



Sherbrooke Academy Senior
Code of Conduct,
School Rules
and
Regulations
2024 - 2025



PARENT School Success Pledge

Sherbrooke Academy envisions the highest level of success for each and every student. We are committed to motivate, to challenge and to inspire our students to achieve their full potential. The student, the parent and the school need to work cooperatively to ensure the success of our students. To demonstrate your commitment to your child's success, please read and sign this pledge.

Parent/Guardian Responsibility

I want my child to succeed in school. Therefore, I will:

1. Encourage and support my child's learning.
2. Cooperate with the school staff for the benefit of my child.
3. Provide and ensure that the school has current telephone numbers through which I can be reached at all times during the school day.
4. Supervise completion of homework daily; review my child's agenda /Google Classroom every day; and check my child's school bag daily.
5. Provide a quiet, distraction-free environment for the completion of homework.
6. See that my child is prepared and has the necessary materials each day.
7. Ensure my child's attendance and punctuality. I understand that school success is enhanced through excellent attendance and that frequent absences and tardiness inhibit learning.
8. Respect the dress code and dress my child accordingly.
9. Familiarize myself and my child with Sherbrooke Academy's Anti-bullying and Anti-violence Plan, Rules and Regulations, Code of Conduct, and Guiding Principles.
10. Encourage my child to report to the proper person (teachers, principal, etc.) any problems that may develop (rather than resorting to hitting or taking matters into his or her own hands.)
11. Expect exemplary behaviour from my child at school, on the bus, on field trips and support the discipline policies in place to keep our students safe.
12. Encourage my child to read daily in both French and English.



I understand that, by choosing **SHERBROOKE ACADEMY SENIOR**, I have made a commitment to assist and support the school in order to provide the best education for my child.

Parent Signature: _____ Date: _____

Parent Name: _____
(Please Print)

Student Name : _____ Home Room: _____



Student Code of Conduct

The integrity of Sherbrooke Academy Senior's academic life is dependent upon the honesty and soundness of the teacher and student learning relationship and the evaluation process. As such, all students are expected to be respectful and honest in all of their academic endeavours and relationships with the school. Conduct by any student that adversely affects this learning relationship, or the evaluation process, must be considered a serious offense.

The school, in turn, provides a supportive and positive learning environment for all students at all grade levels – based on civility and integrity in all contexts. As valued members of the Sherbrooke Community, students are expected to make effective use of time between classes by working individually or interacting with staff and peers.

The Code of Conduct is supported by teachers and staff and approved by the school's Governing Board. The Code of Conduct is a general guideline to help and not hinder. The ultimate decision of application rests with the school administration.

Our school Code of Conduct and Policies reflect Canada's children's Human Rights Act, Quebec's Anti-bullying Law, and the Lester B. Pearson School Board Safe and Caring Policy.

Following are a list of behaviours, but not limited to, that promote a healthy and secure learning environment:

- Be prepared for class by studying and organizing work
- Respect school hours by arriving to school on time
- Be compliant, civil, and respectful with all adults in the school as well as with the bus drivers during school transportation
- Respect all guests, fellow students and volunteers in the school
- Respect the rights and dignity of all staff and students when using social media
- Resolve conflicts in a peaceful manner
- Use positive and encouraging language
- Respect classroom and school rules
- Walk quietly in halls and classroom and not disturb others

Appropriate behaviours will be rewarded with a smile, a handshake, a positive note, an encouraging comment, and a general atmosphere that promotes strong self-esteem.

Inappropriate and unacceptable behaviours include, but not limited to:

- Disruptions in class
- Profane language and swearing
- Bullying, indirect bullying, and cyberbullying
- Name-calling, pushing, or rough play
- Defacement or damage to school property or other students' or staff's personal property
- Aggressive verbal confrontations with other students or with staff members
- Negative or hurtful remarks such as comments and/or innuendo regarding religion, skin color/race, sexual orientation, and gender will not be tolerated

- Throwing of snowballs, sticks, or other dangerous objects
- Violence towards another person (such as kicking, tripping, pushing, punching, or hitting)
- Disrespectful, negative, or non-compliant behavior and disrespectful language towards staff and or students both in school and on social media
- Disrespectful or profane language towards staff, students or any other individuals both in school and on social media
- Disrespectful or non-compliant behavior towards bus drivers during school transportation or towards volunteers during carpooling on school trips

Serious infractions including bullying and violence, lack of respect for others or for property, will automatically result in the following disciplinary measures, but are not limited to:

1. Immediate intervention with the child by staff members.
2. Communication with parents (telephone, incident report, letter, email).

Parent collaboration and cooperation is critical to the success of any plan to eliminate bullying and violence in schools. It is important that parents work with the school and engage in constructive dialogue. Please review the SAS ABAV plan for more information regarding support for victim and/or aggressors. Ongoing communication between principal and / or their designate and parents/guardians of children who are being bullied and those who are engaging in bullying behaviours will take place until the resolution of the situation.

The communications will respect the rules of confidentiality to ensure the safety and integrity of victims, witnesses and aggressors.

The following (but, not limited to) may be applicable:

- Loss of recess and/or lunch and/or daycare outside play privileges.
- Loss of field trip privileges.
- Loss of extra-curricular privileges.
- Loss of bus privileges.

In addition, serious or repeated offenses may also involve one or more of the following measures:

1. An in-school meeting with the teacher, parents, the child, and/or the principal.
2. The supervision of the perpetrator during free time; i.e. must be shadowed by a supervisor during recess and at lunch time.
3. Reflection time.
4. Community Service either inside or outside of the school setting.
5. An in-school reflection period
6. An out of school reflection period followed, if necessary, by a meeting with parents before the student may return. When determining the duration of the reflection period, administration shall take into account the student's best interest, the severity of the incident, and any previously taken measures.
7. If the problem continues, an individual discipline plan involving school professionals and parents may be developed.
8. Cours à domicile / Home Study.
9. Referral for outside services.
10. Recommendation made to move the student to another school or to expel from the Board.

Understanding Normal Conflict

Every day, as adults, we deal with conflict at work, at home, in every aspect of our day-to-day. From experience we know that it just happens and we have learned to accept it. This is no different in the lives of our children. It is a normal part of life for us all and it provides our children life lessons to learn from. Most importantly we need to recognize that some of what we refer to “bullying” is actually developmental appropriate conflict and it is a normal part of growing up. The only reason we can deal with our day-to-day conflict ourselves is because of past experience we have had growing up. These dealings have built our resilience and help us face life’s adversities. Building resilience is a key for our children’s success in life in general.

As our children begin to master their social skills, it is normal to confuse normal conflict with bullying. It appears that everything becomes bullying to them. Becoming familiar with the definition is the first step and learning to apply the definition to the situation is the next. In daily life everyone faces conflict and through this experience we learn how to negotiate and build relationships. Bullying is a form of violence that leaves no room for negotiation and seeks to tear down others, rather than build relationships. The power of imbalance between the bully and the person being bullied is the quickest determinant of bullying versus conflict. Children who bully usually find pleasure in their behaviours and the reactions of others.

Following are some key differences between normal conflict and bullying behaviour (Dan Olweus, 1993).

Normal Conflict	Bullying
Occasional	Is a repeated happening

Not pre-planned, in the heat of the moment	Pre-mediated, on purpose, intentional, planned
Genuine upset to both parties	Person being bullied is more upset
Trying to work things out	Trying to be the one in control
Not trying to take something from someone	Want to take power or possession from someone

Both parties admit some responsibility	Blame is laid on the person that is being bullied
Effort to solve the problem by both parties	No effort to solve the problem by the person bullying

What is Bullying?

A repeated direct or indirect behaviour, comment, act or gesture whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress, and injures, hurts, oppresses, intimidates or ostracizes.

Bullying can show itself in diverse forms such as homophobia, racial discrimination, violence in relationships. For example, it can be seen in the following behaviours, but not limited to:

- Name-calling, derisive laughter, defiance, to humble or threaten another person, to make racist or sexist comments.
- Hitting, kicking, shoving, spitting, punching, stealing, or damaging property.
- Social isolation, gossip or rumour-mongering, and mockery.
- Use of email, texting, cell phone or social media to threaten, harass, embarrass, spread rumours, exclude from the group, or damage a reputation or friendship.

What is Indirect Bullying?

Organizing (from within a group) the belittling of the social status or the exclusion of a targeted person from the group (e.g. making someone less popular, isolating an individual). This type of behaviour and attitude is often difficult to perceive.

Some examples of indirect bullying include, but not limited to:

- Gossip
- Spreading rumors
- Malicious gossip and slander
- Divulging secrets
- Talking about someone 'behind their back' or writing slurs (graffiti, email, etc.)
- Make a fool of someone, denigrating that person, or suggesting that he or she be excluded from a group
- Use of non-verbal language (e.g. turning one's back, mumbling, or rolling one's eyes) is barely perceptible but can indicate a situation of indirect bullying

Cyber-bullying

Bullying that occurs in the virtual world:

- It can occur whenever and from wherever: the virtual world is accessible at any time and from just about any place.
- It can bring together other witnesses, thereby allowing the immediate distribution of the words and images posted, in a way that is both unlimited and irreversible.
- It can occur in a secretive manner and forego the supervision of parents, teachers and other responsible adults.

Cyber-bullying is particularly insidious because it can:

- Have an effect of complete irresponsibility, because the perpetrator can deny the facts and not acknowledge his or her actions. Without being able to easily prove the actions, any fear of reprisal diminishes.
- Promote depersonalization and lack of empathy: in front of a computer screen, the perpetrator shows less restraint than if he or she was face-to-face with the victim and cannot see the effects of his or her actions.

Cyber-bullying can be manifested via the following behaviours, but not limited to:

- Inappropriate messages or photos
- Incitement to 'out' one or other persons
- Threats
- Insults
- Rumors
- Identity stealing
- Harassment
- Discrimination
- Denigration
- Defamation

Extra-Curricular Activities and Field Trip Privileges

Extra-Curricular Activities (ECAs) include but are not exclusive to athletic teams, clubs, co-curricular activities, field trips, and social activities. Students are encouraged to get involved in these activities; however, students should recognize that participation in ECAs is a privilege and not a right.

Participation in extra-curricular activities is subject to regular school attendance, consistent effort in a student's school work, and appropriate behaviour as outlined in the Anti-bullying and Anti-violence Plan and School Code of Conduct. Moreover, it is the students' responsibility to ask their teacher for any work that was missed while participating in any of these activities. These students are not eligible for extensions.

If any of these guidelines are not being followed, a student may be withdrawn from extra-curricular activities at the discretion of teachers and/or administration. If it is necessary to withdraw a student from any event or activity, reimbursement of any costs to parents will be at the discretion of the school and it will depend on the financial arrangements and obligations that the school has undertaken. The school is not responsible for any costs related to the removal of a student from an activity/field trip; this will be incurred by the parent/guardian. Participation is subject to approval by the school. Any attempt to participate without the school's permission will be considered as a refusal to comply with school directives. Students must demonstrate to the teacher/staff advisor that they deserve to participate in an ECA. Please refer to the Code of Conduct for expected behaviour and consequences.

Responsible Use of Electronic Devices and Technology

We consider the use of cell phones, I-pods, cameras (video and photograph - digital and otherwise) and all other non-educational electronic devices to be a disruptive influence of the daily routine of the school. As such, students are asked to leave these electronics at home. Please be advised that we will not be held accountable if these items are stolen.

Cell phones (any electronic device) are not to be used inside the school at any time or outside on school property, including school outings or events (for any type of use – conversation, text messaging, surfing the net, etc.). Kindly be advised that it is illegal to take unauthorized pictures, videos, and sound clips on school property. This is considered an invasion of privacy by both the Federal and Provincial Governments. Electronic devices may only be used within an academic context, which is endorsed by the staff and administration of Sherbrooke Academy Senior. For emergency situations to call parents, students may request to use a telephone at the School Office.

In short, the use of cell phones, personal cameras, and/or electronic devices is prohibited on school grounds. A student using a cell phone or personal camera, and/or electronic devices on school property will have the item confiscated. It will be returned only to the parents. Parents will also be asked to verify that there are no pictures on the camera or cell phone that were taken at school.

Use of chromebooks/ipads/technology for educational purposes: When using the school's technology in class, it is imperative that students be using the devices for approved tasks. They should only be on authorized websites at all times. If and when students are found to be using technology inappropriately, the student will lose privileges to use the device during the working session (or further sessions) and will be responsible for completing the assignments on their own time or without the use of a device.

Cyber-misconduct

Cyber-bullying is emerging as one of the more challenging issues facing educators and parents as young people embrace the Internet and mobile communication technologies.

Cyber misconduct involves the use of information and communication technologies such as e-mail, cell phone, pager, text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behaviour by an individual or group, which is intended to harm others.

To be more specific, cyber-misconduct or cyber-bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices.

Students who are:

- Sending cruel, vicious, and sometimes threatening messages
- Creating websites that have stories, cartoons, pictures, and jokes ridiculing others
- Posting pictures of classmates online
- Breaking into an e-mail account and sending vicious or embarrassing material to others
- Engaging someone in IM (instant messaging), tricking that person into revealing sensitive personal information, and forwarding that information to others
- Taking a picture of a person using a digital phone camera and sending that picture to others.

In short, misusing technology to invade or threaten personal privacy or disrupt the school's culture of learning will be sanctioned, since this is absolutely unacceptable. Consequences for cyber-misconduct are outlined in our Anti-bullying and Anti-violence Plan.

What Students Need to Know?

- Students should never give out personal information online, whether in instant message profile, chat rooms, blogs, or personal websites.
- Students should never tell anyone, but their parents, of personal password, even friends.
- If someone sends a mean or threatening message, students should not respond. They should save it and print it out and show it to their parents. (Never delete the evidence.)
- Students should never open e-mails from someone they don't know or from someone they know is a bully.
- Students should not put anything online that they wouldn't want their classmates to see, even in e-mail.
- Students should not send messages when they are angry. Before clicking "send," students should ask themselves how they would feel if they received the message.
- It is the responsibility of all students to help others who are bullied online by not joining in and showing bullying messages to their parents.
- Students should always be as polite online as they are in person.

Since most cyber-bullying takes place at home, it is important that parents know about cyber-bullying and that they get involved in preventing it. Just like parents help their children avoid inappropriate websites, they can protect them from cyber-bullying.

What Parents Can Do?

- Parents should keep the home computer in a busy area of the house.
- Parents should set-up e-mail and chat accounts with their children. Parents should make sure that they know their children's screen names and passwords and ensure that they do not include any personal information in their online profiles.
- Parents should regularly go over their children's instant messenger "buddy list" with them. Parents should ask who each person is and how their children know him or her. Parents should also review their children's messages and remove privileges when messages are inappropriate.
- Parents should remove devices from their children's rooms in the evening and charge them in a central location or in the parents' bedroom.
- Parents should discuss cyber-bullying with their children and ask if they have ever experienced it or seen it happen to someone.

