasons for the evaluation;
- if you are still dissatisfied, ask your teacher to refer the item to the Lead Teacher;
- If you are still dissatisfied, refer the item to the Principal.

TEACHER CONTACT INFORMATION:

The staff directory with email addresses and extension numbers can be found on the school website. Also, teachers can be sent direct messages via Edsby.

ACADEMIC DISHONESTY

Plagiarism is one form of academic dishonesty or cheating. Other forms of academic dishonesty, for example, cheat sheets, using electronic devices (programmable calculators, cell phones), stealing exams or tests and any other behaviours that are fraudulent or deceitful will result in similar repercussions as those for plagiarism.

PLAGIARISM

Plagiarism is the misrepresentation of the origin of a piece of work. It is a serious academic offense. This unauthorized, unacknowledged or misleading use of other people's words, work and ideas will not be tolerated and appropriate actions will be taken. Classroom teachers will review plagiarism, academic integrity and related policies at the beginning of each semester. In case of question, the onus is on the student to provide proof of authenticity.

Examples:

- Fails to cite sources within the text of an assignment (i.e. essay, report)
- Works with other students in writing an assignment despite being instructed to work individually
- Submitting an assignment from a previous year or different class
- Copying the work of another individual without permission
- Providing made up results for a lab or experiment

Repercussions:

- Any work containing plagiarized sections will receive a mark of zero.
- Plagiarism incidents will be reported to school administration who will contact the parents and issue a penalty which may include a one-day suspension
- Students may be asked to re-write the assignment, complete an alternate assignment to demonstrate curriculum expectations or to complete a 'Plagiarism Remediation Package', with no mark awarded.

EXAM POLICY

ALL EXAMINATIONS MUST BE WRITTEN DURING THE REGULAR EXAMINATION SCHEDULE. No exceptions are made for students leaving on holidays, or early for summer employment, or for some type of special program. Contact the Principal about special circumstances.

LAUREATE SCHOLARS

Laureate scholar awards are presented to students who maintain high academic achievement over a period of time at Crestwood. Points are awarded for final marks, two points for each course mark of 80% or higher, and one point for each course mark of 75-79% when the student's overall average is 75% or higher.

SCHOOL MORATORIUM

Moratorium is defined as the period of five school days prior to the start of examinations. The moratorium is intended to give students ample time for review and study, and to minimize interruptions to classes preparing for examinations. There will be no excursions or assemblies during the moratorium. No meetings or practices for school teams or other organizations shall be obligatory for students during the moratorium.

USE OF SCHOOL COMPUTERS

- All students will be given an account and password in homeroom during the first week of school in September. Your teacher will be able to access your login information if you forget.
- Students are responsible for their accounts and must not give their password to others. If another student misuses an account, the account holder will be held responsible.
- All students who wish to use the Internet must read and agree to the KPR Internet Use Policy.
- **Computers at Crestwood are School Board property; their use may be monitored at any time.**

EDSBY

Edsby is a communication tool for parents and students. Parents can access their child's classes, information, and school events. Please make sure the office has an up to date parent email so that access to be Edsby can be granted.

ATTENDANCE

Attendance at school is a vital factor in determining future success.

Students who attend regularly experience the following BENEFITS:

- Increased academic achievement
- Opportunity to build positive peer groups
- True sense of belonging at school
- Higher probability of graduating
- Development of good habits (punctuality, responsibility, organization, self-regulation)

Missing just a few days of school can have the following NEGATIVE RESULTS:

- Poor academic achievement & missed opportunities for learning in the classroom
- Creation of gaps, delays & added stress for students when trying to 'catch up'
- Less opportunities to participate in activities/events/sports/music
- Decreased social time with peers
- Increase in negative behaviours & poor work habits

PARENT/GUARDIAN RESPONSIBILITIES:

It is the responsibility of parents/guardians and all students 18 years of age or over to:

- Stress the importance of attending school with your son/daughter
- Notify the school of each absence and its reason using the School Messenger App or visit <https://go.schoolmessenger.ca>.
- Keep track of your son/daughter's attendance through Edsby
- ***A parent cannot give a student permission to be on school property and not attend class.***
- If you have more serious concerns, please contact school administration.
- Provide a note from a licensed medical practitioner upon request (e.g. in the case of a prolonged absence or missed exam/evaluation). This evidence, when required, can be in the form of an appointment card, doctor's note or other official documentation from a qualified medical practitioner.

STUDENT RESPONSIBILITIES:

- ***Be present and on time for all classes.***
- When you return from an absence, please be sure that your absence has been reported either by your parents through the Student Absence Reporting System or bring a note.
- When you return from an absence, speak to each of your teachers. It is the ***STUDENT'S*** responsibility to find out what was missed when absent.
- Chronic absenteeism may result in the loss of student parking privileges and ineligibility to play school sports and/or participate in special events.

NOTE: Students who are absent from classes due to illness or who do not have a valid reason for being absent, will ***NOT*** participate in co-curricular events the same day.

SIGNING IN/OUT FOR STUDENTS 18 YEARS OR OLDER:

If you arrive at school late, please sign in at the main office. All students leaving school early must have the permission of a parent/guardian and must check out at the main office. Students who are 18+ must still have a *legitimate reason* for signing out during the school day and must do so at the main office.

CHANGE OF STUDENT CONTACT INFORMATION

It is essential, in the event of an emergency, that the school has updated records for contacting parents or guardians. Please inform the office immediately of any changes.

GUIDANCE DEPARTMENT

The Guidance Department is located across from the main office. Staff is available to discuss any problems related to post-secondary education, careers, timetables, personal problems and peer tutoring. You may get computerized information on nearly one thousand occupations by completing appropriate request forms. A social worker and Peterborough Youth Services Counsellor visits regularly and is also available to you.

Counsellors: **Mr. B. Staude (Lead Teacher) & Ms. C. Lemm**

STUDENT SUCCESS

The Student Success lead teacher works out of the Student Success office inside the Learning commons. Staff is available to help students with their school work or to support them in times of personal difficulty.

Student Success Teacher: **Ms. L. Bennett**

SPECIAL EDUCATION

Special Education programs are designed for students with special learning needs. These special programs may be different from regular classroom courses. The Personal Learning Centre (PLC), with its teacher resource staff is designed to assist all identified students.

An In-school Services Council (ISSC) establishes programs for identified exceptional students. Such programs may be offered in regular classes, a resource room, or special class. The ISSC also provides services for “at risk” students with special needs but who are not identified as exceptional. These services might include counseling, reading, tutoring, alternatives to regular classroom placements, and individualized study. Once students have been referred to the ISSC and accepted as clients, a program or service will be prescribed on Individual Program Plans to suit their needs and/or abilities. For some students, this may mean their courses will be modified.

Teachers: **Ms. D. Hutchison (Lead Teacher), Ms. J. Blair, Ms. C. Lemm, Ms. L. Robinson**

THE CRESTWOOD LIBRARY AND LEARNING COMMONS

The Learning Commons is a multifunctional space including access to computers, a quiet work zone, collaborative learning areas, comfortable seating, student art displays, and an interactive maker space. Students may access the CLC every school day between 8:10 am and 2:50 pm. Extended hours are available Tuesday through Thursday until 4:00 pm for Crestwood After School Homework Help (CRASHH).

The Library collection has a current, diverse catalog of young adult fiction, as well as an extensive general fiction inventory. Non-fiction resources are available in print and digital formats. Books may be signed out for a two week loan period with a renewal option. In order to make print resources available to all students in a timely manner, and to foster responsibility and citizenship, a fine of 25 cents per day past the due date will be collected.

As a centre for research, the Learning Commons enables students to be educated in the best methods of identifying, locating, evaluating, and communicating information from a wide range of resources, both print and digital, to encourage the development of information literacy skills which are central to achieving success in the Digital Age.

TIMETABLE CHANGES

Students are expected to attend all classes shown on their timetable. Timetable changes must be approved by a guidance counselor and a guardian if the student is under 18 years of age. If you have selected your program correctly, the discussion of any problem should begin by making an appointment with your guidance counselor who will assist with a resolution. The school is staffed, the schedule is established, and classes are filled, as a result of all the student course selections; therefore, it may not be possible to make changes requested. Courses are closed to admission after the second week of each semester. Senior students who withdraw from a course 5 days after the mid-semester report will have the withdrawal, and their mark at the time of withdrawal, recorded on their transcript.

LOCKERS

Each student is assigned one locker only. Students keep the same locker during their years at Crestwood. They will NOT be reassigned each semester or year. Dudley locks are available in the Office. Locks must be on lockers by Friday of the first week of school.

It is the student's duty to keep their locker clean. Do not tell the locker combination to anyone. **Students are not permitted to share lockers. Students are not permitted to put locks on lockers that have not been assigned to them.** Lockers are on loan to students for the storage of school related materials. The school does not assume responsibility for the loss of any locker contents.

PLEASE NOTE: It is the policy of Kawartha Pine Ridge District School Board that all school lockers are the property of the Board and may be accessed at *any* time by AUTHORIZED PERSONNEL.

STUDENT TRANSPORTATION

Student Transportation is handled by STSCO (Student Transportation Services of Central Ontario). Their website is www.stsco.ca or for the Interactive Voice Response System (IVR), you can call 705-748-9240 or 1-866-433-4441. You will need to have your child's student number (to the right of the students name on a report card) and the child's birth date.

The Board of Trustees for the Kawartha Pine Ridge District School Board establishes guidelines for transportation services. Please note that the Education Act states that a Board may provide student transportation service; therefore, such service is not the right of every student, but rather a privilege for students who qualify within the terms established by the Board.

Students are responsible to their Principal through the bus operator for their conduct on the bus. Expectations for student conduct during transportation are:

- Abide by the bus operators' instructions.
- Behave in an orderly manner.
- Refrain from use of profane language.
- Refrain from smoking or vaping.
- Refrain from eating or drinking.
- Respect the safety of the other students.
- You will be held responsible for any willful damage
- ***RIDING ON A SCHOOL BUS IS A PRIVILEGE, NOT A RIGHT.***

Examples of unacceptable behaviour are not respecting or obeying driver; running on the bus; harassing other students; leaving seat while bus is in motion; throwing objects at, on or from the bus; damaging bus; body parts hanging out of window; opening windows without permission; fighting on the bus; smoking or lighting matches; littering on the bus; using obscene language and/or gestures; yelling or talking loudly; eating or drinking without permission; possession/use of alcohol or drugs and smoking/vaping.

INCLEMENT WEATHER

In the event of inclement weather, students are advised to: check the following web site <http://www.stsco.ca>; to listen to the following local radio stations 100.5 CRUZ; 101.5 WOLF; 105.1 CKQM; or 1420 CKPT for bus cancellations. Students and parents can also refer to the school web-site for information. If parent(s)/guardian(s) choose to transport their child to school when a bus is cancelled, the parent(s)/guardian(s) are also responsible for picking their child up from school.

TRESPASSING

Crestwood and its grounds are private property. Please direct visitors to the Main Office. Do not invite outside friends to visit you during the day. This will avoid embarrassment on everyone's part as outsiders will be asked to leave. If a visitor is in the school, they must report to the main office and receive a visitor's pass. Those who do not co-operate will be subject to a charge of trespass laid by the police. **Please note that trespassing applies to those students on suspension.**

VANDALISM

Vandalism is a serious offence. It includes malicious damage to any part of the school or the school's equipment. It is the responsibility of the students to help maintain the wonderful environment of Crestwood. Any student who is caught vandalizing school property will be referred to the police.

USE OF SCHOOL EQUIPMENT AND MATERIAL

Students must take reasonable care of school property. In cases where damage/loss is incurred through negligence or misadventure, the student who used the item shall make appropriate restitution to the school.

DRESS CODE

Students are to dress neatly, in good taste, and in a manner which is appropriate for the school, workplace or an out-of-school activity. What is determined to be *offensive* rests on the values of the secondary system and is applied at the discretion of the teaching and administrative staff of Crestwood Secondary School.

All students are required to wear school-appropriate shirts/tops at all times. For female students this specifically means that the following are **not acceptable**; bathing suit tops, sport bras, tube tops, low cut, cut-out, or strapless tops. Appropriate clothing does not expose bare backs, bare midriffs or undergarments.

For male students this specifically means "underwear style" or "muscle" shirts are only acceptable if the arm holes do not expose the person's flanks. Boxer shorts are undergarments and should not be revealed by shorts, pants, or shirts.

Hats may be worn in the halls and cafeteria, but will be removed at any teacher's request in any classroom and in the main office. During the playing of the National Anthem, hats will be removed.

Physical education students, athletes, dancers and actors will comply with the dress code, uniform or costume required or approved by the Coach or Teacher. In shop classes and labs, safety regulations will dictate the type of clothing and foot wear to be worn.

Above all students should use good judgment in the choices of school attire. If you are unsure of whether an article of clothing is appropriate, it probably is not. Any clothing which is deemed as inappropriate or offensive, or which depicts drugs, alcohol, sex, racism or violence is not allowed. The Administration of Crestwood reserve the right to make additions to the dress code as necessary.

ANNOUNCEMENTS

P.A. Announcement Forms are located in the office. All forms must be approved/signed by a school staff member. Announcements are only for special events, administrative information, emergencies and game results. During the national anthem, students must stand at attention quietly. Students who wish to be excused from observing the national anthem must provide written request to the Principal. During announcements, students are expected to listen attentively. Students in the hallways during announcements will stand still and listen until all announcements are over and then proceed to their first period location.

HALLS, MAIN FOYER AND CAFETERIA

During classes, students should not be in the halls or the front foyer. Students on spares should use the Cafeteria or the Library. If you have food in these areas, the expectation is that you clean up after yourself. Use the recycling and garbage bins appropriately. The cafeteria is open during the entire day and may be used for socializing and quiet study for senior students on spare. Keep halls and stairways passable out of respect for others. There is to be no food brought to or consumed in teaching areas.

LOST AND FOUND

Check in the main office or the Lost & Found Box outside the Physical Education Office.

FIRE

A continuous sounding of the fire alarm is the signal that all students and staff are to leave the building by the designated (closest) door. Students are to move away from the building and entrance doors and are not to return to the school until the all clear bell is sounded. Setting a false alarm or misusing firefighting equipment is a criminal offence. Offenders will be prosecuted to the full extent of the law.

Posted in each room is the designated exit that must be used in case of fire. Learn the proper exit for each room that you use. The alarm signal is a loud buzzer. As soon as you hear the signal, go outside as quickly as possible, but DO NOT RUN! Do not go to your locker. Once outside, move well away from the exits. Do not block them! You will be notified by staff or by a triple ring of the bell when all is clear and you may then return to the building.

SCHOOL DANCES

These regulations apply to school dances:

- Dances run from 7:00 - 10:00 p.m. If you are unable to arrive before 8:00, you must sign the Late List prior to 1:00 pm on the day of the dance to be admitted, provided that you arrive at the

dance by 8:30 pm.

- You must present a valid Student card to be admitted.
- You may sign in one guest and must accompany him/her to the dance. Guests must be registered in a KPR secondary school. **You must pick up a Guest Pass from the office and have it completed by the Vice Principal or Principal of the school that your guest attends.** The guest is your responsibility.
- The school dress code is in effect at all dances. Students who are inappropriately attired will be required to change attire or leave the premises.
- Smoking and vaping are not allowed.
- You may not return to the dance if you leave the school.
- School property is under the supervision of teachers and police.
- 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.
- If you break any dance rule, you will be removed from the dance. If your guest misbehaves, you will lose the privilege of bringing guests in the future, and the guest will be banned from future dances.
- The school drug and alcohol policy will be strictly applied at all dances. Charges for possession of controlled substances will be laid by police when warranted.
- If a student is removed from a dance for alcohol or drug use or any other infraction of the school code of conduct, they will not be permitted to attend a dance for the remainder of the year.

SCHOOL TRIPS & SPECIAL EVENTS

Please remember that all school rules apply during these events and that you are always representing the school.

STUDENT PARKING

Parking and driving on school property is a privilege. To park on school property, students must obtain a parking pass and sign a contract agreeing to safe driving practices and parking lot guidelines. Students must park in the rear parking lot only. **PARKING IN ANY OTHER AREAS IS PROHIBITED.** Students are not allowed to loiter in any parking lot at *any time*. **Failure to comply with the above can mean withdrawal of privileges and involvement of the police.** Students must register with the main office to park in the student lot (See Appendix A).

ASSEMBLIES

Be on your best behaviour during assemblies. We often have visitors and the first impression you create is an important one. Show respect for all who participate in assemblies.

EXCURSIONS AND ACTIVITIES

We at Crestwood encourage participation in outside activities as a vital part of the school process. It is the student's responsibility to make sure that he or she catches up on work missed. Students must let their teachers know about planned excursions well in advance. All regular school rules are in effect during these activities, as well as specific trip regulations. Students are reminded that they are representative of Crestwood and should behave accordingly. The use of drugs and /or alcohol, or being under the influence of such chemicals on any school excursion or at any school activity is strictly forbidden and will result in both parents and police being notified and consequences as per Safe School's Act.

PUBLIC DISPLAYS OF AFFECTION

Displays of affection past the hand-holding stage may be considered offensive and are inappropriate in school. We should be able to see daylight!

PERSONAL ELECTRONIC DEVICES (PED)

The use of electronic devices such as cell phones, iPads and laptops which function as educational support or aids are welcome *only* when the teacher invites students to make use of them in the classroom. Otherwise, cell phones and other PEDs must be turned off and stored out of sight in classrooms during instructional time unless otherwise instructed by the classroom teacher. Electronic devices of an entertaining nature are not permitted unless specified by the teacher as a curriculum support. PEDs may be used only during regularly scheduled breaks, such as lunch hour, or in areas designated by the principal. PEDs may never be used in washrooms or change rooms. They may not be used during any tests or examinations.

UNDER NO CIRCUMSTANCES should a student call 911 about an emergency without first informing school administration; ideally, if there is time, students should inform school administration and allow them to make the 911 call.

If parents/guardians need to contact their child regarding an emergency, the parent/guardian should phone the school to have the office staff contact their child and to make necessary and appropriate arrangements for the child in response to the particular emergency.

TOBACCO PRODUCTS

Provincial law requires that public buildings and property be smoke-free. Section 12(1) of the Smoke-Free Ontario Act, 2017 specifically prohibits a person from smoking cigarettes, smoking or holding lighted medical cannabis, and the use of electronic cigarettes or “vapes”. Offenders may be suspended or receive a fine from the Public Health Unit. The minimum ticket is \$305.00; the maximum is \$1000.00. Members of the school staff have the authority to issue witness statements that can result in a fine or ticket. Tobacco Enforcement officers regularly visit the school to enforce these laws. To obey this law and keep school grounds clean, there has been one area designated for smoking. Students are only allowed to smoke traditional cigarettes in the area designated for that sole purpose and are not allowed in the smoking area during class time. **VAPING, E-CIGARETTES, & MARIJUANA USE ARE STRICTLY PROHIBITED BOTH ON SCHOOL PROPERTY & IN THE ASSIGNED SMOKING AREA.**

INJURY

Any injury on school property must be referred to the office immediately.

SNOWBALLS

Throwing snowballs presents a safety concern. Students engaging in such activities will be suspended.

SKATEBOARDING

Skateboards, in-line skates and **Hoverboards**, present a possible safety hazard and are not permitted on school property.

STUDENTS WITH STUDY PERIODS

Students with study periods must not be in the halls during instructional time. A student must use the cafeteria, library or go outside when not in class. **Being in the parking lot during the instructional day is NOT PERMITTED.**

20/20 RULE

The beginning and end of each period are particularly vital times for instruction as material is introduced and concluded. Students are required to be in class for the first and final twenty minutes of each class and will not be excused during these times.

2. SCHOOL CODE OF CONDUCT & RESPONSIBILITIES**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.

2.1 Common School Community Member Responsibilities

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respects 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

(Every school will include the following rules in its Code of Conduct. The principal, in consultation with the school community, may add rules to reflect the uniqueness of the school.)

- Students must be allowed to learn.
- Teachers must be allowed to teach.
- The following behaviours are **not acceptable** for anyone in the school community:
 - physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
 - assault
 - bullying
 - actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).
 - damage to property in the school environment (including school grounds, buses, trips.)

The principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

5. School Code of Conduct Procedures

5.1 Search and Seizure

In alignment with our Police/School Board Protocol, school authorities have the right to search 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, weapon, etc.) Police may be contacted if the search reveals such an item.

5.2 Signage

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

6. Strategies to Promote Positive Student Behaviour

The following strategies are a starting point from which school community members can develop a progressive discipline plan to promote self-discipline and positive behaviour and citizenship. The principal, in consultation with the school community, may add or develop further strategies.)

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.

Consequences will be most successful in changing behaviour when combined with the Supportive Intervention Strategies. The principal, in consultation with school community members, may outline consequences similar to the following:

7.1 Consequences may include one or more of the following:

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

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

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying
 - Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:
 - the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property or creating a negative environment at a school for another individual.
 - the behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.
 - Behaviour includes the use of any physical, verbal, electronic, written or other means.
 - Cyber-bullying includes bullying by electronic means including:
 - creating a web page or blog in which the creator assumes the identity of another person,
 - impersonating another person as the author of content or messages posted on the internet, and
 - communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

- bullying adversely affects a student's ability to learn.
- bullying adversely affects healthy relationships and the school climate.
- bullying adversely affects a school's ability to educate its students.
- bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances (e.g. on-line) where engaging in bullying will have a negative impact on the school climate.
- Persistent opposition to authority.
- Habitual neglect of duty.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
- Being involved in a physical altercation.

7.3 As required by law, a student **shall be suspended and considered for expulsion** 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:
 - the pupil has previously been suspended for engaging in bullying, and
 - the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.
- Any incident including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

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

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that: cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
- cause extensive damage to property at the school or to property located on the premises of the pupil's school
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

Where illegal activities – including those noted above – take place, schools also involve their local police service. The School Board – Police Protocol guides police involvement in schools. KPRDSB Safe, Caring and Restorative: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A) Positive Student Behaviour/ Policy (Code Reference: ES-1.1)

APPENDIX A: STUDENT PARKING

Crestwood Secondary School

MAIN OFFICE USE ONLY
Parking Permit #

Student Vehicle(s) Registration Form

School Year: 2019-2020

STUDENT NAME: _____ GRADE: _____

License Plate #	Type of Vehicle (Car, Truck, Van, Scooter, etc.)	Year	Make	Model	Color

AS I WISH TO PARK THE ABOVE VEHICLE(S) IN THE CRESTWOOD SECONDARY SCHOOL STUDENT PARKING LOT, I AM APPLYING FOR A PARKING PASS. I UNDERSTAND THE PASS HAS THE FOLLOWING CONDITIONS;

1. The pass belongs to Crestwood Secondary School and shall be surrendered to Crestwood Secondary School if requested.
2. The pass is valid for the current school year only.
3. I know that Crestwood Secondary School and the Kawartha Pine Ridge DSB will take no responsibility for any vehicular damage incurred while this vehicle is in the parking lot, although assistance will be lent to make inquiries as to the perpetrators.
4. Overnight parking is not permitted.
5. The student parking lot has a maximum speed of 15 km/hour. I will enter & exit using the designated entrances and exits.
6. The student parking lot is a designated non-smoking area. This includes vaping.
7. NO LOITERING.
8. Stunting or showing off or parking in undesignated areas (i.e. grass) will not be permitted; the parking pass will be revoked immediately.
9. The students using the student parking lot will make reasonable efforts to keep it clean. Students who are found littering may have their pass revoked.
10. Driver Courtesy, Responsibility and Maturity are expected at all times to ensure safety.

The parties below agree that if the following conditions are not adhered to, the parking pass may be revoked by School Administration.

Parent/Guardian Signature_____
Date_____
Student Signature_____
Date_____
Administrator Signature_____
Date