



MOUNTVIEW ALTERNATIVE PUBLIC SCHOOL

**569 Jane Street
Toronto, Ontario
M6S 4A3**

STUDENT HANDBOOK 2019-2020

"LET'S LEARN TOGETHER!"

"We are committed to fostering a sense of connection to each other and the greater community, a deep respect for the diversity of all individuals, and a true joy of learning through creative, responsive and ongoing collaboration amongst all students, staff, parents and wider community members".

Please call if your child is absent.

**(416) 393-9037
FAX: (416) 393-8200**

This agenda belongs to :

NAME: _____

GRADE: _____ **ROOM:** _____

Toronto District School Board

The Mission of the TDSB is to enable all students to reach high levels of achievement and to acquire the knowledge, skills and values they need to become responsible members of a democratic society. In TDSB, we value: each and every student; a strong public education system; a partnership of students, schools, family and community; the commitment and skills of our staff; equity, innovation, accountability and accessibility; learning environments that are safe, nurturing, positive and respectful.

Keele and Mountview Schools

Mission Statement: We are committed to fostering a sense of connection to each other and the greater community, a deep respect for the diversity of all individuals, and a true joy of learning through creative, responsive and ongoing collaboration amongst all students, staff, parents and wider community members.

Our School Community Building Motto: **Let's Learn Together** highlights the importance of community in our quest for learning and in everything we do together as a whole school community.

Our School Community Building/ Student Cards are an integral part of our school and community activities.

We practice: **compassion, sharing, teamwork, helpfulness, sportsmanship, fun, thinking, kindness, fairness, respect, peace, safety, activity, courage, caring and friendship.**

REMINDER :TDSB policies apply to all **Board employees, students, parents/guardians and visitors:**

Students

Students are to be treated with respect and dignity; they shall demonstrate respect for themselves, others and as responsible citizens by:

- Coming to school prepared, on time and ready to learn;
- Showing respect for themselves, for others and for those in authority
- Following school rules, safety practices and respect for school property
- Taking responsibility for their own actions and demonstrating cooperation at all times
- Exercising self-discipline and accepting consequences for own behaviour
- Resolving problems and conflict through peaceful means; asking for help when needed
- Fostering a sense of connection to each other and a deep respect for the diversity of all individuals by "Learning Together"

All Staff

Under the leadership of the principal, teachers and other staff are responsible for maintaining order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff shall:

- Help students work to their full potential and develop positive self-esteem
- 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
- Prepare students for the responsibilities of citizenship
- Demonstrate respect for all students, staff, parents and school community members

Parents/ Guardians

Parents/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 fulfill their role by:

- Showing an active interest in their child's school work and progress
- Promoting the implementation of our school's mission, motto and values
- Communicating regularly with the school
- Following the Safe Arrival procedures and ensuring that their child attends school regularly/on time
- Encouraging and assisting their child to follow the **Code of Conduct** and to understand consequences

Visitors

- Start your visit at the office and wear a visitor's badge and return it at the end of your visit.
- Be a positive role model and support the school rules and **Code of Conduct**.

CODE OF CONDUCT

Student Expectations

1. Coming to school prepared, on time and ready to learn;
2. Showing respect for themselves, for others and for those in authority
3. Following school rules, safety practices and respect for school property
4. Taking responsibility for their own actions and demonstrating cooperation at all times
5. Exercising self-discipline and accepting consequences for own behaviour
6. Resolving problems and conflict through peaceful means; asking for help when needed
7. Fostering a sense of connection to each other and a deep respect for the diversity of all individuals by "Learning Together"

Dress Code

Students at Mountview Alt. are expected to come to school dressed appropriately, respectfully and prepared to participate in a variety of learning activities. The dress code policy is based on principles of respect, safety and diversity. The Dress Code for Keele/Mountview Alt. is as follows:

1. Clothing with offensive language, messages or images should not be worn
2. Bare midriffs should not be visible. Clothing with spaghetti straps should not be worn
3. Pants must be worn securely around the waist-with no underwear visible
4. Secure footwear must be worn in the school at all times for safety (NO flip-flops, crocs are discouraged)
5. Appropriate athletic wear and running shoes must be worn for physical education
6. Outdoor attire to be worn outdoors (ie boots, hats, coats)

Progressive Discipline

When a student breaches the code of conduct, consequences will be consistent with progressive discipline techniques. **Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours.** When inappropriate behaviour occurs, disciplinary measures will be applied within a framework that **shifts the focus from one that is solely punitive to one that is both corrective and supportive.** Our school will utilize a range of interventions and supports that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

Classroom Interventions

If a student is unable to accept his/her responsibilities, the classroom teacher will intervene utilizing one or a combination of the following procedures to help the student to learn about their mistakes and to reflect upon how their actions have compromised our school's community building process:

- Review school or classroom expectations with the student and role play or practise these in the student's free time
- Teacher and student develop prevention strategies together
- Discuss student taking responsibility for own actions and affect on other student(s)
- Review Student Expectations with student and parent
- Reflection sheet to be completed by student and discussed with teacher. May be sent home for parent signature
- Phone call home
- Letter to parents outlining concerns
- Classroom Meeting with student, parent and teacher
- Behaviour contracts
- Written or oral apology
- Other appropriate relearning strategy (consequence)
- Students will be recognized by their teacher for meeting classroom expectations
- If the student who had difficulty following an expectation, starts to demonstrate that they understand their mistake and correct it, then the time needed to relearn the expectation can be lowered
- The student will be sent to the office if the teacher and the student were unable to solve the problem

Office Referrals

Staff will send a student directly to the Principal's office for:

- A serious or unresolved incident requiring further office investigation and an intervention with parental contact
- Leaving an unsupervised area without permission
- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, tobacco or illegal drugs
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property
- Bullying (Bullying is a behaviour where an individual purposefully and deliberately hurts others. This can be done through physical, verbal, or social means. These acts of aggression or manipulation are repeated over time and are usually related to power and social hierarchy).
- Fighting or physical assault
- Demonstrating overt inappropriate sexual behaviour
- Sexually harassing another student

- Inappropriate use of electronic communications or media devices
- If the above incidents are committed after hours and off school grounds, the Principal can still follow through with the students if it affects the relationships of people at the school

Office Interventions

Office interventions will help the student to take responsibility for his/her actions and develop the understanding that his/her behaviour is unacceptable and erodes the foundation of our school community. The Principal / VP will intervene utilizing one or a combination of the following procedures to help the student to learn about his/her mistakes:

- Principal/VP conducts an office investigation, consisting of interviews with staff and students involved in the incident
 - Review school or classroom expectations with the student and role play or practise the rules in the student's free time
 - Discuss student taking responsibility for own actions and their effect on other student(s) and relearning strategies (consequences)
 - Principal/VP and student develop prevention strategies/student identified goals
 - Review Code of Conduct with student and/or parent
 - Reflection sheet to be completed by student and signed by parent
 - Phone call home
 - Letter to parents outlining concerns
 - Written or oral apology
 - Restitution for damaged or stolen property
 - Community service
 - Restorative justice practices
 - Office meetings (detentions) ranging from 1 recess period to 5 days of recess and lunch periods to work with the student. The number of recess periods will depend on the severity of the act and previous visits to the office.
 - Parental cooperation regarding appropriate follow-up plan and home/school relearning strategies (consequences)
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- Referral to School Support Team for consultation during the school day
 - Suspension from school following the Safe Schools Policy of the Toronto District School Board. Suspensions will depend on the severity of the act and previous visits to the office
 - Mitigating circumstances and other factors will be considered when deciding on relearning strategies (consequences). See the TDSB Safe Schools Policy for a list of mitigating circumstances

- Debriefing with all of the people involved in the situation about: its effect on others, taking responsibility for own actions, restitution, and relearning strategies (consequences)
- Principal/VP and parents set relearning strategies (consequences) for home