

# **BARRIE PREP**

## **BEHAVIORAL EXPECTATIONS AND DISCIPLINARY PROCEDURES**

### **Philosophy**

School should be safe, fun, and intellectually engaging for the whole community. At Barrie, appropriate behavior is grounded in showing respect for self, others and the environment. In order to better understand what is meant by respect for self, others and environment, the school has developed some guidelines which while not limiting, are demonstrative of expectation, these can be read at Appendix A.

All Barrie faculty and staff have the responsibility of implementing clear and consistent expectations for students and the obligation to report any disciplinary infraction. We teach and model to students the importance of their personal and collective responsibilities of behavior across our community. We foster intellectual, emotional, moral, social and physical growth. We hope our students are able to manage themselves respectfully.

Students are expected to adhere to the expectations and procedures:

- on campus
- off campus when participating in Barrie athletic, academic or co-curricular activities.

In addition, the School may take disciplinary action based on a student's off campus conduct if, in the sole discretion of the School, the student's conduct is inconsistent with the School's behavioral expectations and policy.

If the School concludes that a student has demonstrated behavior inconsistent with school expectations, the School has the discretion to determine whether to take disciplinary action and what action to take. This may include, but is not limited to, one or all of the following:

- Faculty, staff, or administration will speak with student (and parent(s) if applicable)
- Deans, Head of Prep, or Head of School will speak with student and parent(s)
- Student and Family Services Director will speak with private health care provider(s)

### **Baseline Expectations**

Students should act with respect for self, others, and environment. As such, they are expected to:

- Promote clear, honest, and respectful dialogue.
- Approach identified visitors with a friendly introduction and offer to assist.
- Care for our environment, inside and out.
- Contribute positively to the learning environment.
- Speak to community members and visitors using appropriate language and volume.
- Arrive on time and ready for engagement, learning, and discovery.
- Dress to participate fully in all school programs while respecting the diversity of our community.
- Ensure public displays of affection during school hours, on campus, or at any time during a school activity are limited to hugging and hand holding. Kissing is not permitted.
- Adhere to the Barrie School Anti-Bullying Policy.
- Adhere to the Guidelines for Responsible Technology Use.
- Adhere to the Drug and Alcohol Policy.

### **Baseline Expectations (cont.)**

The behaviors that result in the strictest disciplinary measures including suspension or expulsion from Barrie School include, but are not limited to:

- possession of firearms or other weapons, or toys resembling firearms or weapons,
- purchasing, possessing, using, distributing or being knowingly in the presence of any drug or alcohol activity on the Barrie School campus, on the Wat Thai property or at any Barrie School sponsored event,
- purchasing, possessing, using, distributing or being knowingly in the presence of any drugs (prescription or nonprescription) not registered with Barrie's School Nurse, and
- the use of homophobic, negative racial, religious, sexist, or other remarks made with the intent of demeaning or harming community members.
- violence toward an individual or intentional damage of property

### **Communication Regarding Discipline**

Disciplinary issues are communicated to parents and school personnel primarily through electronic means using the *Student Log (internal)* and email communication (*external*), this allows Barrie to maintain records and identify trends. The school welcomes follow-up communication with families related to any observation. Following the initial communication, phone calls, and face-to-face meetings may be necessary.

Emails are one part of the system used to communicate directly with families, students, their advisor, and the Leadership Team regarding student behavior. The school reserves the right to communicate important information directly by phone or other notes and include students when deemed important by the school.

More significant academic and behavioral concerns may require the implementation of a Student Success Agreement (SSA). The SSA is a contract developed collaboratively by a member of the Prep Resource team, the student, and his or her family. The purpose of the SSA is to provide a framework of clear expectations and measurable outcomes which will ensure that Barrie students in need of support reach their full potential in both the academic and social-emotional realms and can remain part of the Barrie community.

The advisor's role in the disciplinary process is to:

- Discuss disciplinary matters with students
- Communicate with families regarding disciplinary matters or concerns
- Track observation data and SSA progress

### **Sharing with the Community**

When a pattern of behavior or the nature or severity of behavior provides an opportunity for community learning and growth, the issue can become a topic of guided discussion through activities or workshops. While we work to respect the privacy of students and details of incidents, the value of community building can, at times, supersede the privacy of a student.

## **Guiding Principles for Consequences**

A restorative approach to determining consequences is essential. Restorative discipline supports students, staff, parents, and the community, in learning from the impact of an inappropriate behavior and understanding the importance of a disciplinary approach where consequences are aligned with Barrie's commitment to respect for self, others, and the environment. While it is not possible to imagine all possible behaviors that would warrant disciplinary action, and the School is not limited to any particular disciplinary actions, the School has prepared lists of examples of behavioural infractions and consequences of behavioural infractions to help community members understand expectations and consequences.

In determining consequences Barrie believes:

- That all perspectives and voices directly involved in an incident have value and should be included in the process before decisions about consequences are made. In some cases, the School may determine that the student should be separated from the school environment, pending the School's final decision regarding consequences.
- The school will value confidentiality and respect the dignity of each student while maintaining final discretion regarding the need to share information, to investigate, or address disciplinary matters.
- The potential consequences of a specific incident will be determined by the school, and examples are on the following pages. The extent to which an incident and its outcome are shared with the school community (by the Head of School, Head of Division or Dean), will depend on the situation. Sharing enables students, parents, faculty and staff to learn as well as reinforce the commitment to community norms.
- The purpose of the School's disciplinary process is not the pursuit of retribution for harm; it is the repair and prevention of harm.
- The School strives to allow students to grow and learn from their mistakes, as appropriate under the circumstances. Should parents, faculty, and staff not see that growth, the School may review the situation and apply additional consequences.

## EXAMPLES OF LEVELS OF BEHAVIORAL INFRACTIONS

<i>LEVEL</i>	<i>SELF</i>	<i>OTHERS</i>	<i>ENVIRONMENT</i>
<b>1</b>	<p>Failure to meet classroom behavioral expectations</p> <p>Disregarding direct instruction</p> <p>Unwillingness to cooperate</p> <p>Any other behavior deemed disruptive</p>	<p>Purposeful disruption of the learning environment</p> <p>Abusive language with peers</p> <p>Inappropriate handling of private property</p>	<p>Minor damage to or defacing of property, facilities, and/or equipment</p> <p>Littering</p> <p>Misuse of property, facilities, and/or equipment</p>
<b>2</b>	<p>Habitual disruptive behavior (as evident from multiple Level 1 infractions)</p> <p>Cheating, lying, or violations of academic integrity.</p> <p>Inappropriate use of technology as outlined in the Guidelines for Appropriate Technology Use.</p> <p>Abuse of on and off-campus privileges</p>	<p>Minor verbal or physical altercations</p> <p>Abusive language in the presence of faculty, staff, and/or guests</p> <p>Suspected bullying or cyber-bullying as outlined in Bully Policy</p> <p>Misbehaving at a community event or off-campus program</p>	<p>Significant damage to or defacing of property, facilities, and/or equipment</p> <p>Repeated misuse of property, facilities, and/or equipment</p>
<b>3</b>	<p>Use, distribution, or possession of drugs, paraphernalia, or alcohol</p> <p>Possession of a weapon or item or object that resembles a weapon</p> <p>More than two Level 2 infractions</p> <p>Failure to meet the expectations of SSA</p> <p>Action which requires the immediate intervention and/or action of the Head of Prep or Head of School</p>	<p>Racist, sexist, or other hateful language</p> <p>Intentionally injuring a community member</p> <p>Use, distribution, or possession of drugs, paraphernalia, or alcohol</p> <p>Abusive language directed at faculty, staff, and/or guest</p> <p>Failure to meet expectations of SSA</p>	<p>Major damage, destruction, or theft of property, facilities, and/or equipment</p>

# CONSEQUENCES OF DISCIPLINARY INFRACTIONS

\* In the event of a Level 3 infraction, student and family will be apprised of the process and consulted on an as needed, case by case basis. A permanent note is placed on the student's file. In the case of a grade 12 student, a report is made to applicant universities in accordance with National Association for College Admission Counseling (NACAC) best practices and Barrie School policy.

<b>LEVEL</b>	<b>CONSEQUENCE(S)*</b>	<b>DEVELOPER</b>	<b>MANAGER</b>
<b>1</b>	<p>Conversation with student about the behavior</p> <p>Written communication to guardians, advisor, and Dean, including details of incident, the discussion which occurred, and the restorative consequence</p> <p>Advisor follow-up with student and family</p>	Any faculty or staff	Advisor
<b>2</b>	<p>SSA process initiated</p> <p>Loss of privileges including but not limited to restrictions on:</p> <ul style="list-style-type: none"> <li>• technology use</li> <li>• campus use</li> <li>• participation in community events or school programs</li> </ul>	<p>Prep Leadership Team (Deans)</p> <p>Head of Prep</p>	<p>Prep Leadership Team (Deans)</p> <p>Head of Prep will inform Head of School of incident and consequence</p>
<b>3</b>	<p>Review of the student's suitability to remain in the Barrie School community</p> <p>Request to seek external professional support for a specified</p> <p>Suspension from specific school activities</p> <p>Temporary suspension from all school activities</p> <p>Request to withdraw from school</p> <p>Expulsion from school</p>	<p>Head of Prep</p> <p>Head of School</p>	<p>Head of Prep</p> <p>Head of School</p>

## **STUDENT SUCCESS AGREEMENTS (SSA)**

Depending on the severity of the situation, students may be asked to fulfill a Student Success Agreement (SSA) for two main reasons:

- behavioral infraction (Level 2 or above)
- significant academic concern(s) (as determined by the Learning Specialist and/or Student and Family Services Director)

In each case, the SSA process and resulting follow-up procedures are managed differently, though with the same outcome - to ensure continued success of the student at Barrie. Each case is managed at the individual level, with the same guiding principles outlined below.

SSA's are signed by both the representatives of the school that are present during its development, as well as the parent, who is sent home (or emailed) a signed, final copy. Copies of active SSA's are held on file by the appropriate division Dean and one or both of the Learning Specialist and/or Student and Family Services Director. Copies of SSA's (or derivatives thereof) may also be communicated to Advisors and teachers of the student, as appropriate and permissible.

### **Student Success Agreements as a result of Behavioral Infractions (Level 2 or Above)**

Students can be placed on a behavioral Student Success Agreements (SSA) after a Level 2 or Level 3 disciplinary infraction. These agreements are drawn up by the school (a member of the Prep Resource Team and (when possible) the student's Advisor), the parents, and the student, and they serve as a behavior contract outlining specific strategies, resources, and supports that will be put in place by all constituents (school, parent, and students) to ensure the undesired behavior is corrected and/or avoided.

In addition to the strategies outlined in the contract itself, there are designated check-in times and procedures that allow for follow-up and continued management of the case and the defined process. Generally, students placed on a behavioral SSA will have a definitive goal outlined in the initial meeting, which includes a timeline and specific expectations for fulfilling the requirements of the SSA. As a reflective process, the SSA also requires some form of demonstrating learning that has occurred as a result of the incident and resulting intervention.

Please note that Student Success Agreements do not become part of the student's permanent file.

# **BARRIE SCHOOL DRUG AND ALCOHOL POLICY**

## **Introduction**

Barrie School is committed to providing a safe and healthy learning environment for its students, community members and visitors. Barrie accepts the responsibility of educating its community about important health and wellness issues, including those related to the use and abuse of alcohol, tobacco and other legal and illegal drugs. As such, Barrie provides parent and student educational programs and other opportunities to aide in raising community awareness, improving communication about these issues, and helping the community fully understand the impact these substances have on the health, safety, and well-being of each its members and the community as a whole.

## **Scope of Policy**

Barrie abides by all Federal and State laws and does not permit or condone the use, promotion, sale or distribution of any illegal substances by students, including illegal drugs, drug paraphernalia, alcohol, nicotine products, and any unauthorized use of prescription and non-prescription medications, either on campus, in school vehicles, or at school-sponsored events and activities, both on and off-campus. This includes Open-Campus Learning Opportunities, athletic competitions, field trips, retreats, and Extended Study Week programs.

## **Discipline**

Any student who knowingly and willingly is in the presence of, or participates in any activity involving, prohibited substances is subject to an immediate separation from school while the school administration investigates the situation and decides upon any necessary disciplinary action consistent with the school's discipline policy, up to and including, suspension or expulsion. The school has the right to confiscate any suspected illegal substances, paraphernalia and unauthorized medications. When requested, parents/guardians must immediately transport the student away from campus or other location at their cost. The school also reserves the right to notify the police in appropriate instances.

## **Cooperation**

In conformity with our community values of respect for self, others and the environment, a student may be granted greater leniency if he/she demonstrates honesty and full disclosure throughout the process of investigation and discussion.

## **Evaluation**

If it is discovered that a student is abusing drugs or alcohol, on campus or elsewhere, the school administration may require an evaluation by a substance abuse specialist before the student can return to school or any school-sponsored activities, and access to talk with the specialist. The specialist must submit a written treatment plan to the school, which the school will use, in conjunction with a meeting including the parents and student(s) involved, in determining appropriate steps for possible re-admittance and reconciliation.