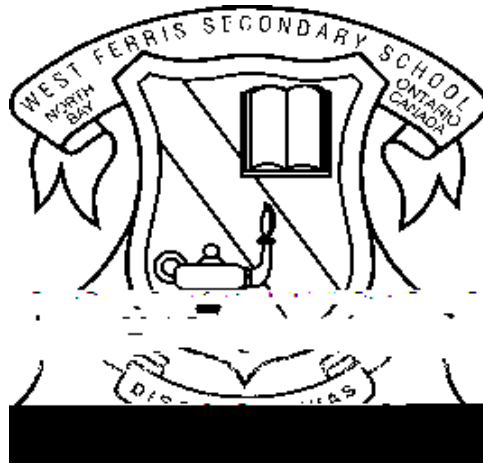


# West Ferris Secondary School



## School Handbook

**Gillian Kajganich, Principal**

**Scott Barons, Vice-Principal**

**Julie Price-Martel, Vice-Principal**

**Rob Roy, Vice-Principal**

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**West Ferris Secondary School  
Student / Parent Handbook**

**Routines and General Information**

**Student Absence**

regularly exhibit appropriate behaviour in school, including a good attendance record and academic effort, to be considered for out of school trips and school sports/clubs.



## **Life Threatening Medical Conditions**



## **Lockers (When in use)**

1. I will keep my locker in good condition.
2. I will clean out my locker regularly, and at the end of the year my locker will be left clean or the contents will be disposed of.
3. I will keep my assigned locker and will not share lockers. If I damage a locker, I may be subject to repair costs.
4. I am expected to keep my backpack or school bag in my locker at all times. Students with laptops may carry their laptop in an appropriate bag.
5. I am responsible for the care of school materials, computers and other electronic devices. If I borrow school materials I return them in the same condition. When I use school computers and other electronic devices I take good care of them and I follow the Near North District School Board Acceptable Use Policy.
6. I discard all garbage and/or recycling material in the appropriate containers inside and/or outside the school.
7. I do not deface desks, walls, washroom stalls, computers, etc., and/or vandalize school property.
8. The school is not responsible for personal items that are lost or stolen. Leave your valuables at home.

## **Attendance and Lates:**

Regular attendance is probably the most important factor in achieving academic success. The following routines are in place to ensure proper reporting of student attendance and to assist students in maintaining regular attendance. My parents or guardians advise the school of my absence through Edsby or by a telephone call **705-475-2333 x 8548 OR** Upon returning to school and prior to the beginning of class I present a dated and signed note from my parent or guardian explaining the reason for my absence to the attendance office. I obtain an admit slip from the attendance secretary which I show to my teachers.

1. I am in all of my classes before the bell sounds.
2. Students in the hall during morning routine, will stop and wait quietly until national anthem and announcements are complete.
3. **Persistent and continual lates will be addressed by the classroom teacher with your parent / guardian, and then followed up by administration and the attendance counselor.**

### **PLEASE NOTE:**

**Regular and consistent on-time attendance is expected for any student wishing to apply to participate in school trips, clubs or athletics.**



### **Leaving during the school day:**

(Students under the age of 18)

1. I advise the school of my appointment via the attendance secretary.
2. I present a dated and signed note from my parent or guardian explaining the reason and time of my dismissal to the attendance office **before** period 1 **OR** I have my parent/guardian call the school.

(Students 18 years of age and older)

1. I advise the school of my appointment.
2. I obtain a demit slip.
3. I present a note (i.e. medical certificate, etc.) as proof of my whereabouts to the attendance secretary.
4. I will see my teacher to pick up my missed assignments.
5. Sign out privileges may be revoked by administration for misuse.

### **Assemblies and Special Events**

Special events and assemblies are part of every student's experience. Students are expected to attend assemblies and special events and to behave in an acceptable manner.

### **Final Evaluations**

All secondary students will be

However, **for the first offence**, I will be counselled by my teacher and allowed to do a make-up assignment, which will count for **two-thirds of the earned mark**. **For any subsequent offence**, my mark remains at zero.

I will refer to “Graduate with Honour: A Guide to Academic Honesty” for specific details and expectations.

### **Vaping, Smoking, Alcohol, and Illegal drugs:**

1. I do not smoke or vape on school property. If I do smoke or vape on school property the North Bay-ParrySound Health Unit could fine me as well as a suspension from school.
2. Students will be put on notice that they may be taken out of certain higher risk courses in which safety is a concern if they are under the influence of alcohol or illegal drugs during school activities.

### **Senior students assigned a study period:**

1. In some cases, I may have to go to my regular class.
2. I will check the posting at the main office and sign into Student Success to pick up my work if my teacher is absent.
3. I will work quietly in the Student Success Hub, Resource, or Library.

### **Visitors:**

1. All Visitors must check in at the main office (Parents/Guardians, Community Partners, Agencies).
2. Students visiting from other schools must seek permission from the Principal prior to attending our campus.

### **Activity Fees:**

Every student will be expected to pay a Student Activity Fee of \$10.00. This fee provides the student with a Student Card (which is required to remove books from the library and for admission to school sponsored events)

### **Accidents or Injuries:**

I report to the teacher in charge or the Main Office immediately.

### **Motorized Vehicles and Bicycles:**

1. I park a vehicle

2. I will not sit in or loiter around my vehicle during the school day.
3. I follow the indicated Fire and Safety Regulations.
4. I lock my bicycle in the racks provided at the school.
5. There will be no parking of student vehicles near the shop areas of the school.

### **Classroom Expectations:**

Each class develops its own classroom procedures at the beginning of the school year based on our school's rules and procedures. These are similar to the following:

Work quietly.

Ask to leave the room.

Show respect.

Keep your hands and feet to yourself.

Have a positive attitude

### **Hallways**

Walk at all times

Do not loiter in halls or washrooms

### **Nutrition Breaks**

Ask permission of the supervisor if you need to leave the room for any reason.

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## **Playground Safety Rules**

Play without pushing or fighting. There is to be no “hands on” activity. No negative contact or contact sports.

No throwing of sticks, stones or other objects.

Students must walk their bikes, scooters and skateboards once on school property. All personal equipment must remain outside and be secured in the appropriate areas unless it fits in your assigned locker.

Respect the boundaries identified by the teachers when playing on the playground.

In case of INJURY DO NOT MOVE THE PERSON. Report to the staff on duty immediately.

## **West Ferris Secondary School Code of Conduct**

Our school Principal, in consultation with the staff and school council, has established a School Code of Conduct that reflects the Provincial and Board codes. These standards of behaviour apply to students whether they are on school property, on school buses, travelling to and from school, at school-authorized events or activities, or in other circumstances that could have an impact on the school climate.

### **West Ferris Secondary School is committed to:**

To ensure that all members of the school community are treated with respect and dignity.

To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.

To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

To encourage the use of non-violent means to resolve conflict.

To promote the safety and well-being of people in the school.

To discourage the use



10. Respect all members of the school community, especially persons in positions of authority.
11. Respect the need of others to work in an environment that is conducive to learning and teaching; including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes as outlined below, as per the Provincial Code of Conduct:
  - a. For educational purposes, as directed by an educator
  - b. For health and

## CODE OF CONDUCT FOR ALL PERSONS IN SCHOOLS

### *Roles and Responsibilities*

#### **Near North District School Board**

The Near North District School Board schools will promote student achievement and well-being and ensure accountability in the education system. The Near North District School Board will:

1. Develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety.
2. Establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support.
3. Seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee.
4. Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety.
5. Provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, the board will collaborate to provide coordinated prevention and intervention programs and services and endeavour to share effective practices.

#### **Principals**

Under the direction of the NNDSB, school principals take a leadership role in the daily operation of a school. They provide this leadership by:

1. Demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive and accepting teaching and learning environment.
2. Holding everyone under their authority accountable for their own behaviour and actions.

3. Empowering students and staff to be positive leaders in their school and community.
4. Communicating regularly and meaningfully with all members of their school community.
5. Reviewing the Code of Conduct on an annual basis with School Council, staff and students where appropriate.
6. At the beginning of each school year the Code of Conduct must be communicated to all members of the elementary and secondary school communities (e.g., paper copy, school website, parent council, synervice, staff meetings, assemblies, review sections during daily announcements, teacher/student review, posted in the school etc.)
7. Ensuring that progressive discipline procedures are maintained.

### **Teachers and Other School Staff**

Under the leadership of their principals, teachers and other school staff members maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

1. Help students work to their full potential and develop their sense of self-worth.
2. Empower students to be positive leaders in their classroom, school, and community.
3. Communicate regularly and meaningfully with parents.
4. Maintain consistent standards of behaviour for all students.
5. Demonstrate respect for all students, staff, parents, volunteers, and other members of the school community.
6. Prepare students for the full responsibilities of citizenship by expecting them to adhere to the standards of behavior of respect, civility and responsible citizenship.



## **Students**

Students are to be treated with respect and dignity. In return, they must demonstrate



## **West Ferris Secondary School**

### **Progressive Discipline Plan**

**Further information on Suspensions and Expulsion and other information pertaining to Student Conduct Management can be found at the Administration Guideline link under Board on the NNDSB web page:**

<http://www.nearnorthschools.ca/board/Admin%20Guidelines/student-conduct-management.pdf>

#### **Progressive Discipline**

The term "progressive discipline" refers to a "whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours." Specifically, this means that "When inappropriate behaviour occurs disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices."

#### **Policy Statement**

The goal of the policy is to support a safe, inclusive, and accepting learning



**Positive Behaviour Management Practices Include:**

- Collaborative and Proactive Solutions approach (CPS);
- Differentiated instruction and accommodations based on student need;
- Class placement (when possible);
- Positive encouragement and reinforcement;
- Individual, peer and group counseling;
- Conflict resolution / Dispute resolution;
- Mentorship programs;
- Promotion of healthy student relationships;
- Sensitivity programs;
- Behaviour Management Plan (BMP);
- Alternative or modified programming based on student data;
- School, Board and community support programs; and
- Student success strategies.

**Progressive Discipline Consequences**

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Board supports the use of progressive discipline consequences up to and including expulsion from all schools of the Board.

In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized students and/or students with disabilities.

**Early and Ongoing Intervention Strategies - Progressive Discipline Consequences**

A teacher or the principal- as appropriate, shall utilize early and/or ongoing intervention strategies that are developmentally appropriate to stop and prevent future unsafe or disrespectful or inappropriate behaviours.

**Intervention Strategies may include:**

- Oral reminders;
- Review of expectations;
- Written work assignment addressing the behaviour, that have a learning component;
- Volunteer services to the school community;
- Conflict mediation and resolution;
- Peer mentoring;
- Consultation between two (2) or more of the parties;
- Referral to a community agency for anger management or substance abuse, counseling/intervention;
- Detentions;
- Withdrawal of privileges;

- Withdrawal from class;
- Restitution for damages;
- Restorative practices;
- Transfer to another class or school;
- Short-term suspension;
- Long-term suspension; and
- Expulsion.

In all cases where ongoing intervention strategies are used, the student's parents/guardians should be consulted (unless the student is 18 years of age or older or 16 or 17 years of age and has withdrawn from parental control) at each step of the progressive discipline process.

### **Factors to Consider Before Deciding to Address Inappropriate Behaviour**

Before applying any progressive discipline consequence, the principal shall consider whether the progressive discipline consequence might have a disproportionate impact on a student protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the student's disadvantaged position in society, and whether accommodation to the point of undue hardship is required.

In all cases where a progressive discipline consequence is being considered to address an inappropriate behaviour, the principal must:

1. Consider the student and circumstances, including considering the mitigating or other factors, (please see the section below on Mitigating and Other Factors to be Considered);
2. Consider the nature and severity of the behaviour;
3. Consider the impact of the inappropriate behaviour on the school climate; and
4. Consult with the student's parent(s)/guardian (unless the student is an adult student).

### **Mitigating**

4. The impact of the discipline on the student's prospects for further education;
5. The student's age;
6. Where the student has an IEP or disability related needs,
  - a. Whether the behaviour causing the incident was a manifestation of the student's disability;
  - b. Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
  - c. Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
7. Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

*If the continuing presence in the school creates*

## **West Ferris Secondary School Suspension and Expulsion Procedure**

West Ferris Intermediate Secondary School follows and implements the Suspension and Expulsion procedures as outlined in the Near North District School Board's Administrative Guideline: Student Conduct Management, Section 3.2 and 3.3.

**Further information on Suspensions and Expulsion and other information pertaining to Student Conduct Management can be found at the Administration Guideline link under Board on the NNDSB web page:**

<http://www.nearnorthschools.ca/board/Admin%20Guidelines/student-conduct-management.pdf>

### **Suspensions**

A suspension means that a student is removed from school temporarily for a minimum of one school day and a maximum of twenty school days. A principal may not suspend a student under s.306 more than once for the same occurrence. Suspensions should be applied in the least restrictive manner possible to be effective and so as not to





### 3. The principal in conjunction



Students who participate in the Alternative Suspension Program (**ASP**) will also have a Student Action Plan (**SAP**) developed. The plan identifies the academic component and any additional supports to promote positive behavior the student will receive. Each student's plan will be developed to meet his other needs. A copy of the SAP will be placed in the student's OSR.

The **Student Action Plan (SAP)** will include:

1. A description of the incident for which the student was suspended;
2. The progressive discipline steps taken prior to the suspension;
3. Any other discipline measures imposed in addition to the suspension;
4. Any other disciplinary issues regarding the student that have been identified by the school;
5. Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
6. The academic program to be provided to the student during the suspension period and details regarding how that academic program will be accessed by the student;
7. Any programs or service(s) that might be provided to address those learning or other needs. Where the student has an IEP and/or disability related needs, information



Student, if 18 years old (or if 16 or 17 years old and has withdrawn from parental control);  
Student's parent(s)/guardian, if the parent(s)/guardian appealed the suspension.

1. The appellant and/ or the person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the desired outcome;
2. The Superintendent



- i. The student has previously been suspended for engaging in bullying, and
  - ii. The student's continuing presence in the school creates an unacceptable risk to the safety of another person.
9. Any activity listed in subsection 306 (1) 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 other similar factor.
10. Any other activity that, under a policy of the Board, is an activity for which a principal must suspend a student and conduct an investigation to determine whether to recommend to the Board that the student be expelled.

A student suspended under this section is suspended from his or her school and from engaging in all school-related activities.

A principal may suspend a student under this section for up to 20 school days and, in considering how



expelled;

- v. A statement indicating that,
  - a. there is no immediate right to appeal the suspension,
  - b. if the principal does not recommend to the board that the student be expelled following the investigation under s.311.1 of the Education Act, the suspension will become subject to appeal under s.311.2 of the Education Act, and
  - c. if there is an expulsion hearing because the principal recommends to the board that the student be expelled, the suspension may be addressed by parties at the hearing.
6. If it is not possible to provide the letter to the student or to the student's parent/guardian, the letter shall be mailed, couriered, faxed or emailed to the h Tf1 0 0 1 200.5 621.58 Tm0 g0 G{ )JTJETQ

student's parent/guardian; and

- Consider the mitigating and other factors when determining whether to recommend to the Discipline Committee that the student be expelled.

### **Decision Not to Recommend Expulsion**

Following the investigation and consideration of the mitigating and other factors, if the principal decides not to recommend to the Discipline Committee that the student be expelled, the principal must:

1. Consider whether progressive discipline is appropriate in the circumstances;
2. Uphold the suspension and its duration;
3. Uphold the suspension and shorten its duration and amend the record accordingly; or
4. Withdraw the suspension and expunge the record.

If the principal has decided not to recommend an expulsion of the student, the principal will provide written notice of this decision to the student and the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control). The notice shall include:

1. A statement of the principal's decision not to recommend expulsion to the Discipline Committee;
2. A statement indicating whether the suspension has been upheld, upheld and shortened in duration, or withdrawn;
3. If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Discipline Committee, including:
4. A copy of the Board policies and guidelines regarding suspension appeals;
5. Contact information for the Superintendent Responsible for Safe Schools to whom the notice of appeal must be given;
6. A statement that written notice of an intention to appeal must be given within five (5) school days following receipt by the pW\* nBTT/F2 12 Tf1 0 0 1 395.73 371.6 Tm0 g0 G{S)-6(c)7(hool)28(s)]TJETQ

**Step 1**

The student's parent/guardian(s), or the student, (if 18 or older, or 16 or 17 and has withdrawn from parental control), will confirm with the Principal their willingness to sign a consent to expel.

**Step 2**

The student's parent/guardian(s), or the student, (if 18 or older, or 16 or 17 and has withdrawn from parental control) will meet with the Superintendent of Safe Schools to receive the Principal's Report and sign a consent to expel.

**Step 3**

The Discipline Committee will review the signed consent to expel and then sign this consent on or before the 20<sup>th</sup> day of the student's suspension.

**Step 4**

The Superintendent



least the following components:

-a copy of the Principal's Report; and

-a copy of the original suspension letter and the notice of expulsion sent to the adult student (see definition – page 2) or the student's parent/guardian.

- Will inform the adult student or the student's parent/guardian of the date and location of the expulsion hearing, will provide a copy of the Expulsion Hearing Rules, and a copy of the documentation to go to the Discipline Committee.
- Will ensure that the item is placed on the Discipline Committee agenda.

### **Expulsion Hearing Before the Discipline Committee**

The Discipline Committee will conduct

2. Any

**If Student is Expelled**

If the board expels a student, the board shall assign the student to:

1. in the case of a student expelled from his or her school



### **Academic Component**

The purpose of the academic component is to ensure that expelled students who are assigned to a board program have the opportunity to continue their education. The academic component shall follow the curriculum outlined in the Ontario curriculum policy documents, unless the student has an IEP that provides for modifications to the Ontario curriculum or an alternative program. The academic component may include, but is not limited to, the provision of:

- (i) distance learning;
- (ii) e-learning;
- (iii) remedial help in literacy and numeracy;
- (iv) individual instruction;
- (v) and/or opportunities within the board.

Elementary school students shall be supported in continuing to acquire the necessary knowledge and skills outlined in the Ontario curriculum policy documents for elementary schools.

Secondary school students shall be supported in continuing to earn credits towards their Ontario Secondary School Diploma through such options as credit completion and credit recovery.

### **Non-academic Component**

The purpose of the non-academic component is to assist expelled students in the development of longterm positive attitudes and behaviours by identifying and addressing the underlying causes of the behaviour that led to the expulsion. Students may require a range of services and types of support that may include access to culturally appropriate support.

The board will:

- (i) make appropriate support available and/or;
- (ii) facilitate a student's referral to community-based service providers;
- (iii) and/or provide support through other methods, such as remote access to resources (e.g., video conferencing);
- (iv) and, to meet





The re-entry plan shall contain the following elements:

description of the re-entry process for successful transition back to school

identification of the types of support in both the academic and non-academic components that are needed to sustain student learning.

### **Re-Entry to a School from which a Student was Expelled**

Where a student seeks to be re-assigned to the school from which he or she was expelled (whether in the case of a Board expulsion or a school expulsion):

1. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
2. The student will be required

## **West Ferris Secondary School**

### **Access to School Premises**

West Ferris Intermediate Secondary School follows and implements the Access to School Premises procedures as outlined in the Near North District School Board's Administrative Guideline - Safe Schools: Access to School Premises.

#### **1.0 ACCESS TO SCHOOL PREMISES**

- 1.1 Persons who are on school premises without being authorized by the provincial regulation, "Access to School Premises," have committed an offence and can be charged under the Education Act (s. 305).
- 1.2 Persons who are permitted on school premises include:
  - 1.2.1 students enrolled in the school,
  - 1.2.2 parents/guardians of students enrolled in the school,
  - 1.2.3 persons employed or retained by the B8(s)Ing

1.9 Persons have a constitutional right to access polling stations at the school during an election.

**2.0 ACCESS BY SUSPENDED AND EXPELLED STUDENTS**

Suspended and expelled students are denied access to school board premises as a condition of their suspension or expulsion. The principal may deem that such students are not a threat



