

PARENTS AND STUDENTS HANDBOOK

UMCA RICH TREE ACADEMY – ROLES AND RESPONSIBILITIES

Parents/Guardians and Teachers' Relationship

UMCA Rich Tree Academy views the parents of our children as worthy of our utmost courtesy and respect. The entire teaching staff at UMCA Rich Tree Academy has been specifically selected on the basis of competence, knowledge of their subject, dedication to the teaching profession, and interpersonal skills.

Learning Environment

UMCA Rich Tree Academy enjoys exceptional harmony on all levels of involvement, from the teaching team (made up of teachers and administration), to the learning team (made up of teachers and their students) and to the support team (made up of teachers and parents). Students, teachers, and parents must work together. Each has responsibilities and a role to play. Students will be more successful with their learning by being responsible, participating, and having a positive attitude.

Students

All students and parents have a responsibility to promote positive relationships that respect and accept individual differences and diversity within UMCA Rich Tree Academy and the wider community. Students have rights, roles, and responsibilities.

UMCA Rich Tree Academy Students are responsible for:

- Arriving at school prepared, on time, and ready to learn
- Attending classes on time and regularly
- Completing homework, assignments, major tests, projects, and all other assigned work
- This responsibility also extends to times of absence. If the student is sick or goes on vacation, he/she has to cover the material taught in class
- Being prepared for classes with all the necessary supplies
- Taking good care of school property, including the books
- Showing respect for themselves, for others, and for those in authority
- Refraining from bringing anything to school that may compromise the safety of others
- Following the established rules and taking responsibility for his or her own actions
- Have a clear, shared understanding of what is acceptable behavior
- Respect school property: books, notebooks, walls and outdoor equipment
- Use washrooms appropriately: Make sure to flush, wipe the toilet seat, and put used paper towels in the garbage
- Absolutely do not throw any garbage in the school parking lot or neighbors' lot

Participation:

- Participating in classroom activities
- Contributing to discussions and group activities
- Asking questions when they don't understand
- Participating in school activities and having fun
- Participating in community and recreation programs

Attitude:

- Understanding parents' values, expectations, and culture
- Maintaining good physical health, exercising, eating right, and getting enough sleep
- Listening carefully to teachers and parents
- Developing positive attitudes; being cooperative and considerate
- Welcoming challenges and helping others
- In case of a conflict situation informing the school principal immediately

Students have the right to:

- Know that their concerns will be responded to by school staff
- Be provided with appropriate support if involved in bullying, either as a person bullying, a person being bullied, or a person who witnesses bullying
- Take part in learning experiences that address key understandings and skills relating to positive relationships, safety, and bullying
- Earn in a safe and cooperative environment

Teachers

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

Teachers also have rights, roles, and responsibilities.

UMCA Rich Tree Academy Teachers are responsible for:

- preparing lesson plans and teaching classes
- encouraging students in their studies and evaluating their work and progress
- supervising student behavior and maintaining classroom discipline
- demonstrating good citizenship and respect for all groups of people
- Design educational activities that promote the physical, social, and intellectual growth of students
- Enhance learning abilities and good habits in children
- Communicate with parents about students' progress and development
- Maintain classroom records, cleanliness and orderliness
- Ensure safe learning environment in the classroom
- Inculcate healthy habits and discipline in children
- Plan, develop and implement appropriate curriculum
- Maintain regular communication with parents and staff regarding students' progress

- Help children and students discover their creativity
- Teach children and students to solve problems independently
- Encouraging parents to be open in their discussions about bullying and behaviour management at UMCA. Rich Tree Academy
- Being observant of signs of bullying and treating reports of bullying seriously
- Responding in an appropriate and timely manner to incidents of bullying and classroom management
- Reporting, recording and following up on incidents of bullying and behaviour management.

UMCA Rich Tree Academy staff has the right to:

- Feel safe in their working environment
- Be treated with respect by students, parents and other staff
- Teach in a cooperative environment which is conducive to learning
- Address their concerns with the appropriate personnel

Parents and Guardians

Parents and guardians also have rights, roles, and responsibilities.

We at UMCA Rich Tree Academy consider it a privilege to work with parents in the education of children. We believe that parents are the primary role models for the development of their children.

Your choice of UMCA involves a commitment and responsibilities.

Once you have chosen to enter into a partnership with us at UMCA, we trust you will be loyal to this commitment. During the formative years, your child needs constant support from both parents and school in order to develop his/her moral, intellectual, social, cultural, and physical attitude.

It is vital that both parents and teachers remember that allowing oneself to be caught between the child and the other partner will never have positive results.

To divide authority between school and home or within the home will only teach disrespect of all authority. Evidence of mutual respect between parents and teachers will model mature behaviour and relationships.

Students are naturally eager to grow and learn. However, sometimes in the process of maturation new interests may cause them to lose focus. As this natural process occurs, the student needs both understanding and discipline. At times, your child may perceive discipline as restrictive. However, boundaries and limits provide a young person with both guidance and security.

Together, let us begin this journey with a commitment to partnership as we support one another in helping your child to become the best person he/she is capable of becoming.

As partners, we ask parents/guardians:

To set rules, times, and limits so that your child:

- Completes assignments, homework, major tests, projects, and all other assigned work on time
- Covers the material taught in class, if the student is sick or goes to vacation
- To notify the school with a note when the student has been absent or tardy
- To notify the school office of any changes of address or phone numbers
- To meet all financial obligations to the school

- To inform the school of any special situations regarding the student's well-being, safety, and health
- To read school notes and newsletters and to show interest in the student's total education
- To support and cooperate with the discipline policy of the school
- To treat teachers with respect and courtesy in discussing student concerns
- To participate in meetings with teachers including parent-teacher interviews
- To encourage and assist the child in following the rules of behaviour

Also, we ask:

- To check our website weekly for homework messages and upcoming events
- Check your child's school bag weekly
- Respect parking rules: Do not park in front of the school front door
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Please remember: the school is not responsible for any lost belongings. Do not send any money or food unless you are asked to do so.

Together, let us begin this journey with a commitment to partnership as we support one another in helping your child to become the best person he/she can become.

UMCA Rich Tree Academy Parents have the right to:

- Expect their child to be safe, supported and treated with respect
- Be heard and have their opinions valued
- Be provided with information regarding the prevention and management of bullying situations
- Be provided with information outlining the expectations in promoting and managing positive behaviour in all learning environments
- Have their concerns dealt with in a confidential and professional manner

UMCA Rich Tree Academy has a responsibility to inform staff, students, parents, and guardians about:

- Providing students with strategies to respond positively to incidents of bullying behaviour.
- Providing parents, caregivers and students with clear information
- Communicating to parents and caregivers that they have an important role in resolving bullying behaviour and behaviour management issues involving their children.

The best tip for our school's success is to make sure that Students, Parents and Teachers are working together.

SUSPENSION

Suspension is one strategy in a more complex problem-solving restorative process designed to support the student in changing unacceptable conduct and should be viewed as only one part of a process in a range of options. Suspension may be considered when the school's progressive interventions have failed to correct unacceptable conduct, or at the end of a series of incremental

disciplinary consequences. It is recognized that sometimes immediate student suspension can be the appropriate action to take in order to make a school safe when there is a serious breach of conduct or an illegal act.

The purpose of suspension, or any other discipline strategy, should be to develop self-reliant adults. Used judiciously, suspension can have positive effects, including:

- ensuring safety for everyone in the school community
- assigning clear consequences for a range of serious breaches of code of conduct
- providing the time for planning support for behaviour change
- promoting collaboration among family, school, and other community services to solve problems and provide support

Types of Student Suspensions

UMCA. sanctions the following types of student suspensions:

- a partial day
- full day(s)
- partial day followed by full day(s)
- in-school suspension
- a series of partial-day suspensions
- A note of the incident in the student's OSR (Ontario Student Record - this is the student's file that follows the student throughout his elementary and high school).

Students who are suspended from school as per the School Act will have an educational program available to them while under suspension and will have the opportunity to complete work/assignments off-site.

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Dress Code

Our belief is that school is a place of learning and, to be successful, students must focus their attention and energy on school-related matters. For this reason, it is important to minimize any distractions that clothing could cause. Clothing which demonstrates respect for oneself and for others is expected at all times.

The following section gives an overview of what is considered acceptable wear at UMCA.

- Appropriate gym clothing must be worn during gym. All students must wear the white UMCA T-shirt
- Indoor shoes must be worn at all times, or sandals in the hot weather. No shoes with wheels are permitted in school
- Language or graphics on clothing will not display provocative, suggestive sexist or racist slogans, or reference to smoking, drugs, alcohol, or anything unsuitable for a minor
- Clothing must cover midriffs and undergarments, shorts and skirts should be mid-thigh or longer, and clothing should not be sheer/flimsy or extremely tight. Tube tops, halter-tops, and other tops with narrow shoulder straps or "spaghetti straps" are unacceptable

Bus Information

Students use the bus when travelling to extra-curricular activities. Students riding the school bus must observe the following procedures:

- Go directly to your seat
- Remain seated while the bus is in motion
- Do not eat or drink on the bus. It is not allowed
- Keep the aisle clear of books, knapsacks, lunch bags and other items
- Keep windows closed unless the driver permits you to open them. Never put hands, arms, legs or head out of the window
- Never throw anything out the window
- Talk quietly. Do not disturb the attention of the driver
- All shouting, horseplay, and fighting is forbidden at any time. Students will be suspended for doing any of the above

“NO BUS” DAYS: If road conditions force the cancellation of bus services, we will post it on the Website as early as possible. Parents must check the Website. The school will not be calling any parents regarding this information.

SCHOOL OPENING/“NO BUS” DAYS: On days when buses are cancelled due to extreme weather, the school may or may not still be open. Parents must check the Website. The school will not be calling any parents regarding this information.

Website

Our school has its own school website (www.umca.ca). You will be able to read the latest news, articles and view upcoming events. This is also where you will be able to communicate with teachers. Each student will be provided with a login and password upon registering.

Report Card

There will be two Report Cards per school year. The first card will be in February and the second will be in June. Report cards serve as a document that outlines your child's strengths and areas for improvement based on the grade level. There will be two parent/teacher interviews (November 2022 & March 2023) as well for you to talk with all teachers in person. Dates, quiz & test marks, and comments will always be posted on your child's private on-line profile on a continuous and timely basis.

Exams

The pre-exam preparation will take place during the entire month of May. Each student will receive a pre-exam package that is designed for review of the course material. This is for preparation leading into the exams months in June. The teachers will provide an explanation as to what is expected. We need parents to help with the students' organizational skills to ensure that none of the packages are

lost or kept at home. If it is sent home, it must come back to school every day. The pages will be available on the website for you to print.

Exam Month

The exams months will take place in May and June. The purpose of exam month is for students to have a final assessment of material in all subjects in order to consolidate their skills. We want to ensure that each student is ready for the next grade level. We request that you do not plan major events such as moving to a new residence or taking holidays at this time, in order to put Exams and studying as a priority.

Healthy Food

Our school provides tasty, nutritious food for students throughout the day. A snack is provided twice a day: in the morning and in the afternoon. We also provide a hot healthy lunch every day. Our food is delivered from Angela's Deli restaurant, and we ensure that the food meets healthy eating standards. Students are provided with soup, salad vegetables, soup and a main course. Two adult staff supervise the luncheon meal.

Eating together is also regarded by our school as a social activity. Cleanliness, manners, and pleasant conversation are expected. Students are invited to the table with washed hands ready to eat their food while it is warm. They are encouraged to finish the portion they are served and are free to ask for a second serving if they wish.

Playing, throwing, or wasting food is not acceptable at our school. Shouting, horseplay, or aggressive behaviour at the meal is not acceptable. Parents will be notified if a student does not adhere to the above guidelines.

March Break

The school is open during March Break for children to participate in exciting and educational activities. The hours of operation are 8 am-6 pm. There will be different workshops that focus on academics, arts, crafts, sports, and cooperative games. The workshops are designed to provide fun, encouraging, creative and safe experiences! These activities give your child the opportunity to further develop academic and social skills. If you plan to take your child on vacation, this is the next best time of the school year to do so.

Things to leave at home

The only materials students should bring to school are those related to school studies, sports, and nutrition. Exceptions require prior permission from a teacher or the school office. **Student cell phones and camera phone use is banned on school property.** If any students are found using their cell phones or taking photographs without permission, they will have their cell phone and camera taken away, and their parents will be asked to come into the school office to retrieve them.

The following items are not allowed at UMCA.:

- Cellphones
- Gum
- Tobacco
- Fireworks, Laser Pointers
- Lighters/Lighter Fluid Knives (also pen knives)
- Matches
- Electronic games, videos, computer software, and other electronic media may not be brought to school or during extracurricular activities unless they have been approved by the faculty and administration for that event.

Trips

Students go on many trips throughout the year to enrich their experiences at school. Examples of field trips include the Royal Ontario Museum, Science Centre, Art Gallery of Ontario, Ripley's Aquarium, Chudleigh's Farm, Toronto Symphony Orchestra, Famous People Players, Sky Zone, different Universities, and more!

It is the goal (of all staff) to inspire success, confidence, and hope in each of you. Our aim is to provide a safe/positive school environment for all students. Equity, inclusion, and a school free from bullying/intimidation/harassment are critical for setting a tone that is welcoming and engaging.

All members of UMCA. Rich Tree Academy looks forward to a school year that celebrates innovation, creativity, determination, critical thinking, and collaboration.

UMCA RICH TREE ACADEMY

PROGRESSIVE DISCIPLINE POLICY

OBJECTIVE

To establish a framework to build, support and maintain a positive school climate that focuses on progressive discipline and promotes positive student behaviour.

DEFINITIONS

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive.

Progressive discipline is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account.

Progressive discipline must take into account the needs of individual students by showing sensitivity to diversity, to cultural needs and to special education needs.

POLICY

Policy Statement

UMCA Rich Tree Academy (the “School” or “UMCA”) recognizes the following principles:

- (a) The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential.
- (b) All inappropriate student behaviour, including bullying, must be addressed.
- (c) Responses to behaviours that are contrary to the board’s code of conduct must be developmentally appropriate.
- (d) Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that

build skills for healthy relationships and promote positive behaviours.

(e) The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.

(f) The School, and school administrators, must consider all mitigating and other factors.

Prevention and Awareness Raising

In order to promote a positive school climate, UMCA provides opportunities for all members of the school community to increase their knowledge and understanding of such issues as bullying, violence, inappropriate sexual behaviour, bias, stereotyping, discrimination, prejudice, and hate, critical media literacy, and safe Internet use.

Progressive Discipline Framework

A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting incidents for which the Principal will consider student discipline and responding to incidents of inappropriate and disrespectful behaviour when they occur.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, a suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

The School will actively engage parents in the progressive discipline approach.

The School will focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn.

Early and Ongoing Intervention Strategies

Early and ongoing interventions strategies will help prevent unsafe or inappropriate behaviours at school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in improved school climate.

For example, early interventions may include, but are not limited to the following:

- consultation with parents;
- verbal reminders;

- review of expectations; and/or
- a written work assignment with a learning component that requires reflection.

Where inappropriate behaviour persists, ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour.

Ongoing interventions may include, but are not limited to the following:

- meeting with parents;
- requiring the student to perform volunteer service to the school community;
- conflict mediation;
- peer mediation; and/or
- a referral to counselling.

Responding to Incidents

The purpose of responding to incidents of inappropriate and disrespectful behaviour is to stop and correct such behaviour immediately so that students can learn that it is unacceptable.

UMCA employees who work directly with students, including administrators, teachers and non-teaching staff, must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it. Such behaviour may involve swearing, homophobic or racial slurs, sexist comments or jokes, graffiti or vandalism.

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and asking the student to correct the behaviour (e.g., to apologize for a hurtful comment and/or to rephrase a comment and to promise not to do it again). By responding in this way, employees immediately address inappropriate student behaviour that may have a negative impact on the school climate.

Reporting to the Principal

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the Principal is aware of any activities taking place in the school for which student discipline must be taken.

A UMCA employee who becomes aware that a student may have engaged in an activity for which student discipline must be considered, will report the matter to the Principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Principal no later than the end of the school day.

In cases where an immediate action is required, a verbal report to the principal may be made. A written report may be made at an appropriate time.

Range of Consequences

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- the particular student and circumstances (e.g. mitigating or other factors);
- the nature and severity of the behaviour;
- the impact on the school climate (i.e., the relationships within the school community).

The home and the school are integral partners in nurturing our children. The following are representative measures of possible consequences:

- (a) *Body language* indications can serve as a preventative or warning measure. A look, a frown, or physical proximity can alert the student to the necessity of adjusting their behaviour.
- (b) *Corrective discussion* may take the form of a talk or a few accentuated words. Usually the more intensive form of this type of communication takes place outside of the classroom setting. The student is always to be treated with respect and dignity.
- (c) *Situational adjustments* may include a rearrangement of the seating location within the classroom, a brief time of standing outside of the classroom in the hallway, a brief time of placing one's head down on the desk. At no time should the situational adjustments be intended to humiliate the child in the presence of others.
- (d) *Withdrawal of privileges* may, on a temporary basis, include recess and/or noon hour play time or involvement in a specified classroom or school activity.
- (e) *Extra assignments* may include activities relating to the behaviour (e.g. brief essay), and limited service tasks, such as cleaning up the yard on school premises.
- (f) *Referral to the Principal* is a channel which is available to the teachers at all times. Inappropriate behaviour includes the conduct and actions set out in the Code of Conduct.

(g) *Restitution for property* which is stolen or damaged willfully or through negligence will follow upon the judgment and decision of the teacher or Principal in consultation with the parents.

(h) *Timeout*: This is a process by which a "cooling off" period is established until such time as the Principal can discuss the problem with the student and his/her parents and/or guardians. The parents may be informed and requested to pick up their child at school and discuss the problem or concern with the Principal. If this is not possible, the child will remain at school, but out of class.

(i) *Detention*: Students may receive a detention for behaviours, such as aggressive conduct, throwing objects, inappropriate language, bullying, fighting, threats, intimidation of others, inflict or encouraging others to inflict bodily harm on another person and/or engaging in behaviour motivated by hate or bias. The administration will determine whether it would be best suited for the student to serve the community through community service during this detention time.

(j) *Suspension*: Suspensions can result from one serious incident, from repeated negative behaviour, or from the accumulation of detentions. There are two kinds of suspension:

1. In-school suspension: This suspension is by the authority of the Principal. The child is suspended from classes and remains in the school. Parents are informed via letter.
2. Out-of-school suspension: This suspension (up to 20 school days) is by the authority of the Principal. The Principal will review the problem or incident with the child's parents (or guardians) and request that they pick up their child at the school. Parents are informed via suspension letter. Days of suspension shall include school days only. Parent(s) may be required to meet with the principal upon the return of the student to the school.

(k) *Expulsion* involves permanent removal of a child from the school for the benefit of the child and/or other students. It shall be initiated on the recommendation of the Principal, after the child's parents (or guardians) have been informed and a discussion has taken place.

- A student who is suspended is excluded from school programs, activities and events and will not enter onto school premises without the written permission of the principal for the term of the suspension. The School will endeavor to provide academic work to the student during the term of the suspension for the student to complete at home.
- A student who is expelled from the School is excluded from school programs, activities and events and will not enter onto school premises without the written permission of the Principal. Such student will be delisted from the School. In these circumstances, the School will make reasonable efforts to assist the student's family in securing an alternative educational program or school.

Building Partnerships

Relationships that engage the whole school community and its parents promote a positive school environment and support the progressive discipline continuum. Protocols between the School and community agencies are effective ways to establish linkages, and to formalize the relationship between them. These protocols facilitate the delivery of prevention and response programs, the use of referral processes, and the provision of services and support for students and their parents and families.

To facilitate the building of partnerships, the School will maintain an up-to-date contact list of community agencies or organizations that have professional expertise to support the School students, their parents and families.

Training Strategy for Administrators, Teachers and Other School Staff

The School will put in place a training strategy for all administrators, teachers, and non-teaching staff regarding the UMCA Progressive Discipline Policy.

The School will ensure that others are aware of the UMCA Progressive Discipline Policy – for example, school secretaries, custodians and parents.

The training will address the fact that building a supportive learning environment through appropriate interactions between all members of the school community is the responsibility of all staff.

The School will support ongoing training for teachers, administrators and non-teaching staff, through such opportunities as new-teacher induction programs and e-learning to create and sustain a safe teaching and learning environment.

Communication Strategy

For a progressive discipline approach to be effective, it is important that all members of the school community, including teachers, students, and parents understand and support the progressive discipline approach. The School will actively communicate policies and procedures to all students, parents, staff members and parent council members.

Monitoring and Review

The School will establish performance indicators for monitoring, reviewing and evaluating the effectiveness of school policies and procedures. These indicators will be developed in consultation with teachers, students and parents. The School will also conduct a cyclical review of its policies and procedures in a timely manner.

UMCA RICH TREE ACADEMY

BULLYING PREVENTION AND INTERVENTION POLICY

OBJECTIVE

To promote the mission of UMCA Rich Tree Academy (the “School” or “UMCA”) and to provide a framework to support and maintain a positive school climate.

The School believes that all students should feel safe at school and deserve a positive school climate that is inclusive and accepting.

UMCA also believes that a healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success.

The School understands that students cannot be expected to reach their full potential in an environment where they feel insecure or intimidated.

UMCA recognizes that a whole-school approach is required, and that everyone – educators, school staff, parents, students and the wider community – has a role to play in creating a positive school climate and preventing inappropriate behaviour, such as bullying, assault, and gender-based incidents.

The School acknowledges that an open and ongoing dialogue among the Principal, school staff, parents and students is an important component of creating a positive school climate in which everyone feels safe and respected.

Bullying, including cyberbullying, is not acceptable and will not be tolerated at the School. This Policy applies to all members of the School community, including students, staff, coaches, and anyone who performs duties, either on a paid or volunteer basis, or on a full-time or part-time basis for the School.

DEFINITIONS OF BULLYING AND CYBERBULLYING

Bullying is behaviour that can be repeated or occur one time and can be carried out by an individual or group of individuals.

In the *Education Act*, *bullying* is defined as aggressive and typically repeated behaviour by a student where,

- (a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,

- (i) causing harm, fear or distress to 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 a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student 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.

This behaviour includes the use of any physical, verbal, electronic, written or other means. It includes cyberbullying, defined below.

Cyberbullying means bullying by electronic means, including,

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

As examples, and without limiting the generality of the above definitions, bullying can involve any of the following forms:

- **Physical bullying:**

- when someone hits, shoves, kicks, spits at, or beats up on others;

- **Verbal bullying:**

- name-calling, mocking, hurtful teasing;
- humiliating or threatening someone;
- making people do things they don't want to;

- **Social bullying:**

- excluding others from the group;
- gossiping or spreading rumours about others;

- setting others up to look foolish;
- making sure others don't associate with a person;
- **Electronic bullying:**
 - using a computer or phone text messages, or pictures to:
 - threaten or hurt someone's feelings,
 - single out, embarrass, or make someone look bad,
 - spread rumours or reveal secrets about someone;
- Other examples of electronic or cyberbullying include:
 - sending mean texts or instant messages to someone;
 - hacking into someone's social networking or gaming profile;
 - being rude or mean to someone, harassing or threatening someone, sending mean messages, or spreading secrets, gossip, or rumours about people online (including through instant messages, texts, emails, and social media);
 - pretending to be someone else to spread hurtful messages online;
 - creating fake social media accounts, or creating blogs or websites, that ridicule someone;
 - taking someone's password and impersonating them online, or breaking into an email account and sending hurtful materials to others under an assumed identity;
 - posting private or embarrassing photos online or sending them to others;
 - engaging someone in instant messaging and tricking them into revealing personal information or images, and then forwarding it to others;
- **Racial or Religious bullying:**
 - treating people badly because of their racial, ethnic or religious background;
 - saying negative things about a cultural or religious background;
 - calling someone racist names;
 - telling racist or inappropriate religious jokes;

- **Sexual bullying:**

- unwanted and unwelcome behaviour about sex or gender that interferes with someone's life and makes them feel uncomfortable;
- touching, pinching or grabbing someone in a sexual way;
- making crude comments about someone's sexual behaviour;
- spreading a sexual rumour about someone;
- calling someone "gay", a "fag", or something similar;

- **Disability bullying:**

- leaving someone out or treating them badly because of a disability (e.g., learning, physical, speech);
- making someone feel uncomfortable because of a disability;
- making comments or jokes to hurt someone with a disability.

Bullying prevention refers to a whole-school approach that heightens expectations for a safe, caring and inclusive school climate. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

Bullying intervention is a comprehensive and effective response to the bullying incident that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, intervention for the student who was bullying, and strategies for responding to students who were directly observing the bullying incident.

Harm includes harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

A *positive school climate* is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm.¹ A positive school climate exists when all members of the school community feel safe, comfortable, and accepted and actively promote positive behaviours and interactions.

¹ *Safe Schools Policy and Practice: An Agenda for Action*, Report of the Safe Schools Action Team (Toronto: June 2006), p. 8.

UNDERSTANDING BULLYING AND CYBERBULLYING

The School recognizes that bullying:

- adversely affects a student's well-being and ability to learn;
- adversely affects the school climate, including healthy relationships;
- including cyberbullying, is a serious issue and is not acceptable in the school environment (including virtual), in a school-related activity, on school buses or in any circumstance that will have an impact on the school climate.

Bullying can occur in situations where there are real or perceived power imbalances between individuals or groups, and may be a symptom of racism, classism, homophobia, sexism, religious discrimination, ethnic discrimination or other forms of bias and discrimination. Bullying can also be based on, but not limited to, body size, appearance, abilities, or other real or perceived factors. Perceptions about differences are often based on stereotypes perpetuated in broader society.

Bullying, including cyberbullying, may be intentional or unintentional, direct or indirect. It can take many forms, including physical (for example, pushing, tripping), verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments), social, also known as relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

Taking action against bullying requires school staff to consider the root cause(s) and identify the most effective interventions.

Bullying has the potential to:

- negatively affect students' learning, attendance, safety/sense of safety, sense of self-worth and overall mental health and well-being; and
- create a negative environment at school or school-related activities for an individual, group or whole school.

Proactive intervention coupled with coaching and support can help all students develop the skills and understanding needed to build and maintain positive relationships.

Bullying impedes the development of a positive school climate. A whole-school approach involving all education and community members is required to prevent bullying.

Cyberbullying

Cyberbullying is the act of engaging in bullying behaviours through electronic means, such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications.

Examples of cyberbullying include:

- sending or sharing hateful, insulting, offensive and/or intimidating electronic communication or images via text messages, emails, direct messages;
- revealing information considered to be personal, private, and sensitive without consent;
- making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others;
- excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Increasing the use of digital platforms enhances the threat of cyberbullying as well as other safety risks.

PREVENTION, INTERVENTION AND SUPPORT STRATEGIES

Prevention and Awareness Raising

All employees of UMCA must take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.

School employees who work directly with students – including administrators, teachers, and non-teaching staff (including educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour, including bullying, at any time, at the School and at any school-related event if, in the employee's opinion, it is safe to respond to the behaviour.

Bullying in any form will not be tolerated at UMCA. Reports of circumstances or actions that represent bullying or may constitute bullying will be addressed in any age-appropriate manner in accordance with the circumstances of each individual case. **All students and other members of the School community are encouraged to report any incidences of bullying, physical aggression, intimidation, or threats, including suspected incidents and related conduct, to a staff member immediately.** The staff member will be responsible to ensure that the School's procedures are followed.

A complaint or allegation of bullying or cyberbullying against a student that is found to be frivolous, vexatious or malicious may result in disciplinary action, including possible suspension or expulsion.

No person who in good faith reports or assists in reporting a complaint or allegation of bullying or cyberbullying or assists in the investigation of an allegation of bullying or cyberbullying shall suffer retaliation, reprisal, harassment or adverse consequences. Retaliation or reprisal against any person who makes a complaint or assists in an investigation of bullying behaviour represents a form of misconduct and will be investigated as such.

UMCA will provide programs, intervention and other resources and supports (including professional assistance) for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying.

The School's bullying prevention and intervention strategy will include ongoing effective, interactive education for all students, on at least an annual basis, respecting bullying, hazing and analogous conduct, and on strategies to prevent or address such conduct. It will also include special, but not exclusive attention to sports activities, including specific strategies to reduce the likelihood of bullying, hazing and other undesirable initiation rites within a sports-related environment.

Programs, interventions and other supports

The School will ensure that all employees take all allegations of bullying, including cyberbullying, seriously and act in a timely, sensitive and supportive manner when responding to students who disclose or report bullying incidents.

UMCA will ensure that all of its employees who work directly with students, including administrators, teachers and other school staff, respond to any student behaviour that is likely to have a negative impact on the school climate if, in the employee's opinion, it is safe to respond to it. Such behaviour includes bullying and all inappropriate and disrespectful behaviour that occurs at any time at school and at any school-related event, including virtual learning environments.

The School will ensure that for students with special needs, interventions, supports and consequences are consistent with the child's strengths and needs, as well as the program goals and learning expectations documented in their individual learning plan. Ongoing intervention and support may be necessary to promote and sustain positive student behaviour.

Professional development strategies for administrators, teachers and other school staff

UMCA will:

- establish and provide annual professional development programs to educate teachers and other staff about bullying prevention and strategies to promote a positive school climate; and

- put in place curriculum-linked culturally responsive and relevant pedagogy training strategies on bully prevention and intervention to provide administrators, teachers and other school staff with the resources and support they need to address all forms of bullying.

The School will put in place training strategies on bullying prevention and intervention for all administrators, teachers and non-teaching staff, including training on cultural sensitivity, respect for diversity and special education needs.

UMCA may also make resources available to other adults who have significant contact with students (e.g., school bus operators/drivers, volunteers), and will recognize the ongoing need to support training for new teachers.

The School's strategies on bullying prevention and intervention will include ongoing, effective training for teachers, coaches and other staff who regularly interact with students on how to identify and address bullying, including effective strategies for vulnerable students.

Communication and outreach

The School will actively communicate its policies and procedures on bullying prevention and intervention, as well as the definitions of bullying and cyberbullying, to students, parents, teachers and other School staff, volunteers and school bus operators/drivers.

UMCA should also provide this information to relevant parent committees and other appropriate community partners. It is important that the roles and responsibilities of all members of the school community (such as the Principal, teachers, other school staff, students and parents) be clearly articulated and understood.

Notifying Parents

Following a serious incident, the Principal or designate must notify parents of the involved students, except in certain circumstances, and must invite the parents to discuss supports for their child.

With respect to notifying the parents of students who have been harmed as a result of a serious student incident, the Principal or designate shall disclose the following information:

- the nature of the activity that resulted in harm to the student;
- the nature of the harm to the student;
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity; and
- the supports that will be provided for the student in response to the harm that resulted from the activity.

With respect to notifying the parents of students who engaged in serious student incidents, the Principal or designate shall disclose the following information:

- the nature of the activity that resulted in harm to the other student;
- the nature of the harm to the other student;
- the nature of any disciplinary measures taken in response to the activity; and
- the supports that will be provided for the student in response to their engagement in the activity.

When notifying parents of these incidents, the Principal or designate should invite parents to have a discussion with them about the supports that will be provided to their child.

The Principal or designate will not notify a parent of a student if, in the opinion of the Principal or designate, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest. When a Principal or designate has decided not to notify the parents that their child was involved in a serious incident, they should document the rationale for this decision and notify the teacher who reported the incident. In addition, the Principal or designate should refer students to school resources or to a community-based service provider that can provide the appropriate type of confidential support when the students' parents are not called.

Progressive Discipline

UMCA will put in place a comprehensive intervention strategy to address incidents of bullying, including appropriate and timely responses. Intervention and support should be consistent with a progressive discipline approach. The strategies could range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies. Ongoing intervention and support may be necessary to sustain and promote positive student behaviour. For a student with special education needs, interventions, supports, and consequences will be consistent with the student's strengths, needs, goals, and expectations.

Monitoring and Review

UMCA will monitor, review and evaluate the effectiveness of its bullying prevention and intervention policies and procedures, using indicators established in consultation with teachers, other school staff, students, and parents.

To support this review process, the School should develop or enhance existing strategies and processes to track and monitor all instances of reported bullying, including cyberbullying, to guide and inform school strategic planning.

UMCA should evaluate the effectiveness of its safe school policies and programs through the use of anonymous school climate surveys of students, staff and parents which should be undertaken at least once every two years.

SPECIFIC DIRECTIONS

The Principal is authorized to issue operational procedures to implement this policy.

UMCA RICH TREE ACADEMY

PERSONAL MOBILE DEVICE POLICY

UMCA Rich Tree Academy (the “School’ or “UMCA”) is committed to helping ensure a safe and productive learning and working environment for all staff, students and visitors in our school community.

It is recognized that personal mobile devices in classes can significantly detract from the learning environment, diverting students' attention from instructional activities to social media and messaging apps. Within the School, there is the potential for incidents involving student discipline related to social media and/or cell phone use to occur. The impact on the victims is significant and cannot be deleted once posted to the Internet. Addressing this behaviour is crucial to ensuring that all learning environments are physically and psychologically safe for every student.

Personal mobile devices provide an effective communication tool between parents/guardians and students. However, UMCA understands that the promotion of academic excellence and the preservation of academic integrity may be compromised by the unregulated use of these devices during the school day. The School and parent community will work together to teach and reinforce respectful personal mobile device use that will maintain and support a safe and positive learning environment.

Personal mobile devices are portable electronic handheld equipment that can be used for the purpose of communication, entertainment, data management, word processing, wireless Internet access, image capture/recording, sound recording and information transmitting and/or receiving. These devices include, but are not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, Apple Watch or similar smart watches (that are connected as a mobile device), handheld entertainment systems (ie. video games, iPods®), digital cameras, digital or analogue audio recorders or video recorders (tape recorders, camcorders, etc.), spy gadgets (ie. spy cameras, covert listening devices), and any other convergent communication technologies. Personal mobile devices also include any current or emerging handheld technologies or portable IT systems.

At UMCA, we want to support all students to achieve, belong, and thrive by reducing distractions from personal mobile devices and create a more focused learning and teaching environment.

Students at UMCA

Students’ personal mobile devices must be stored out of view and powered off or set to silent mode while the student is at school.

Students who bring a personal mobile device to school are required to leave their device in their knapsack throughout the school day, and store it in their locker at all times. Students are not to use their device during the school day or on school property at any time of the day. The School encourages students to leave these devices at home, where possible.

All students must not use personal mobile devices while attending school except under the following circumstances:

- For educational purposes, as directed by an educator;
- For health and medical purposes; and
- To support special medical needs.

Responsibility, Progressive Discipline and Best Practices

The student is responsible for their personal mobile device, how they use it and the consequences of not following the School's policy on personal mobile device use.

Students who are found with a personal mobile device on School property will be required to hand in their device to the school office until such time that the device can be collected by the parent/guardian of the student who owns the device.

If the student does not hand in their personal mobile device when required, they must be sent to the School office. The Principal has discretion to consider a range of responses to address this behaviour, including suspension.

A student who contravenes this Policy will not be permitted to bring their device to School.

Contravention of this Policy will result in appropriate disciplinary action in accordance with the UMCA Code of Conduct and Progressive Discipline Policy.

Students will not be denied the use of the phone in the school office. In the event that a parent/guardian wishes to contact their child during instructional time, the parent/guardian will call the main office and School staff will assist in ensuring that appropriate steps are taken to inform or access the child.

Personal mobile devices will be permitted on school trips for Grade 7 and 8 students, in accordance with the following guidelines:

- students will be permitted to have their devices during the day, while on the school excursion;
- students will turn in their devices to supervising teachers at the end of each day;

Students participating in sports tournaments will be permitted to bring their personal mobile device to these tournaments. In these instances, students will be required to keep their device in their knapsack/bag, powered off or silent. Student devices will only be utilized to arrange parent pick up if required or in emergency circumstances.

Personal iPads and Computers

Students in Grades 4 to 8 are permitted to bring a personal iPad or computer to school for academic and pedagogical purposes. The School is not responsible for the theft, loss or damage of personal devices or computer technology. The School's Technology Help Desk will not service, repair or troubleshoot concerns with students' personal mobile devices or computers.

Cameras and Recording Devices

Students are not permitted to bring a camera, video or personal recording device to school unless approved by the School for academic or School purposes. Cameras present a personal privacy issue for the Rotherglen School community. Students who are found with a camera on School property will have their camera confiscated by school administration until it can be collected by the parent/ guardian of the student who owns the camera. Contravention of this Policy will result in appropriate disciplinary action.

Other Personal Mobile Devices

Students are not permitted to bring other personal mobile devices to school, including but not limited to, music and media players, gaming devices and pagers. Electronic games distract students from the learning process. Students who bring a personal mobile device to school will have the device confiscated by school administration until it can be collected by the parent/guardian of the student who owns the device. Contravention of this Policy will result in appropriate disciplinary action.

Unauthorized Use

Unauthorized use of personal mobile devices on School property includes, but is not limited to, the following:

- Possessing, viewing, sending or sharing video or audio information having sexual, violent or threatening content on school grounds, school events or school buses shall be prohibited and may result in appropriate disciplinary action and/or confiscation of the device.
- Use in any way that compromises the academic integrity of student assessment and evaluation.

- Use in any way that interferes with or disrupts the instructional day or the teaching/learning environment (i.e. using the device in classrooms, instructional spaces, hallways, stairwells).
- Use in any way that violates an individual's reasonable expectation of dignity and privacy (i.e. using personal mobile devices in classrooms, teaching areas, change rooms, washrooms, hallways, stairwells or during a private meeting).
- Use in any way that compromises personal and/or school safety.
- Use in any way that facilitates the commission of a crime (i.e. using personal mobile devices to break federal, provincial or municipal laws).
- Any other use of a personal mobile device that compromises an individual's reputation or character or interferes with school security, personal safety, individual dignity and privacy or academic integrity.
- Transmitting School materials for unethical purposes, such as cheating.
- Any activity which may be in violation with the UMCA School Code of Conduct or other school rules.

School Administration Rights and Responsibilities

The School shall not be responsible for the theft, loss or damage to personal devices or computer technology brought to school by a student.

UMCA administration shall develop internal procedures for staff concerning confiscation of personal mobile devices. These procedures shall include, but are not limited to, expectations that School staff will immediately secure the device, turn the device in to a designated School location and develop a process for parents/guardians to retrieve the device.

UMCA administration will prepare a record of when the device was confiscated and the circumstances surrounding the incident.

UMCA RICH TREE ACADEMY

CODE OF CONDUCT

The School's Philosophy

The philosophy of UMCA Rich Tree Academy (the “School” or “UMCA”) is to focus on developing a love of learning while guiding and challenging every student at all stages of learning. UMCA is dedicated to the education of students in a safe and caring community that fosters the development of character, courage, creativity and a passion for learning.

The School promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the School community feel safe, included and accepted, and actively promote positive behaviours and interactions.

All students, parents, teachers and staff members have the right to be safe, and feel safe, in the school community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives, such as character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

Responsible citizenship involves appropriate participation in the civic life of the School community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

These standards of behaviour apply not only to students, but also to all individuals involved in the School community – parents, volunteers, teachers, and other staff members – whether they are on school property, on school buses, at school-related events or activities or in other circumstances that could have an impact on the school climate.

For all purposes of this Code of Conduct, reference to parents includes, where applicable, custodial and non-custodial parents and/or guardians; reference to the School community includes students, teachers, parents and guardians, administration, and volunteers.

Standards of Behaviour

By enrolling in the School, students automatically assume the obligation to comply with the provisions of the Code of Conduct. Central to the Code of Conduct is the understanding that each student will follow certain standards of behaviour. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the Code of Conduct.

Under the Ontario *Human Rights Code*, every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender expression, gender identity, age, marital status, family status, or disability. The School recognizes that inappropriate and unacceptable behaviour towards another member of the community requires a serious response.

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- comply with the Code of Conduct;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, 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;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- 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;
- not swear at a teacher or at another person in a position of authority.

The School will comply with its duty under the *Human Rights Code* to provide members of the School community with reasonable accommodations for needs relating to protected grounds,

to the point of undue hardship.

Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, tobacco, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the School.

Inappropriate Behaviour

Examples of inappropriate behaviour include, but are not limited to:

- uttering a threat to inflict serious bodily harm on another person;
- swearing at a teacher or other person in authority;
- committing an act of vandalism causing damage to school property or property located on school premises;

- bullying, intimidating or threatening another person;
- fighting;
- using a weapon to cause or threaten bodily harm to another person, including knives, firearms or replica guns;
- committing physical assault on another person;
- committing sexual assault;
- throwing objects in anger;
- extortion;
- destruction of property;
- trafficking in weapons, cannabis, or illegal drugs;
- possession of firecrackers;
- harassment of any kind;
- distributing hate material;
- inappropriate use of electronic communications/media; including accessing inappropriate materials on the internet; posting or texting offensive, derogatory and/or degrading comments or images on personal or commercial websites (e.g. Facebook, Instagram, X, Threads, TikTok, YouTube, Snapchat and similar sites); and
- conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

Responsibility of a Bystander

The School is committed to provide a healthy school environment that is nurturing, caring and respectful of everyone. The School teaches social skills that will serve its students well throughout their lives.

If a student has been bullied, intimidated or threatened or has witnessed such behaviour, they need to confide in an adult at the School. If the School is not aware of an incident, it cannot act.

Students are not tattling by contacting an adult; they are, in fact, upholding the School's core values and demonstrating courage by appropriately standing up for themselves. No one has the right to bully, intimidate or threaten another person. It takes courage to stop such

behaviour in a mature and responsible way.

If a student witnesses an act of peer bullying, intimidation or threats, they are a bystander and is expected to take steps to help. It is part of their responsibility as a UMCA student.

Roles and Responsibilities

The Code of Conduct recognizes that all members of the school community, including the Principal, teachers, other staff members, students and parents have an obligation to comply with the standards of behaviour outlined in this policy.

Each member of the school community has the following roles and responsibilities:

The School

UMCA will provide direction to promote student achievement and well-being and to ensure accountability in the School. It is the responsibility of the School to:

- develop policies that set out how the School will implement and enforce its Code of Conduct and other rules that promote and support respect, civility, responsible citizenship and safety;
- review policies regularly with students, staff, parents, volunteers and the community;
- seek input from the Board of Directors, parents, students, staff members and the school community;
- establish a process that clearly communicates the Code of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and
- 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.

Principal

With the support of the Admin team, the Principal takes a leadership role in the daily operation of the School. The Principal will provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of the school community; and
- providing an example of respect and civility for all members of the school community.

Teachers and Other School Staff Members

Under the leadership of the Principal, 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:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community; and
- prepare students for the full responsibility of citizenship.

Teachers shall also assist the Principal in maintaining close co-operation with the School community and in establishing and maintaining consistent disciplinary practices in the School. In addition, teachers must assist the Principal by reporting incidents and assisting the Principal in conducting an investigation.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when students:

- come to school prepared, properly dressed in their uniform, on time, and ready to learn;
- adhere to school uniform or dress code rules;
- show respect for themselves, for others, and for those in authority;
- refrain from bringing anything to school that may compromise the safety of others; and
- follow the established rules and take responsibility for their own actions.

Parents and Guardians

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents and guardians fulfill their role when they:

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child be appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the school rules and the School's Code of Conduct;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Sanctions

All UMCA community members are responsible for observing both the letter and the spirit of the School's policies and procedures. As a general principle, the School reserves its right to apply a full range of sanctions, including expulsion, to any offence committed by a student. Although the specific provisions set out in this Code of Conduct outline steps that the UMCA normally will take in the event that a student contravenes, or attempts to contravene, the provisions of a Code of Conduct, they do not take away from the ultimate discretion of the School to apply any sanction that is appropriate in the particular circumstances of an offence, including the expulsion of a student.

When exercising its discretion to determine the appropriate sanction to apply to an offence, UMCA will take into account:

- the particular student and the circumstances;
- the nature and severity of the behaviour; and
- the impact on the school climate, including the impact on students or other individuals in the school community.

The range of sanctions that the School will apply to offences include:

- meeting with appropriate person(s) (such as peers, faculty, administrators);
- removal from a school activity, special program or recess to complete work or a special assignment designated by the teacher;
- detention;
- probation;
- in-school suspension;
- behaviour or performance contract with the involvement of the student, teachers and parents;
- financial restitution, reparation or service in a case where damage is caused or maintenance work made necessary;
- formal suspension from school, with conditions to return to school to be discussed with parents and students in accordance with the school policy; and/or
- expulsion from school.

The School reserves the right to expel a student when the continued attendance of that student would not be in the best interests of that student or the School. The School also reserves the right to expel a student when their behaviour is in breach of the Code of Conduct, seriously jeopardizes the School's ability to guarantee the dignity and safety of its students and/or interferes with learning, or involves conduct which is injurious to the School's moral tone or to the physical or mental well-being of others. In these circumstances, the School will make reasonable efforts to assist the student's family in securing suitable alternative education arrangements.

Review

The Code of Conduct will be reviewed for possible revisions every three years. The School will

continue to solicit input from the Board of Directors, parents, staff and students in the review process.

STUDENT COMMITMENT TO THE CODE OF CONDUCT:

I have read and I understand, support and agree to comply with the UMCA Rich Tree Academy Code of Conduct. I will make a commitment to meet these expectations, comply with the school's rules and regulations and be a positive, contributing member of the School community.

Student's Name: _____ Date: _____

Student's Signature: _____

PARENT COMMITMENT TO THE CODE OF CONDUCT:

As parent/ legal guardian of this student, I hereby indicate that I have reviewed the UMCA Rich Tree Academy Code of Conduct with my child, and I understand and agree with it. I will assist my child to meet the expectations outlined in the Code of Conduct. I will support the faculty and staff of School in this effort. Should my child not comply with the provisions set out in the agreement, I understand that discipline may result.

Parent's Name: _____ Date: _____

Parent's Signature: _____