

Norwood District Intermediate School

Student Handbook 2023 - 2024

General Information & Code of Conduct

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01: School Information

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School Information

Principal: Darlene Davison

Vice-Principal: Jadine Reynolds

Address:

44 Elm St. 

Norwood, Ontario

K0L 2V0



Ms. Davison



Mrs. Reynolds

Phone: 705-639-5332

Fax: 705-639-1655

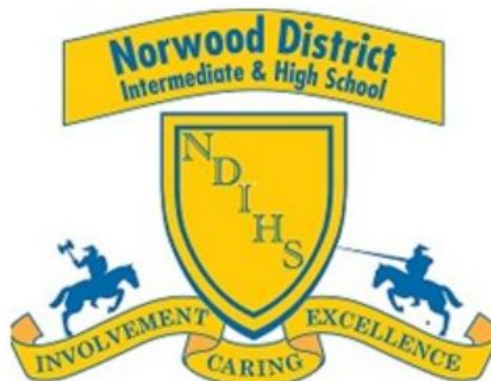


Website: <https://norwoodintermediate.kprdsb.cc>



Communication:

NDIS will use EDSBY as a primary tool of communication including posting report cards, messages, and class updates. Please ensure you and your student have your login set up.



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Value Statement

The following are the value statements which guide our daily practice.

At Norwood District Intermediate School we:

- create a climate of high expectations to promote excellence;
- value the unique learning success of each student;
- nurture creativity and the use of personal strengths in our pursuit of continuous improvement in all areas of school life;
- are committed to the development of positive character attributes;
- promote the personal, social and emotional growth of our students;
- value the equity, diversity and inclusion of all students, without judgment;
- value the commitment and contributions of our entire staff in both their professional and volunteer roles;
- offer a variety of co-curricular programs;
- foster parental involvement and community engagement to support student success; and,
- engage in a working partnership with our family of schools.

Daily Schedule

Period One	8:45 – 9:35
Period Two	9:35 – 10:25
Nutrition Break	10:25 - 11:05
Period Three	11:05 – 11:55
Period Four	11:55 – 12:45
Nutrition Break	12:45 – 1:25
Period Five	1:25 – 2:15
Period Six	2:15 – 3:05

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Important Dates

September 5, 2023	School Starts
September 29, 2023	PA Day
October 9, 2023	Thanksgiving Day
November 3, 2023	PA Day
November 11, 2023	Remembrance Day
Dec 25, 2023 – Jan 5, 2024	Winter Break
January 8, 2024	Return to Classes
February 2, 2024	PA Day
February 19, 2024	Family Day
March 8-15, 2024	March Break
March 29, 2024	Good Friday
April 1, 2024	Easter Monday Holiday
April 26, 2024	PA Day
May 20, 2024	Victoria Day Holiday
June 7, 2024	PA Day
June 28, 2024	PA Day

Elementary 5-Day Board Calendar:
click [here](#)

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02: Responsibility



- Student
- Academic

Responsibility

In order to support the right of all school members to access a safe and positive school community, there are a number of corresponding responsibilities for which all school members will be held accountable.

Everyone has the responsibility to:

- contribute to making the school environment safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work cooperatively with each other; and model appropriate behaviour and to support the school code of conduct by upholding the standards of behaviour.

Students have the responsibility to:

- exercise self-discipline, follow the established rules and accept responsibility for their actions;
- come to school prepared, on time, and ready to learn;
- show respect for themselves and for others including those in authority;
- refrain from bringing anything to school that may compromise the safety of others.

Academic Responsibility

The KPR policies below are meant to help students develop responsibility for their academic success as well as develop positive work habits. As such, the policies are intended to encourage, rather than punish, students to be academically responsible and take ownership of their assignments. The principle behind all of these policies is to give students the opportunity to demonstrate expectations of the course. Students are responsible not only for their behaviour in the classroom and the school but also for providing evidence (tests, assignments, labs etc.) of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. The [Growing Success](#) document, published by the Ministry of Education in 2010, is the foundation of the concepts presented here and should be consulted for clarification.

Learning Skills and Work Habits

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

Late and Missed Assignments for Evaluation

Meeting deadlines is important life skill and is assisted through learning skills. Teachers will clearly indicate the due date for completion of an assignment for evaluation and the success criteria for the assignment.

Late Assignments:

A late assignment is an assignment not submitted by the deadline.

If an assignment is late the teacher will:

- discuss the barriers around completing the assignment with the student
- determine a plan for completing the assignment along with a new due date.
- inform the parents/guardians of the late assignment, new action plan to complete the assignment and consequences if the assignment is not handed in by the second due date.

Missed Assignment for Evaluation:

A missed assignment for evaluation is an assignment not handed in or completed by the 2nd due date.

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
- A variety of consequences from a mark of zero to the assignment of an alternate assessment could be assigned.

Academic Responsibility

Computer Problems

Computer or printer problems are not a legitimate excuse for handing assignments in late. Plan ahead. Back-up your documents. Use a USB key. If you're not using software that is currently on school computers, save your written work using accepted file extensions (.rtf or .pdf). In the worst case scenario, write it out by hand to demonstrate that you have completed the assignment.

IEP

For any students with an Individualized Education Plan, collaborate with your teachers to ensure your learning needs are met in each class. If you wish to work in the Resource Room, please discuss with your teacher so supports can be arranged and space can be booked ahead of time.

Plagiarism

Plagiarism is copying or imitating the language, ideas, and/or thoughts of another writer and passing the same as one's original work. Assignments with demonstrated evidence of plagiarism may receive a mark of zero. Students must document ideas even if they have expressed those ideas in their own words. Students should keep all rough notes, outlines, first drafts, and other work in the event an assignment is lost or questioned.

Example of plagiarism or cheating on a major assignment/ISU when a student:


- uses an AI tool to generate text
- turns in a paper written by another person,
- turns in a lab report that falsifies the way the experiment actually turned out,
- copies the work of another person without permission including text from on-line.
- has someone else rephrase part of an assignment, not merely proofread it,
- fails to cite sources
- collaborates with others in writing a paper, even though the teacher has said that each student should work individually.

This is a serious academic offence – as such, the consequences are significant. Depending on the severity of the plagiarism, the student may be asked to: re-submit the assignment with proper documentation; or given an alternate assignment; or may receive a zero. Parents and administration will be contacted to ensure this problem is addressed.

Students who cheat on a test or examination may receive a mark of zero and the teacher or administrator will inform the parent.

All acts of plagiarism will result in contact with the Administration and the parent/guardian. Other consequences may also be considered by administration.

03: School Code of Conduct



Promoting Respect through Student Clubs/Groups/Activities

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within the Kawartha Pine Ridge District School Board, including Norwood District Intermediate 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.

1. School Code of Conduct

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

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities

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

2.2 Additional Student Responsibilities

- exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability
- come to school prepared, on time, ready to learn and support a positive learning environment
- show respect for themselves, for others including 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
- use of personal electronic devices (PED):
 - for educational purposes, as directed by an educator
 - for health and medical purposes
 - to support special education needs.

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Code of Conduct Con't

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 and parents/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 issues that may arise for their child.

3. Standards of Behaviour

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

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

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

3.2 Physical and Emotional (Psychological) Safety

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

Weapons

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

Alcohol and Drugs

- possessing, being under the influence of, or providing others with, alcohol, illicit substances, or restricted drugs
- cannabis remains an illegal drug for high school-aged and intermediate school-aged students under Federal law.

Physical Aggression

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

Non-physical Aggression

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

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

4. School Code of Conduct Rules

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

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

5. School Code of Conduct Procedures

5.1 Search and Seizure

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

5.2 Signage

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

Flashing blue lights at the school entrances mean the school is in lockdown. Do not enter the premises and continue to a safe location. (*Alternate locations outlined in the fire handbook*)

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies

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

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

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

6.2 Supportive Intervention Strategies use:

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

6.3 Community Threat Assessment Protocol

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

7. Consequences for Unacceptable Behaviour

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

7.1 Consequences may include one or more of the following:

- warnings
- Alternative workspace
- detention
- restricted privileges
- Apology
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion.

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

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol or illicit substances.
- Swearing at a teacher or at another person in a position of authority.
- Involved in a physical altercation
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Involved in another activity that, under Board policy, is one for which a suspension must be considered, such as:
 - inappropriate physical contact
 - persistent opposition to authority
 - use of profane or improper language
 - habitual neglect of duty
 - conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others (e.g., shoplifting during the school day, possession of drug paraphernalia, taking a photo of a student/staff member without their consent, distribution of digital images, etc.)

Bullying - Bullying, by definition, is often repeated harmful behaviour by a pupil where:

- the behaviour is intended 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.
- Behaviour includes the use of any physical, verbal, electronic, written or other means.
- Cyber-bullying includes bullying by electronic means including:
 - creating a web page or blog in which the creator assumes the identity of another person,
 - impersonating another person as the author of content or messages posted on the internet, and

- communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
- bullying adversely affects a student's ability to learn.
- bullying adversely affects healthy relationships and the school climate.
- bullying adversely affects a school's ability to educate its students.
- bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances(e.g. on-line) where engaging in bullying will have a negative impact on the school climate.

No form of bullying is acceptable. Students are encouraged to report bullying to an adult. Reports can also be done anonymously using the "report bullying" link on the KPR website <http://www.kprschoos.ca/>

7.3 As required by law, a student **shall be suspended and considered for expulsion** on the following grounds:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
 - Committing sexual assault.
 - Trafficking in weapons or in illegal drugs.
 - Committing robbery.
 - Giving alcohol to a minor.
 - Bullying, if:
 - the pupil has previously been suspended for engaging in bullying, and
 - the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.
 - Any incident including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

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

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that:
 - cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
 - cause extensive damage to property at the school or to property located on the premises of the pupil's school
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.
- Where illegal activities – including those noted above – take place, schools also involve their local police service. The School Board – Police Protocol guides police involvement in schools.

04: Bullying

Bullying:

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, but not limited to:

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

Bullying, in any form, has negative effects on:

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

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

No form of bullying is acceptable. Students are encouraged to report bullying to an adult. Reports can also be done anonymously using the "report bullying" link on the KPR website <http://www.kprschoools.ca/>

05: ILLNESS



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ILLNESS PROTOCOL

Please refer to the [KPRDSB illness protocol at:](https://www.kprdsb.ca/en/student-and-family-support/illness-protocols.aspx#:~:text=Please%20self%2Dscreen%20daily%20using,screening%20tool%20for%20this%20purpose)

[https://www.kprschools.ca/en/student-and-family-support/illness-protocols.aspx#:~:text=Please%20self%2Dscreen%20daily%20using,screening%20ool%20for%20this%20purpose](https://www.kprschools.ca/en/student-and-family-support/illness-protocols.aspx#:~:text=Please%20self%2Dscreen%20daily%20using,screening%20tool%20for%20this%20purpose).

Management of ill individuals during school hours:

- If a student becomes ill while at school, it is recommended that:
 - The main office will contact home
 - Students who develop symptoms will be distanced from other students as much as possible and wait in the main office
 - Students will be asked to remain at home until their symptoms are improving, in accordance with the provincial screening tool

MASKING

KPR schools and buildings are mask-friendly environments, where we continue to respect everyone's personal choice about wearing masks. There are still situations where masks may be required, as outlined in the [school screening tool](#) - such as after international travel, after illness with COVID-19 symptoms, or after close contact with someone with COVID-19 symptoms. We know that masks do reduce the risk of spreading illness, and masking is still encouraged by our public health unit partners, particularly for those who are at higher risk of serious illness. Masks for students and staff will continue to be available for schools.

Please review [KPR's face mask protocol](#) for more information.



06: Attendance

Attendance

Attendance in all classes is critical to student success and achievement. A parent/guardian cannot give a student permission to be on school property and not attend class.

- A student who is absent is expected to have a parent/guardian use the automated School Messenger application on or before the date of the absence, to explain the reason for the absence. To create your new account and register your child, please visit studentabsence.kprdsb.ca or use the mobile app, (available on the Google Play Store or the Apple App Store). Once registered, you can report an absence in one of three ways, 24 hours a day, 7 days a week:
 - By calling 1-844-434-8119 toll free
 - By logging into the website at studentabsence.kprdsb.ca
 - By using the School Messenger app on your iOS or Android device
- If a student's parent/guardian does not enter the absence into the automated system, an email/phone call/note from the parent must be presented to the office before the start of classes on the day of return to school.
- If the absence is not reported and your child is absent you will receive a call. If your student is absent in the afternoon, calls will continue to go out in the evening and can be reported at that time using one of the above methods.
- Until contact is made with a parent/guardian, the absence remains unexplained.

- If a student becomes ill during the school day he/she should inform the classroom teacher who will then contact the main office.
- **If a student is signed out by a parent or guardian they are not allowed on school property and cannot attend a school function until they have been signed back in.**
- **Students are expected to exit the building by 3:10 pm unless they have a scheduled after-school activity.**

Punctuality

Students are expected to be on time ready to learn with all required materials. The warning bell rings at 8:50 AM and 12:20 PM indicating that students should proceed to their period 1 or 3 class. The school will be following the 20/20 rule. This mean students are stay in class for the first 20 minutes and last 20 minutes of the instructional time. This is to protect the instructional time and provide a richer learning environment.

A student is **late to class** if they are not in their assigned seat at the bell.

- Students arriving late to school are asked to check-in at the Main Office before proceeding to class.
- Any students arriving to class after the teacher has submitted their attendance should confirm the change of “Absent” to “Late” in web attendance with the teacher.
- Teachers may assign classroom detentions, call home, require catch-up work and may notify administration for habitual lateness.
- Signing out -In accordance with the Safe Schools policy, the school must know where students are at all times.
 - Students are not to leave the school until they have signed out from the main office (excluding lunch time).
 - Students who have signed out must leave the school premises, until they sign back in.
 - Students must provide the main office with a note, telephone call or school messenger from a parent/guardian to leave the school or to sign out for any appointments.

Extra-Curricular Participation and Attendance

Students participating in extracurricular activities and clubs must attend classes regularly, complete all assignments and maintain a satisfactory level of performance in their academic subjects. Students who fail to remain in good academic standing will be referred to the P/VP and may be removed from any or all extra-curricular activities by Administration. Students on inter-school teams are required to know their team's regular schedule and plan for absences.

In order to participate in extracurricular activities, a student must be present for the entire school day that the game/event is scheduled.

Students must be registered full-time to participate in a school-level team, club, or any other type of extra-curricular or intramural activity.

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07: Busing



Bus Transportation

In order for the School Board to provide transportation in an efficient and safe manner, students are required to observe behaviour guidelines as outlined in the school board transportation guidelines. The bus driver is in complete charge of the bus and will report any misconduct to the school's administration.

Access to busing is a privilege, not a right. Students may be denied the privilege of riding the bus for consistently defying regulations and instructions.

Please refer to the STSCO Bus Code of Conduct: <http://www.stsco.ca/kpr-guidelines.asp>

To access the parent portal to identify your student's bus details: <https://stsco.mybusplanner.ca/>

Bus Seating:

Bus Drivers have the right to assign seating on their bus. Students are to sit in their assigned seat.

Bus Cancellations:

Information about bus cancellations can be found on the STSCO website <http://www.stsco.ca/> and clicking on the "delay and cancellation" icon or by calling 1-866-433-4441.

Late Bus:

late busses are offered at 5:00pm Mondays - Thursdays to support students who stay after school for school-related extracurricular activities.



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08: General Student Information

Dress Code
Water Fountains and Fill stations
Washrooms
Fighting
Substance Abuse/Use
Sports Equipment from Home
Snowballs
Visitors/ Trespassers
Tobacco / Vape
Uptown Days (off school property during
Nutrition Breaks)

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General Student Information

Dress Code:

We believe and know:

- How you dress is a reflection of yourself and your individuality; however, it is important that the way you dress does not disrespect yourself, others, and the values of the school and society in general
- The dress code for NDIS has been created in accordance with KPR's regulation ES-1.1.11 – Safe, Caring and Restorative Schools: Dress Code, the Ontario Education Act, the Ontario Human Rights Code, and the Canadian Charter of Rights and Freedoms.
- The dress code at NDIS recognizes the uniqueness of individuals, acknowledges respect for self and others and permits each student to actively participate in the learning environment. NDIS has an expectation that staff and students are dressed in appropriate attire to ensure a positive and safe learning environment. This requires adequate covering of the body, including tops and bottoms, and appropriate footwear.
- Clothing or jewelry that promotes or symbolizes drugs, alcohol, or intoxication is not permitted.
- Clothing or jewelry that promotes, symbolizes, or incites discrimination in any form (e.g., racism, sexism, transphobia, homophobia, Islamophobia, anti-semitism, etc.) is not permitted.
- Students are asked to remove their hats for the playing of our National Anthem
- Due to the nature of some classes, additional dress codes may apply (eg. hats around flammables in a science classroom, closed-toe footwear in technology shop classrooms).

Hand Hygiene

Hand washing and sanitizing and respiratory etiquette (covering mouth and nose when coughing and sneezing and disposing of soiled tissues/masks) are among the most important protective strategies.

Water Fountains & Water-filling stations

Water fountains/filling stations are available in the school.. Students are encouraged to bring their own water bottles.

Washrooms

Students are to use the facilities closest to their classroom. Washrooms are not a hangout area or place for social gatherings. Students are not permitted to hangout, eat or sit in the bathrooms. Students are encouraged to use the washroom during break times between classes and/or during lunch hour. Should a student need access to a washroom during class time, students may be required to sign in and out of class.

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Fighting

It is our goal at NDIS to develop the self-esteem and self-worth of our students. Fighting is forbidden since it indicates a lack of self-discipline and respect for each other. Fighting **will result** in parent/guardian contact **and** suspension in addition to possible police involvement.

Substance Abuse/Use:

Students shall not consume, deliver, sell or have in their possession alcoholic beverages, narcotics or drugs while in school or on school property, or while attending a school activity. Students shall not be on school property or attend a school activity while under the influence of alcohol or drugs.

Violation of this policy will result in appropriate disciplinary action which may range from suspension to expulsion, depending on the nature of the offence. In addition, such activity **may result** in initiating legal proceedings which include police involvement. Parent(s)/guardian(s) will be contacted immediately.

Skateboards, In-Line Skates, Sticks and Balls

Skateboards/in-line skates/scooters are not to be used on school property. These items may be confiscated if used on school property.

Lacrosse and hockey sticks and other sports equipment, such as footballs, basketballs, soccer balls, lacrosse balls are not to be used within the school. They pose a safety risk when used in the halls and students are asked to keep them in their locker or in a locked equipment room with the rest of their equipment. They may be used during recess. If the items are used inappropriately, they may be confiscated and parents contacted.

Snowballs

There is to be no throwing of snowballs while on school property. Additionally, if a student throws a snowball at an individual or vehicle, appropriate action will be taken.

Visitors to the School/Trespassing

All visitors to the school must sign in to the main office. Visitors with no official business in the school are not permitted.

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

Changing your Preferred Name and/or Pronoun:

NDIS in an inclusive environment and we want to respect your preferred pronoun and name. If we have the incorrect pronoun or name in the system, please reach out to a staff in the office to have this updated.

Tobacco Products Policy:

The Ministry of Health and local School Board regulations prohibit the use of tobacco products anywhere on school property. **Smoking of tobacco, marijuana or vapes is not permitted within 20m of the school property at any time.**

The Smoke-Free Ontario Act applies to all school properties in Ontario through section 9 subsections (1) & (2). **Any person** (meaning a student, staff, teacher, contractor, member of the community etc.) who smokes or holds lighted tobacco/vapes/marijuana within 20m of the school property is in breach of the Act. This also applies to chewing tobacco of any kind.

Please visit smoke free Ontario for more details:
<https://www.ontario.ca/page/smoke-free-ontario>.

A violation of this policy may result in suspension and/or fine. A Provincial Offences Officer visits the school on a regular basis and has the power to issue tickets for violations. The minimum ticket is \$305.00 and the maximum fine for a first offence is \$1000.00. Members of the administration have been given the authority by the Provincial Offences Officer under the Smoke-Free Ontario Act and are expected to issue "witness statements" that would result in a ticket and fine. If you are under the age of 16, a summons will be issued to you and your parent(s)/guardian to appear in court.

Please note that supplying cigarettes/marijuana/vape pods to anyone under the age of 19, on or off school property is against the law and will include a minimum fine of \$365. Failure to adhere to this policy may result in suspension, possible fines and parental contact.

UPTOWN DAYS (off school property during nutrition break)

TUESDAYS -Grade 7 uptown days during second nutrition break (12:45pm-1:25pm)

THURSDAYS-Grade 8 uptown days during second nutrition break (12:45pm-1:25pm)


Students must have written parent/guardian signed consent in the office before a student can leave school property for uptown days.

Students will sign out by the main office before leaving the school property and will be required to sign back in before period 5.

Uptown days are a privilege and this can be revoked if:

- Student arrives late for period 5 instructional time
- Student brings food products onto the school field after being reminded not to
- Student disrupts high school classes when walking through the hallways during nutrition break transitions
- Any other reason deemed appropriate by administration with parent contact

09: School Property and Lockers



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School Property & Lockers

Care of School Property

Students will respect the personal property of others and that of the school. Students are responsible for any textbooks, library books, Chromebooks or any equipment loaned to or used by them. Defacing the school and its property will not be tolerated.

Textbooks/library books and Chromebooks are issued on loan and students are responsible for loss or damage beyond normal wear. Students are expected to pay for any lost or damaged textbooks/library books and Chromebooks.

Lockers

Lockers are the property of the school and are subject to inspection and search. Lockers are assigned at the start of the school year. Students are expected to:

1. Keep lockers locked at all times and their combinations confidential.
2. Keep Lockers clean and graffiti free (no writing on the lockers, old lunches etc.)
3. Do not keep valuables or money in your locker. The School is not responsible for lost or stolen items.
4. Use only the locker that is assigned to you.
5. Provide the office with your locker combination & serial number of the lock.
(No key locks).

Locker searches:

Any student involved in drug/alcohol or suspected of a violation of school rules shall be deemed to have consented to the search of his/her locker. If the school has suspicion that any locker is being used improperly for the storage of contraband substance or objects that pose a threat to the health, welfare or safety of the school population, a search will be conducted.

Care of Valuable Items

Valuables (iPods, iPads, e-readers, laptops, cellphones, watches, money, etc.) are brought to school at the student's own risk. Valuable items should not be left in gym change rooms, music rooms, or any other classroom. If, on occasion, it is necessary to bring such items to school, a student may leave these items in the Main Office during the day for safe keeping. Such items must be picked up at the end of the school day and not left overnight.

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School Property & Lockers

Halls and Cafeteria

Students are asked to respect each other by maintaining a neat and clean eating area. Students must

- eat their lunches in the cafeteria
- be responsible for cleaning up after themselves,
- use the recycling and garbage bins as appropriate,
- Students may access their lockers during nutritional breaks

Uptown Days (off site for lunch):

Grades 7 and 8 students will be permitted to go off site for lunch hour for designated uptown days.

Tuesdays -Grade 7 -second nutrition break

Thursdays-Grade 8 -second nutrition break

- The school must have parent/guardian permission prior to a student going off site during nutrition breaks.
- *All students must sign in and out at the main office on the Uptown Clipboard
- *All students will exit and return through the front doors and proceed through the hallways in a quiet and respectful manner acknowledging that High School students are in classes learning during nutrition break times
- Uptown days are a privilege and can be withdrawn if students return late for classes or demonstrate behaviour that is not representative of Norwood Knights while in the community. This includes appropriate behaviour and volume when in the hallways of the school during nutrition breaks.
- Students are not permitted to consume food items on school property as it can lead to littering. Students are encouraged to eat and drink all items before returning to school.

*NEW RULES FOR 2023-2024

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10: Cellphones and PED



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Cellphones & PED

Use of Personal Electronic Devices (iPods, iPads, Cell Phones, etc.)

All personal electronic devices (PEDs) are **to be powered-off and stored away during instructional time in student lockers**. Instructional time is defined as time spent in the classroom, in assemblies and in other school-related activities; however, there are exceptions to this expectation. For example, students may use PEDs if the PED is an identified support for their learning (e.g. part of an individual education plan or an accommodation supported by the classroom teacher/principal or designate). Students may also use PEDs if they have the permission of their classroom teacher.

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

Cell Phones

Students are permitted to bring their cell phone to school.

However students are expected to:

- **keep cell phones turned off and out of the classroom. *This includes cell phones not permitted in pockets during class periods.**
- only use their cell phones for personal use during nutrition breaks
- surrender their cell phone to a staff member when asked.

Note: Cell phones which have been confiscated will either be returned at the end of the class or turned into the principal/vice-principal and made available for pick up at the end of the day. Cell phones confiscated a second time will require parent/guardian contact, as the phone will be returned directly to parent/guardian not the student.

For more information on the Provincial Regulation:

<https://www.ontario.ca/page/cellphones-and-other-personal-mobile-devices-schools>

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

Appendix A: Intermediate Staff

Principal:	Ms. Davison
Vice-Principals:	Mrs. Reynolds
Intermediate Secretary:	Ms. MacArthur
Head Custodian:	Ms. Pinkerton
Special Education Resource Teacher:	Mr. Genge
French Language Teacher:	Mr. Cooper
Child and Youth Workers:	Mrs. Brown and Mr. Lewis

Grade 7

Ms. Bult
Ms. Davies
Mr. Mahoney

Grade 8

Ms. Henzie
Ms. Mertick
Ms. Ritchie
Ms. Stevenson

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Community Partners in KPRDSB Schools

<https://www.kprschoools.ca/en/our-board/community-partners-in-schools.aspx>

Alternatives Community Program Services

Cornerstone Family Violence Prevention Centre

Frontenac Youth Services

John Howard Society

Kawartha Sexual Assault Centre

Lakeridge Health's Pinewood Centre Program

Peterborough Youth Services

Rebound Child and Youth Services

**Trent University - Trent/Fleming School Nursing -
Community Based Nursing Practice**

Big Brother Big Sisters

Junior Achievement

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