

**STANLEY HUMPHRIES SECONDARY  
SCHOOL**



**Parent Handbook  
2018-2019**

## **Welcome to SHSS!**

Whether you are new to our school or a returning family, we are happy to extend a warm welcome to you and your child. We are honored to be working in partnership with you to create a community of learning and care for our students.

As parents, you have a vested interest in your child's success and happiness and the staff of SHSS is dedicated to creating a great environment for your children. We aim to provide your child with experiences, challenges and choices that meet their intellectual and socio-emotional needs while they develop the competencies to successfully and confidently contribute to their community.

We believe that this is best done by working as a team so that families and educators can teach, celebrate and problem solve together. Open communication is the key to keeping our relationships strong. We want to make sure that you feel included in your child's experience!

In this booklet, you will find some of the answers to your questions or give you relevant information about our school, our staff and our practices. Please do not hesitate to contact us so that we can connect, hear your concerns or offer support when needed. Similarly, we will endeavor to communicate with you so that you are included in your child's experience.

We look forward to a great year of learning and growth!

Sincerely,

Chantal St-Jacques  
Principal

# Table of Contents

**Section 1 – Administrative Information** ..... 4

**Section B – School Organization** ..... 6

**Section C – Reporting and Assessment** ..... 10

**Section D – Student Expectations**..... 12

## Section A – Administrative Information

### Stanley Humphries Secondary School

720 – 7<sup>th</sup> Avenue

Castlegar, BC

V1N 1R5

School website: [www.shsscastlegar.com](http://www.shsscastlegar.com)

Office Phone: 250-365-7735

### Administration

Principal

Ms. Chantal St-Jacques

Vice Principal

Mr. Terry Jones

### Teaching Staff

Mr. Grant Apostoliuk

Ms. Samantha Levick

Ms. Rosann Brunton

Ms. Natasha Luca

Ms. Charlene Barnes

Mr. Don Liszt

Ms. Sommer Belanger

Ms. Amanda McDonald

Ms. Jodie Campbell

Mr. Rob McKay

Ms. Ellen Clark

Ms. Shelly McKay

Ms. Jenny Coombs

Mr. Archie McKinnon

Mr. Trent Coombs

Ms. Alexis Pearce

Ms. Stephanie Dalton

Mr. Alex Perren

Ms. Rikki Fresu

Mr. Levin Prong

Ms. Kathy Hartman

Ms. Erin Reoch

Ms. Branwen Hainsworth

Mr. Keenan Richards

Ms. Laurin Hoegy

Mr. John Ritchie

Ms. Andraya Hughes

Ms. Jamie Sparkes

Ms. Shauna King

Mr. Riston Turner

Ms. Tracy Kuiper

Ms. Stephanie VanYzerloo

Mr. David Leffelaar

Mr. James Wall

Ms. Jackie Letkeman

## **Support Staff**

### **EDUCATIONAL ASSISTANTS**

Ms. Jaydeen Ashton

Ms. Justine Paulson

Ms. Joan Wallin

Ms. Jen Kardash

Ms. Terry Harrison (CYCW)

Ms. Deanna Hooper

### **INDIGENOUS SUPPORT WORKER**

To be determined

### **CUSTODIAL STAFF**

Ms. Deni Sutherland (day time)

### **OFFICE STAFF**

Ms. Rachel Skinner

Ms. Tiare Pion

Ms. Shelley Berringer

### **LIBRARY ASSISTANT**

Ms. Colleen Lakevold

## **Counsellor Assignments**

Students are assigned by grade to a counsellor; however, students may go to any counsellor they choose for discussion of personal or academic concerns. Students wishing to see a counsellor may go directly to the counsellor's office to book an appointment with Ms. Jackie Letkeman or Mr. Levin Prong.

Mrs. Jackie

Mr. Prong

Grades 11 and 12

Grade 8, 9 and 10

## Section B – School Organization

### Block Rotation

Monday	Tuesday	Wednesday	Thursday	Friday
(Day 1) A Block B Block <b>LUNCH</b> C Block D Block	(Day 2) B Block C Block <b>LUNCH</b> D Block A Block	(Day 1) C Block D Block <b>LUNCH</b> A Block B Block	(Day 2) D Block A Block <b>LUNCH</b> B Block C Block	<i>Fridays rotate through the days. First Friday will be like a Monday, second Friday will be like a Tuesday, etc.</i>

### Bell Schedules

There are three class schedules at SHSS:

Regular Schedule		
Welcome	<b>8:33</b>	
1	<b>8:38</b>	<b>9:57</b>
2	<b>10:02</b>	<b>11:23</b>
Lunch	<b>11:23</b>	<b>12:02</b>
Welcome	<b>12:02</b>	
3	<b>12:07</b>	<b>1:28</b>
4	<b>1:33</b>	<b>2:53</b>

Assembly Day Schedule		
Welcome	<b>8:33</b>	
1	<b>8:38</b>	<b>9:39</b>
2	<b>9:44</b>	<b>10:46</b>
3	<b>10:51</b>	<b>11:52</b>
Lunch	<b>11:52</b>	<b>12:41</b>
Welcome	<b>12:41</b>	
4	<b>12:46</b>	<b>1:47</b>
5	<b>1:52</b>	<b>2:53</b>

Professional Collaboration Mondays		
Welcome	<b>9:49</b>	
1	<b>9:54</b>	<b>10:56</b>
2	<b>11:01</b>	<b>12:02</b>
Lunch	<b>12:02</b>	<b>12:41</b>
Welcome	<b>12:41</b>	
3	<b>12:46</b>	<b>1:47</b>
4	<b>1:52</b>	<b>2:53</b>

## Collaboration Days

Professional Collaboration Days provide teachers with the time to work together to innovate and create rich learning opportunities for our students. While students start later on these days, the school day calendar has been adjusted to respect the ministerial guidelines for teacher-student contact time. Busing has been arranged so that students arrive later. Please consult School District 20's website under the transportation tab for the Collaboration Day busing schedule.

Here are the dates for the 2018-19 school year:

September 17th	December 17th	April 29th
October 1st	January 21st	May 13th
October 15th	February 4th	May 27th
October 29th	February 25th	June 10th
November 19th	March 11th	June 24th
December 3rd	April 8th	

## Term, Semester and Reporting Dates

Term and Semester	Interims	Term Ends	Report Cards Posted	Parent Teacher Interviews
<b>Term 1 Semester 1</b>	October 18 <sup>th</sup>	November 7 <sup>th</sup>	November 20 <sup>th</sup>	November 22 <sup>nd</sup>
<b>Term 2 Semester 1</b>		January 23 <sup>rd</sup>	February 6 <sup>th</sup>	
<b>Term 1 Semester 2</b>	March 4 <sup>th</sup>	April 16 <sup>th</sup>	April 30 <sup>th</sup>	
<b>Term 2 Semester 2</b>		June 25 <sup>th</sup>	June 27 <sup>th</sup>	

## Grade 8 Explorer Rotation Dates

<b>Explorer 1</b>	September 4 <sup>th</sup> – October 18 <sup>th</sup>
<b>Explorer 2</b>	October 22 <sup>nd</sup> – November 30 <sup>th</sup>
<b>Explorer 3</b>	December 3 <sup>rd</sup> – January 23 <sup>rd</sup>
<b>Explorer 4</b>	January 28 <sup>th</sup> – March 13 <sup>th</sup>
<b>Explorer 5</b>	March 14 <sup>th</sup> – May 13 <sup>th</sup>
<b>Explorer 6</b>	May 14 <sup>th</sup> – June 27 <sup>th</sup>

## **Communication and Calendars**

Communication between home and the school is an important facet of your child's education. For this reason, we want to partner with you and keep lines of communication very open as a means of problem solving, sharing concerns, and offering support. Parents are encouraged to contact teachers via email or voice mail with questions or concerns as they come up. Counselors and administration are also readily available to support and assist you. All staff emails are listed on the school website which also provides information to parents on scheduled events under the Calendar tab.

Most of our information to parents will be sent via email. For this reason, it is very important that we have your correct email address in our records. Let us know if you change your contact information so that we can keep you in the loop! Our Administrative Assistants, Ms. Skinner or Ms. Pion will be happy to help you if you need to update your address.

The SHSS newsletter is published at the end of the month and is placed on our website to highlight various activities - past, present and future. Parents are emailed a link to the newsletter following posting to the website.

## **Supplies, Lockers and Fees**

Students are responsible for providing their own school supplies such as pens, pencils, combination locks, paper and binders. Courses that require workbooks are listed on the school's fee sheet.

The student fee sheet is sent home at the beginning of the year and can be found on our website. Please check to see which fees are relevant to your student. Fees can be paid by cheque, cash or MC/VISA/debit card through our bookkeeper, Ms. Berringer.

Lockers are assigned to students at the beginning of the year. Students are responsible for keeping their locker clean and reporting any damage to administration. Students may change their locker but need to do so through the office so that we can update our records. Mr. Terry Jones will be happy to help students who want to change lockers after September 24th.

*\*If financial hardship is preventing you from providing your child with the necessary school supplies or paying school fees, please call Mme St-Jacques to arrange for aid.*

# SHSS FEE COLLECTION FORM



Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

<b>GENERAL FEES</b> (circle all that apply)	
Grades 8-12 - Student Activity Fee & Technology Fee	\$22.00
Grad Fees (Grade 12 students only) <b>if paid before December 14, 2018**</b>	\$85.00
**Please note a late fee of \$25.00 will be applied if not paid by December 14, 2018	
<b>WORKBOOKS</b> (circle all that apply) (*refundable deposit)	
*Pre-Calculus 11 & 12	\$25.00
*Accounting 11-12	\$35.00
*Foundations of Math 11 & 12	\$14.00
<b>MISCELLANEOUS</b>	
Lock	\$6.00
Safety Glasses	\$5.00
Cheque # _____    Cash    Debit    Visa    M/C	<b>TOTAL FEES</b>

**Payment can be made at the bookkeeping desk in the office. Please make cheques payable to SHSS. We do accept Debit, Visa and M/C.**

**\*Workbooks must be returned in good (no writing) condition to receive a refund.**

Please note, the cost of consumable materials have increased significantly and general funds for these materials have decreased. This has resulted in a change to delivery models in several of our project-based courses and departments. All students will continue to be provided with materials to complete basic projects for course credits. Students will be given the opportunity to purchase materials if they choose to complete an enhanced project. Specific details will be provided by teachers in their course outlines.

For access to the hardship policy, please contact Mme Chantal St Jacques at 365-7735 ext. 301. All inquiries will be handled in a discrete and respectful manner.

## Section C – Reporting and Assessment

### MyEdBC

SHSS report cards and interims will be posted in the MyEdBC family portal. If you are not yet set up on MyEd, simply follow the directions which will be emailed to our new families to create a username and password. Accessing the Family Portal on MyEd also allows you to check on your child's daily attendance.

### Confidentiality of Student Information

Schools are frequently asked for information on students. Teachers may respond directly to students, parents and guardians but requests from other persons, agencies and organizations will be referred to administration.

### Reporting Student Achievement

The following marks and effort indicators are to be used for reporting. Percentages are required for all grade 10, 11 and 12 classes. Students in Grades 8 and 9 will receive letter grades only.

<i>Marks</i>		<i>Effort</i>	
<b>A</b>	86 – 100	E	Excellent
<b>B</b>	73 – 85	G	Good
<b>C+</b>	67 – 72	S	Satisfactory
<b>C</b>	60 – 66	N	Needs Improvement
<b>C-</b>	50 – 59		
<b>I</b>	In progress		
<b>F</b>	Fail		

### Assignment of an “In progress or Incomplete” letter grade

- An “I” may be assigned at any time during the school year and is not restricted to term and final reports.
- Where an “I” is assigned, the student and the parent of the student must be informed and have an opportunity to consult with the teacher on the plan of action specified
- Where an “I” is assigned, teachers must be prepared to identify what the problem is and specify a plan of action that is intended to help students achieve the learning outcomes
- An “I” may be communicated in a variety of ways including a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students
- Where an “I” is assigned, the “I” letter grade must be converted to another letter grade
  - when letter grades are recorded on the permanent student record card,
  - before submission to the ministry for inclusion on that student's transcript of grades, and

- before a student's records are transferred to another school unless there is agreement between the principals of the two schools to defer the conversion of the "I" letter grade

### **Interim Reports**

The Interim Report is intended to provide a snapshot of student progress to date. Teachers will be providing Work Habit assessments and comments rather than a grade at this time. As the interim is an early reflection of the student's academic progress, letter grades or percentages are not reported at this time. To communicate with parents we will use a school-wide office generated report posted to the Family Portal on MyEdBC.

### **Core Competency Self-Assessment**

The redesigned BC curriculum includes guidelines for developing and reporting on Core Competencies which are cross-curricular life skills such as Communication, Creative & Critical Thinking and Socio-Emotional Learning. Grade 8 and 9 students are expected to show evidence and reflection of their developing core competencies at the end of the year. Information will be sent home on how to access these self-assessments.

### **Dropped Courses**

It is our policy that Grades 8, 9, 10 students take eight courses and are not permitted to drop courses. Grade 11/12 students may drop courses only if there is good reason and after the parents have been contacted and have given their permission. This action is not taken lightly and every attempt is made to rectify problems and encourage students to complete all their courses. However, when it becomes apparent that a withdrawal from a subject is in the best interest of the student, it can be done through our counseling offices. Students have approximately three weeks, from the beginning of semester classes, to make changes to their timetables. Course withdrawal after this period will not be permitted. Students choosing to drop a course after this period will need to make an alternate plan with a counselor or it will result in a failing grade in the course.

## Section D – Student Expectations

### Classroom Conduct and Expectations for Students

Students are expected to behave in an appropriate manner in all classes at all times. Please consult our Code of Conduct to better understand the expectations at SHSS.

The staff at SHSS believe that the key to positively influencing student behaviour is early recognition of the problem and the development of an effective change strategy. These strategies are primarily reflective and restorative in nature. It is expected that contact be made with parents and the counsellors so that the most effective plan can evolve. In general, the following steps will be used:

1. Discussion between the teacher and student regarding the issue. Parent contact may occur.
2. Parent contact and possible counselor/administrative referral.
3. Parents meeting set up with teacher or counselor.
4. Administrative involvement.

### Lates/Early Departure

Teachers will endeavor to start and finish classes on time. Starting class in a timely way is an important key to ensuring that students can best take advantage of their learning opportunities. Student punctuality, respect of expectations and engagement in the learning process are all important work habits that lead to increased student success.

To help students develop these habits teachers may request that a student make up the class time they missed for being late. Habitual lateness may result in a phone call to parents and chronic tardiness may be referred to administration.

If your child is going to be late, please let our office or their teacher know by phone or email.

Students leaving class for appointments or other commitments miss valuable class experiences. Please schedule appointments outside of class hours whenever possible. However, if your child must leave class early, please inform the teacher. Students are asked to sign out at the office before leaving.

### Hand-held Electronic Devices - Cell Phones/iPods/iPads

The expectations for student hand-held technology use is evolving based on how teachers choose to integrate technology into their learning environments. We hope that you will support the cell phone guidelines that were created by a group of students and have been agreed upon by staff in our school's Cell Phone Protocol.



## Attendance

### Student Responsibility:

- Attend all scheduled classes
- Be on time
- Make appropriate arrangements with teachers to complete missed work as soon as possible upon returning to school
- Remind parents to phone or email the school to excuse absences

### Parent Responsibility:

- Promote the value of attending school
- Promote the value of punctuality
- Be aware of their child's attendance
- Contact teachers or the office to inform us of absence

### Teacher Responsibility:

- Keep accurate attendance records to ensure the data loaded into the school absence tracking tool is up to date
- Notify students, parents, and administrators of attendance concerns
- Provide access to missed work or make-up assignments when a student is away or is suspended

### Administration Responsibility:

- Check student attendance as needed
  - Support teachers, students, and parents
  - Provide direction to students in conjunction with counselors
- Continued habitual unexcused absence may result in:
- Disciplinary action including the creation of an attendance contract or success plan, suspension and/or request to withdraw from specific classes

## Graduation

The "Cap and Gown" ceremonies are hosted by Stanley Humphries as a celebration of student academic achievement. This ceremony, held Friday, June 21st at Selkirk College, includes the recognition of students who have met graduation requirements, as well as the presentation of awards and scholarships.



# Stanley Humphries Secondary School Code of Conduct

The Code of Conduct is intended to encourage acceptable student behaviour and to provide an atmosphere where all individuals feel a sense of respect, safety and belonging. This code applies to any student who is on school property, who is in attendance at school or whose conduct in the community has a direct and immediate effect on maintaining order and discipline in the school. The code promotes the values expressed in the B.C. Human Rights Code respecting the rights of all individuals in accordance with the law. The law prohibits discrimination based on race, colour, ancestry, place of birth, religion, marital status, family status, physical or mental disability, sex or sexual orientation, gender identity or expression, and age in the school environment.

## Expectations for Students

### Acceptable Conduct Expectations

While at school (including on-line behaviour), traveling to and from school or while attending any school organized or sponsored activities at any location, students are expected to conduct themselves in a manner that reflects our values and expectations for behaviour. Examples include, but are not limited to:

- respecting self, others and the school
- helping to make the school a safe, caring and orderly place
- informing an adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
- engaging in purposeful learning activities in a timely manner
- attending school and classes
- being punctual
- being polite, respectful and cooperative at all times
- acting in a manner that brings credit to the school

### Unacceptable Conduct Expectations

Below is a general list of unacceptable behaviours and should not be considered an all-inclusive list. Considered unacceptable at SHSS are:

- behaviours that:
  - interfere with the learning of others
  - interfere with an orderly environment
  - create unsafe conditions
  - discriminate based on colour, race, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, gender identity or expression, and age

- acts of:
  - bullying, cyberbullying, harassment or intimidation
  - physical violence
  - retribution against a person who has reported incidents
  
- illegal acts, such as:
  - possession, use or distribution of illegal or restricted substances
  - possession or use of weapons
  - theft of or damage to property

## **Strategies to Support Behaviour Expectations**

Students are expected to behave in an appropriate manner in all classes and in school activities at all times.

The key to positively altering student behaviour to ensure success is early recognition of the problem and the development of an effective change strategy. To help students learn and grow, SHSS will focus on consequences that are restorative in nature rather than punitive. It is expected that contact be made with parents and the counsellors so that the most effective plan can evolve. It is also expected that teachers document the contacts made and the strategies used.

In general, the following steps will be used:

- Discussion between the teacher and student regarding the issue. Parent contact may occur.
- Parent contact and possible counselor referral.
- Parents meeting to be set up with teacher or counselor to create a **success plan**.
- Administrative involvement to help support the student **success plan**.

### ***Rising expectations***

Increasingly greater behavioural and academic expectations are held for students as they become older and more mature. While moving through successive grades there will be an increasing expectation on personal responsibility and self-discipline as well as increased consequences for inappropriate behaviour (ie: in school suspension, out of school suspension, indefinite suspension).

### ***Special Considerations***

Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

## ***Board Involvement***

The Board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the code of conduct.

## **Expectations for Students in District Learning (DL) or On Line Courses and Part Time Students**

Students wishing to register in a DL course offered through the Kootenay-Columbia Learning Centre (KCLC) must create a **learning plan** with a counselor and a parent by which they commit to completing the coursework in a timely manner, consulting with KCLC staff regularly and using the scheduled time to advance in their studies.

Students wishing to register in an on line course offered through outside providers (ie: Ebus, DESK) must create a **learning plan** with a counselor and a parent. While students may work on these courses at SHSS in accordance with their learning plan, it is the responsibility of the student and the home to monitor learning, task completion and success in these courses. Students are expected to work in the designated work spaces for on line learning. If the course has been built in to the student's timetable, the expectation is that they be in the designated computer lab or library, engaged in their course work at the scheduled time. It is the responsibility of the student to attend their DL courses as they would in-class courses. The classroom expectations outlined above apply to online courses. Poor attendance, non-completion of work or disruption of others' learning will result in a counselor review of the student's **learning plan**.

Part time students must create a **learning plan** with a counselor, administrator and parent. Students must adhere to their **learning plan**. Failing to do so will result in a review and possible amendment of the student's plan to support greater achievement.

## **Definition of Terms**

### **BULLYING**

Bullying behaviour is serious, unwelcome and/or aggressive behaviour. Bullying behaviour has three key features, all three of which must be present in order for the situation to be considered bullying:

- 1) Power imbalance - one child clearly has "power" over another (or others), due to age, size, social status, and so on.
- 2) Intention to harm – the purpose of the behaviour is to hurt or harm and clearly not accidental.
- 3) Repeated over time – the behaviour continues over time, and sometimes gets worse with repetition; there is a real or perceived threat that the behaviour won't stop.

The impact of bullying behaviour on the child being bullied is fear, apprehension and dis/stress. Supports for both the bully and the bullied are important; the student engaged in bullying behaviour needs to learn to take responsibility for their actions and to change their behaviour. The student being bullied needs to regain confidence and a sense of feeling safe.

Bullying behaviour may be:

- physical actions (such as hitting, kicking, tripping, pushing, pinching, and so on);
- verbal actions (such as name-calling, insults, teasing, intimidation, and so on);
- social actions (such as behavioural actions designed to harm a child's reputation or cause humiliation – like lying or spreading rumours, negative facial gestures, playing jokes intended to embarrass, mimicking, orchestrating social exclusion, and so on); and/or
- cyber actions (such as taunting or humiliation through social media, humiliating others while interacting online, unacceptable comments through instant messaging/texting, posting photos or other youth on social media, and so on)

### **DISCRIMINATION**

The Code of Conduct upholds the discrimination sections of the *British Columbia Human Rights Code*. Specifically, the school will not allow the publishing, issuing, commenting or displaying of any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intent to discriminate against a person or a group or class of persons, or is likely to expose a person or group or class of persons to hatred or contempt because of their race, colour, ancestry place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and/or age.

### **DISTRICT LEARNING (DL) COURSES**

These are the courses that are offered through the Kootenay-Columbia Learning Centre (KCLC). Students must register for these courses through a counselor so that they can be added to their learning plan. Students enrolled in DL courses on the timetable will work in Room 115 and check in daily with the KCLC teachers who provide support.

### **HARASSMENT**

Harassment is a form of discrimination. It involves continued unwanted and annoying physical or verbal behaviour that offends or humiliates a person. Generally, harassment is a behaviour that persists over time. Harassment may be:

- remarks or jokes about a person's race, colour, ancestry place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and/or age;
- threats or behaviour that intimidates; and/or
- unwelcome physical contact, such as touching, patting, pinching, punching.

### **LEARNING PLAN**

A student's timetable, the rooms to which they are assigned and the teachers to whom they are attached creates a student's learning plan. Should a student choose to pursue courses through DL with KCLC or online courses with an outside provider, these need to be included in the learning plan that is agreed to by parents and the school.

### **MEAN BEHAVIOUR**

Some students may engage in behaviours that are considered "mean" in order to assert themselves. This type of behaviour may be such things as making fun of someone, using a hurtful name, taking something without permission, excluding a child, and so on. This type of behaviour is typically not planned (seems to be spontaneous) and may be aimed at any child who happens to be nearby. The child engaged in the "mean" behaviour usually feels badly when the harm caused by the behaviour is pointed out to them by an adult.

In order to stop students from developing a pattern of mean behaviour, which could, over time, escalate into bullying behaviour, incidents need to be addressed quickly, firmly and respectfully.

### **ON LINE COURSES**

These are the courses that are offered through outside providers, such as Ebus or DESK. Students must register for these courses with their parents in consultation with counseling so that they can be added to their learning plan. Students enrolled in On Line courses on the timetable may work in Room 115 or be off campus, in accordance with their learning plan.

### **PART TIME STUDENTS**

Students registered in less than 7 on-timetable courses, including DL courses, at SHSS are considered part time students.

### **PEER CONFLICT**

Students will, from time to time, find themselves in a situation of conflict with a peer. Students learn, over time, how to solve problems effectively and on their own. As they learn, they may become frustrated and say and/or do things that are not appropriate to solving the problem, such as saying something mean, hitting, kicking, and so on.

If the students involved in such behaviour are typically "friends", have equal "power (similar age, size, etc), are equally upset, are equally interested in resolving the issue, and are willing and able to work things out (usually with an adult's help), we consider this behaviour as peer conflict. Adults will work through these situations with the students involved, and will guide each student to see the other's perspective. This learning leads to developing empathy.

### **SUCCESS PLAN**

If a student is struggling with attendance, achievement or behaviour, school counselors and administration will create a success plan to support the student. This is a contract agreed upon by the student, the parent and an administrator which outlines specific supports and consequences to help the student achieve to their full potential.

**The school will treat seriously any acts of discrimination, peer conflict, mean behaviour, bullying, and/or harassment, and will investigate any complaints made thereof.**