



True North Christian Academy Code of Conduct



Table of Contents

GOAL	3
GENERAL	3
RIGHTS	3
STUDENT RIGHTS	3
PARENT RIGHTS	3
STAFF RIGHTS	3
STANDARDS OF BEHAVIOUR	4
RESPECT, CIVILITY AND RESPONSIBLE CITIZENSHIP	4
SAFETY	4
RESPONSIBILITIES	5
STUDENT RESPONSIBILITIES	5
STAFF RESPONSIBILITIES	5
PARENTAL RESPONSIBILITIES	6
PARENT CONCERN COMMUNICATION PLAN	7
PLAN STATEMENT	7
ADDRESSING A CLASSROOM OR ADMINISTRATIVE CONCERN – IN PERSON	7
ADDRESSING A CLASSROOM OR ADMINISTRATIVE CONCERN – ANONYMOUSLY	8
FORGIVENESS	8
UNIFORM POLICY	9
APPROPRIATE DRESS FOR STUDENTS AND STAFF	9
INCLEMENT WEATHER DAY POLICY	9
IMPLEMENTATION OF THE SCHOOL’S CODE OF CONDUCT	10
PROGRESSIVE DISCIPLINE	10
CONSEQUENCES	10
SUSPENSION AND EXPULSION	11
MITIGATING FACTORS	12
ACTIVITIES THAT MAY LEAD TO A SUSPENSION	12
ACTIVITIES THAT WILL RESULT IN A SUSPENSION, AN INVESTIGATION AND A POSSIBLE EXPULSION	12
POLICE SERVICES	13
COMMUNITY PARTNERS	13



Code of Conduct

Goal

It is the policy of True North Christian Academy to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable, and accepted.

General

The True North Christian Academy Code of Conduct applies to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school and Board property, school busses, at school-authorized events and off site at school-sponsored activities, or in other circumstances that could have a negative impact on the school climate.

Rights

Student rights

- to be treated with dignity and respect
- to be provided with activities that are success oriented and build on individual strengths
- to receive a quality education

Parent rights

- to be treated with dignity and respect
- to be heard and to have concerns addressed
- to communicate with the school

Staff rights

- to be treated with dignity and respect
- to have a safe working environment
- to expect parents and students to be involved in creating a positive school environment



Standards of Behaviour

Respect, Civility and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people their ideas and opinions;
- treat one another with dignity and respect at all times, and especially where there is disagreement;
- respect and treat others fairly, regardless of their race ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons who are in a position of authority;
- respect the needs of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or another person in authority, and;
- seek school staff assistance, if necessary, to resolve conflict peacefully.

Safety

All members of the school community must not:

- engage in bullying behaviours
- Definition of bullying:**
- A. *The behaviour is intended to have the effect of, or ought to know that the behaviour would likely to have the effect of,*
 - i. *Causing harm, fear or distress of another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or*
 - ii. *Creating a negative environment at school for another individual and*
 - B. *The behaviour occurs in a context where there is a real or perceived power imbalance 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; (intimidation)*
 - C. *Bullying by electronic means (commonly known as cyber-bullying), including:*
 - i. *Creating a webpage or a blog in which the creator assumes the identity of another person;*
 - ii. *Impersonating another person as the author of content or messages posted on the internet; and*
 - iii. *communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.*
- commit sexual assault
 - traffic in weapons or illegal drugs;



- be in possession of any weapon including, but not limited to, firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;
- inflict, or encourage others to inflict, bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or violence;
- commit robbery;
- commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school; or
- engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to the other persons, feelings, self-esteem, or reputation, or that has a negative impact on the school climate.

Responsibilities

Student Responsibilities

All students will:

- be treated with respect and dignity by all school and board staff;
- accept responsibility for their personal actions;
- demonstrate respect for self, and others, and for those in authority;
- fulfill expected academic obligations;
- obey the rules of the school, on school buses, and at other sites during activities;
- dress appropriately in accordance with the school's policies regarding appropriate dress;
- use respectful language, free from profanity;
- work cooperatively with staff and other students;
- be honest in their academic work (refrain from plagiarism, cheating, etc.);
- use free time responsibly; and
- refrain from bringing anything to school that compromises the safety of others

Staff Responsibilities

The Principal will:

- take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- hold those under their authority accountable for their actions and behaviour;
- empower students to be positive leaders in their school and community; and
- communicate meaningfully and on a regular basis with all members of the school's community.
- review the True North Christian Academy Code of Conduct at least once every three years



The Teachers and school staff will:

- maintain order in the school;
- serve as role models;
- maintain consistent standards of behaviour for all students;
- help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship;
- communicate regularly and meaningfully with parents/guardians;
- demonstrate respect for all students, staff, parents, volunteers, and members of the school community; and
- empower students to be positive leaders in their school and community.

Parental Responsibilities

Parents play an important role in the education of their children and can fulfill this responsibility by:

- demonstrating respect for all students, staff, volunteers, and members of the school community;
- supporting the efforts of school staff in maintaining a safe and respectful learning environment;
- showing an active interest in their child's school work and progress;
- communicating regularly with True North Christian Academy;
- assisting staff in dealing with disciplinary issues involving their child;
- helping their child be neat, dress appropriately, be well rested, prepared, and ready to learn;
- ensuring that their child attends school regularly and on time;
- promptly reporting their child's absence or late arrival;
- showing that they are familiar with the True North Christian Academy Code of Conduct and rules of behaviour; and
- helping and encouraging their child in following the True North Christian Academy Code of Conduct and rules of behaviour.
- respecting the teacher's personal time by communicating using the teacher's school email address and refraining from texting the teacher's personal cellular phone
- gossip and public criticism are unacceptable. There should be no discussion of concerns with other parents in the school hallways, the parking lot, or via electronic mediums such as Facebook, Myspace, personal blog sites, or other forms of electronic information sharing.
- setting up a conference with the teacher to discuss classroom related issues, if the issues are not resolved after the meeting with your child's teacher, a meeting should be set up to discuss the issues with the Principal. If your concerns can not be addressed by the Classroom Teacher or the Principal you should contact the TNCA Board Parent Representative.



Parent Concern Communication Plan

Plan Statement

True North Christian Academy (TNCA) strives to be a strong community where staff and parents work together to create a positive learning environment for students to grow both academically and spiritually. In an effort to facilitate effective communication between parents and staff, the following plan must be implemented to address any concerns that arise.

Addressing a Classroom or Administrative Concern – In Person

Step One – Address the Person(s) Directly Involved

If you have a concern about your child's education or with a specific staff member, keep the matter confidential by addressing it only with the person(s) directly involved, which establishes the principle of confidentiality.

“Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.” - Ephesians 4:29

“Gossip and public criticism are unacceptable. There should be no discussion of concerns with other parents in the school hallways, the parking lot, or via electronic mediums such as Facebook, Myspace, personal blog sites, or other forms of electronic information sharing.”

– TNCA Parent Handbook, page 7.

Most concerns are adequately addressed with a face-to-face dialogue. When addressing your concern be straightforward. Sometimes it is difficult to tell someone the very heart of the matter, but restoration and improvement can only come when issues are lovingly yet clearly presented.

Step Two – Bring the Concern, With the Person(s) Involved, to Their Direct Superior

If your concern is not adequately addressed after speaking with the person(s) directly involved, take your concern to the person who is their direct superior.

For example: if your concern is with a teacher, you and the teacher involved should agree to share the matter with the school Principal. If your concern is with the school Principal, then you and the Principal should agree to share the matter with the Board Chair.

Each person should come to the meeting in a spirit of prayer and humility, willing to have an open and honest discussion and to submit to reproof and correction, if needed.



Step Three – Bring the Concern to the Board of Directors

Concern involving a Staff Member

If, after following steps one and two, your concern is not adequately addressed it will be brought to the Chair of the Board by the Principal. If the concern is not adequately addressed after being brought to the Chair of the Board, the Chair will bring the concern to the Board.

Concern involving the Principal

If, after following steps one and two, your concern involving the Principal and then the Chair of the Board is not adequately addressed, the Chair will bring the concern to the Board.

The Chair will decide how the concern will be presented to the Board, and, depending on the complexity, it may be appropriate for the Board Chair to request that all persons involved be present at a Board meeting. The goal of such a high-level meeting is to:

- establish a clear understanding of the problem;
- solve the problem;
- give reproof and correction if necessary; and
- offer forgiveness and wholehearted restoration of those who have made amends.

About 80% of school problems are solved during Step 1. Another 18% of school problems are solved during Step 2. This leaves only 2% to be resolved at the TNCA Board level. The Board represents the church or Christian school community.

Addressing a Classroom or Administrative Concern – Anonymously

If you have a concern about your child's education or with a specific staff member and would like to remain anonymous while addressing the concern, contact the TNCA Parent Representative who will become your advocate, addressing the concern through the process outlined above.

The Parent Representative will follow up with you throughout the process to provide you with updates and ensure the concern is adequately addressed.

Forgiveness

Once the matter is resolved and where forgiveness is required, we should wholeheartedly forgive and restore the person whose fault has offended us.

“Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. And above all these put on love, which binds everything together in perfect harmony.” - Colossians 3:12-14

*“Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.”
- Ephesians 4:32*



Uniform Policy

Students must to adhere to the latest uniform policy.

The current policy states:

Students are to wear a navy or white plain shirt that has the TNCA logo. If the students want to wear a hoodie in the classroom and school it also has to be plain white or navy. It does not need to have a logo. An athletic shirt with TNCA on it will also meet the uniform requirement. Students may wear their choice of clothing on Fridays when they bring in a dollar to support Godfrey. Students who do not wish to contribute to our sponsored child must be in uniform on Fridays.

All choice of clothing must adhere to all other True North Christian Academy policies on appropriate dress, including those included in the True North Christian Academy Code of Conduct.

Appropriate Dress for Students and Staff

Appropriate dress is defined as attire that is free of symbols of hate, gang membership, or images that portray violence, death, abuse, alcohol, cigarettes, drugs, racial and/or obscene words, political or sexual statements.

Students and staff members should wear appropriately sized clothing that is tidy and modest. No Muscle shirts, spaghetti straps, low scooped necklines, bare midriffs or backs are allowed; shirts must be 'tuckable' and not excessively tight. Shorts and skirts must be a reasonable length. Undergarments must not be visible. Leggings should have a skirt or dress which is a reasonable length overtop. Clothing should not be ripped or torn.

Inclement Weather Day Policy

When the buses in the Simcoe District West Zone are cancelled; True North Christian Academy will be closed.

You will be notified via Remind and Facebook if our school is closed. It will also be announced on all local radio stations.

In the event that an inclement weather day falls on a Wednesday Pizza Day, pizza will be served on the next school day.

In the event that an inclement weather day falls on Friday Hot Lunch, Hot Lunch will be served on the next school day.



Implementation of the School's Code of Conduct

Schools focus on prevention and early intervention as the key to maintaining a positive school environment in which pupils can learn. The Board supports the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

Progressive Discipline

Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behavior.

These may include, but are not limited to:

- providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- utilizing models based on the concepts of peer mediation and/or peer counseling;
- documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- being sensitive to unique circumstances which may affect student behavior;
- ensuring that contact with the parent(s)/guardian(s) of students, under the age of eighteen, is made early in the disciplinary process;
- maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behavior until the behavior is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given for:

- student age
- frequency of incidents
- nature and severity of incidents
- student exceptionalities
- extenuating circumstances
- impact on the school climate

Consequences

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behavior while helping students to make good choices.

In addressing appropriate behavior by students, schools will:

- utilize a progressive discipline approach;
- provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- utilize models such as those based on the concepts of peer mediation and/or peer counselling;



- document incidents requiring disciplinary measures, and apply the mitigating factors to be sensitive to unique circumstances which may affect student behaviour;
- ensure that contact with the parents and guardians of students is made early in the disciplinary process and involves them in a plan to improve the student's behaviour until the behaviour is acceptable; and/or
- utilize consequences such as short-term suspension as a useful tool and respond as required with long-term suspension or expulsion.

The following are examples of consequences and supports/interventions, in no particular order. The application of consequences, supports and interventions are determined by the incident and the individual students involved.

Examples of Consequences:

- verbal reminder
- warning
- review of expectations / rules
- written or verbal apology
- incident sheet
- restitution
- yard: 5 minutes on the wall
- yard: walk with teacher
- letter written to parent
- phone call home
- student contract sheet
- in-school community service
- recess detentions
- class time detentions
- loss of in-school privileges
- loss of field trip privileges
- suspension from the bus
- suspension
- expulsion

Examples of Supports / Interventions:

- discussion with the principal
- reflective paragraph / essay
- problem solving
- conflict mediation
- social stories
- discussion with parents (next steps, solutions)
- conference with others involved
- restorative justice
- Child and Youth Counsellor support
- Positive reward system
- student / teacher / parent meeting
- case conference with school staff and/or Board
- referral to outside agencies
- suspension / expulsion program

Suspension and Expulsion

It is understood that discipline serves not only to correct inappropriate behaviour, but also as a deterrent. To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well being of others. This policy sets out the process for Suspensions and Expulsion. This policy specifies the student actions that **may** result in the principal imposing a suspension, as well as the student actions that **will** result in the principal imposing a suspension and considering an expulsion pending the investigation of the incident.



Mitigating Factors

The principal will consider the following mitigating factors when considering suspension:

- the pupil does not have the ability to control his or her behaviour;
- the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
- the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any other person.

The principal will also consider that the following factors if they mitigate (moderate) the seriousness of the incident or the behaviour of the student involved:

- a) the pupil's history and age, whether progressive discipline has been used, if a behaviour has been motivated by harassment or discrimination, the impact on the ongoing education of the student, the student's Individual Education Plan.

Note: In some cases, even though the offense calls for mandatory suspension pending an investigation, the consideration of the mitigating circumstances may cause a principal not to suspend.

Activities that May Lead to a Suspension

Police may be involved, as required, and a suspension **may** be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- a) uttering a threat to inflict serious bodily harm on another person;
- b) possessing alcohol or illegal drugs;
- c) being under the influence of alcohol;
- d) swearing at a teacher or at another person in a position of authority;
- e) committing an act of vandalism that causes extensive damage to school property or to property located on the premises of the pupil's school
- f) bullying, including cyber bullying;
- g) any act considered by the principal to be injurious to the moral tone of the school;
- h) any act considered by the principal to be injurious to the physical or mental well-being of members of the school community;
- i) persistent opposition to authority;
- j) habitual neglect of duty; or
- k) a serious breach of the True North Christian Academy Code of Conduct

Activities that Will Result in a Suspension, an Investigation and a Possible Expulsion

Police may be involved, as required, and a student **will** be immediately suspended, and investigation will occur and **may** lead to a recommendation of expulsion to the Board for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:



- a) possessing a weapon, including possessing a firearm;
- b) using a weapon to cause or to threaten bodily harm to another person;
- c) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d) committing sexual assault;
- e) trafficking in weapons or illegal drugs;
- f) committing robbery;
- g) giving alcohol to a minor;
- h) an act or activities considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- i) the pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper
- j) bullying – previous suspension / risk to others;
- k) any suspendable activity that is motivated by bias, prejudice or hate.

Police Services

True North Christian Academy believes that the Police are partners with schools and school boards in maintaining safe schools and communities. Through the guidelines established in the Police/School Board Protocol Agreement, Police support schools by encouraging, enabling and maintaining positive relationships with school administrators, staff, students, parents and members of the school community.

Community Partners

True North Christian Academy believes that community agencies and members of the school community are resources that can help boards deliver prevention and intervention programs. Current and new partnerships, protocols and outreach are encouraged and supported by the Board to formalize and enhance relationships to maintain safe communities.

I have read the contents of this Code of Conduct and have been provided with the opportunity to seek clarification of the policies contained herein, and hereby accept to follow the guidelines set out in this document.

Date

Signature