



KPR Virtual Secondary School

Student Handbook

General Information and Code of Conduct 2022-2023

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Welcome

Welcome to the KPRDSB Virtual High School. The Kawartha Pine Ridge District School Board is committed to ensuring that students across its jurisdiction receive a consistent approach to remote learning in times of extended interruption to conventional in-person learning, such as when public health emergencies, pandemics, natural disasters, or other unplanned events force the closure of classrooms or schools and, for some, as an alternative to in-person learning.

We believe students should have access to a school community, a support network, and authentic educational experiences to continue progressing in their learning.

We are dedicated to student learning by creating a culture with high expectations where students grow academically, and emotionally. We promote the development of 21st Century learning skills in our students by nurturing deep learning competencies: Creativity, Collaboration, Citizenship, Critical Thinking, Character, and Communication.

We look forward to working with you to provide the best education for your child.

The Administration and Staff of the KPR Virtual Secondary School

Daily Schedule

	Start	End
Period 1	8:20 AM	9:35 AM
Break	9:35 AM	9:45 AM
Period 2	9:45 AM	11:00 AM
Lunch	11:00 AM	11:55 AM
Period 3	11:55 AM	1:10 PM
Break	1:10 PM	1:20 PM
Period 4	1:20 PM	2:35 PM

Mission, Vision, and Values

OUR VALUES

As a school board, and in our schools, we VALUE:

- Achievement, wellbeing, and success for all;
- Caring, inclusive schools that meet students' unique needs;
- Equity, diversity, and the dignity and humanity of all people;
- Indigenous history, culture and perspectives;
- Character and citizenship skill development;
- Collaboration with parents, partners and community members; and
- Continuous improvement, service excellence and accountability to the public.



Student Expectations

Students are expected to be on time for the start of each scheduled synchronous learning opportunity. Students should be prepared to work and participate in their synchronous learning.. Appendix A covers some tips and suggestions for students and parents.

Ensuring a common understanding of language related to Remote Learning

Remote learning: Learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, due to a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught online through a Learning Management System (LMS) or by using videoconferencing tools. In some cases, they may be delivered through emails, print materials, broadcast media, or telephone calls.

Synchronous learning: Learning that happens in real-time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or board-based team to instruct and connect with students in real-time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps educators provide immediate feedback to students and enables students to interact with one another.

Asynchronous learning: Learning that is not delivered in real-time. Asynchronous learning may involve students watching pre-recorded video lessons, completing assigned tasks, or contributing to online discussion boards.

Remote Learning Requirements for School Boards

During periods of remote learning, we will provide opportunities for students to engage in synchronous learning and must adhere to the following requirements:

1. Minimum Requirements for Engaging Students during Remote Learning

Students and parents/guardians will be provided with a timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities.

Programming will be based on the full Ontario curriculum and include opportunities for guided instruction, large- and small-group learning, synchronous check-ins, and asynchronous independent work.

Educators will be available to students during the educator's assigned teaching time, as they would be if they were face-to-face in a classroom setting.

2. Minimum Requirements for Synchronous Learning

It is expected that synchronous learning will be provided for large and small groups of students each day, in a manner similar to in-person classroom teaching. Synchronous learning time may include students working independently and in small groups while engaged in a virtual classroom with the teacher overseeing their learning and available for questions.

Additional group meetings may take place between educators and students as needed to address specific learning needs. This will ensure that students are engaged in their learning with appropriate levels of support.

3. Protocols for Delivering Remote Learning

A. Communication Processes with VHS Staff

Ongoing communication between parents/guardians and educators is very important.

The following tips for parents will strengthen our communications:

- Address questions and/or concerns with the educator directly by using their KPR email address.
- To protect your child's privacy, please do not post questions or comments in a space that all students and parents can see (e.g. Edsby).
- Where necessary, educators may also be available for phone calls.

B. Differentiated Assessment and Instruction

Educators will:

Incorporate assessment for, as, and of learning (including diagnostic, formative, and summative assessment), into planning and instruction.

Collect assessment and evaluation on an ongoing basis.

Provide daily opportunities for each student to receive meaningful feedback.

Provide differentiated support to all students.

C. Supporting Students with Special Education Needs

Educators will:

Continue to provide accommodations, modified expectations, and alternative programming to students with special education needs, as detailed in their IEPs. If it is not possible to meet a student's needs through synchronous learning, educators and families will work together to find solutions. This will be discussed with administrators and the SERT.

4. Standardized Suite of Synchronous Learning Platforms

D2L, Edsby, and Google Classroom are the approved synchronous learning platforms to ensure that students have a consistent learning experience, and educators will be provided with training on these platforms. The platforms will allow real-time communication between educators, students, and parents during remote learning. These features will be introduced to students and reviewed as needed by the educators.

5. KPR Guidelines for Working Safely with Technology

Ensuring the protection of privacy and the cybersecurity of educators, students, and parents are paramount to supporting a safe and inclusive learning environment for remote learning.

Educators will:

- Ensure student safety and security during remote learning
- Create norms with the class at the beginning of each course.

Guidelines for Students Participating in Remote Learning

In the virtual learning environment you have the same responsibilities as a good classroom and digital citizen. Students should review the norms regularly for synchronous learning.

Do not record. As in the classroom, recording and picture taking without consent is prohibited.

You are on camera. Your teacher and classmates can see how you are dressed and can also see your facial expressions. Dress appropriately and be respectful.

You are not anonymous. Your voice and video are viewed by everyone participating in the conference. Be aware of your tone, what you say and when you say it. Other people in your house can hear what you and others in the video conference are saying.

Find a quiet place in your house. If possible, find a place to participate that is quiet. Be sure that your background is appropriate while sharing video, along with how your image is displayed to the rest of the class. Do not invite others into your video conference.

Be a good listener. Mute your microphone when you enter the conference and when you are not speaking. Take the time to listen to what people are saying. Remember to add positively to the conversation when appropriate.

Think before you speak. Stay on topic. Make sure your comments are clear and appropriate to the conversation. Don't say anything you wouldn't say in your actual classroom.

Think before you type. If your educator enables a chat feature you may be able to participate by typing into a chat box. Choose your words carefully. Use appropriate spelling and grammar. Stay on topic. Don't use sarcasm or humor that could be misunderstood. Don't type in all caps (this is like yelling!).

Video conferencing is a privilege. Please use the video conferencing tools appropriately.

Take It Slow. We are all new to distance learning. Be patient with yourself, your teacher, and your classmates.

For further tips for students related to distance learning, see Appendix A.

Attendance

Students under the age of 18 are required by law to attend school. Students over the age of 18 who register to attend school have made a commitment to attend classes and to actively pursue their studies. Attendance in all classes is critical to student success and achievement.

We expect an absent student to have a parent/guardian use the Parent Portal student absence reporting system, on or before the date of the absence, to explain the reason for the absence.

To report an absence a parent/guardian can:

- Download the SchoolMessenger mobile app on your Android or iOS device and enter the absence
- Log into the Parent Portal website at studentabsence.kprdsb.ca
- Call toll-free 1-844-434-8119

If an absence is not reported, calls will go out in the evening and can be reported at that time using one of the above methods.

Ministry Education Requirement for Attendance.

Attendance letters are as per the Ministry of Education requirement. The parent/guardian will be notified when their student has been absent for 10 and 15 consecutive classes and or days. We will notify a School Board Counsellor who will contact the parent/guardian when a 15-day absent letter has been mailed. Students 18 years of age and older will receive one letter when they have been absent for 10 periods/days. Students may be removed from a class after 15 days absent.

Punctuality

Students must be punctual and on time for their synchronous lessons. Students who log in late to synchronous lessons may miss out on important details and be unprepared for future class events or key learning concepts.

Use of Personal Electronic Devices (iPods, iPads, Cell Phone, etc.)

All personal electronic devices (PEDs) are to be powered off and stored away during their synchronous lessons. Students may use PEDs if the PED is an identified support for their learning (e.g. part of an individualized education plan or an accommodation supported by the teacher, principal, or designate). Students may also use PEDs if they have the permission of their teacher.

Plagiarism and Cheating

Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense. Cheating is dishonest behaviour or attempted dishonest behaviour during tests, examinations, or in the creation of assignments for evaluation. Plagiarism is copying or imitating the language, ideas, and/or thoughts of another writer and passing the same as one's original work. Assignments that demonstrate evidence of plagiarism may receive a mark of zero. Students must document the ideas of others even if they have expressed those ideas in their own words. Students should keep all rough notes, outlines, first drafts, and other work in the event an assignment is lost or questioned.

KPRDSB. "Cheating and Plagiarism." Assessment, Evaluation, and Reporting. KPRDSB, 2015.

School Code of Conduct – 2022/2023

Rationale

Everyone has the right to be safe and to feel safe, welcome and included at school.

The Ministry of Education requires that all schools develop a code of conduct which communicates the standards of behaviour to all the members of the school community and the types of behaviour expected from them. Members of the school community include: students, staff, parent(s) / guardian(s), and others such as visitors, volunteers, community partners, and community rental groups.

Responsibilities

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, volunteers, parents, and guardians have additional responsibilities unique to their roles.

Standards of Behaviour

- We value one another and treat each other with respect and dignity.
- We educate our students to be caring, responsible community members who protect everyone's physical, social, academic, and emotional well-being.
- Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
- Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions.
- Where bullying does occur, we respond in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.
- We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings to suspension or expulsion.

1. School Code of Conduct

The Kawartha Pine Ridge District School Board (KPR) believes everybody has the right to be safe and to feel safe, welcome, and included, in the school community. This School Code of Conduct reflects the guiding principles of the Board's Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness, and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate. All rules apply to and from school, at bus stops, during class time, and during out-of-school-related activities.

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities

- safety is everyone's responsibility
- everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity
- everyone is responsible for preventing harm
- students, staff, parents and guardians have additional responsibilities unique to their roles

2.2 Additional Student Responsibilities

Each student has the additional responsibility to:

- exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability;
- come to school prepared, on time, ready to learn and support a positive learning environment;
- show respect for themselves, for others and for those in authority;
- refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community; and
- use personal mobile devices during instructional time only under the following circumstances:
 - for educational purposes, as directed by an educator
 - for health and medical purposes
 - to support special education needs.

2.3 Additional Staff Responsibilities

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress
- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
- be on time and prepared for all classes and school activities
- prepare students for the full responsibilities of membership in their community/society
- safeguard students from persons or conditions that interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships

2.4 Additional Parent/Guardian Responsibilities

- attend to their child's physical, social, academic and emotional well-being
- show an active interest in their child's school work and actively support student progress
- communicate regularly with the school
- help their child be neat, clean, appropriately dressed and prepared for school
- ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child

3. Standards of Behaviour

3.1 Respect, Dignity, Civility, Equality, and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic, and emotional well-being.

Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property
- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching

3.2 Physical and Emotional (Psychological) Safety

To protect the physical and psychological safety of everyone at school, we will not tolerate:

Weapons

- possession of any weapon or replica weapon, such as firearms
- use of any object or means to threaten or intimidate another person
- causing injury to any person with an object

Alcohol and Drugs

- possessing, being under the influence of, or providing others with, alcohol or drugs

Physical Aggression

- inflicting or encouraging others to inflict bodily harm on another person
- intimidation

Non-Physical Aggression

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not
- threatening physical harm, bullying or harassing others
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.
- Further to these standards of behaviour, all school members are expected to
- seek staff assistance, if necessary, to resolve conflict peacefully.

Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
- causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
- creating a negative environment at a school for another individual
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil 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
- the behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying includes bullying by electronic means, including:

- creating a web page or blog in which the creator assumes the identity of another person
- impersonating another person as the author of content or messages posted on the Internet
- communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

Bullying, in any form, has negative effects on:

- a student's ability to learn
- healthy relationships and the school climate
- a school's ability to educate its students.

We will not accept bullying on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where bullying has a negative effect on school climate. Bullying and harassment in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent, and repair the harm caused by bullying and exclusion.

4. School Code of Conduct Rules

- Students must be allowed to learn
- Teachers must be allowed to teach

The following behaviours are not acceptable for anyone in the school community:

- physical, verbal, electronic, written, or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
- assault
- bullying
- actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability)
- damage to property in the school environment (including school grounds, buses, trips.)

The principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

5. School Code of Conduct Procedures

5.1 Search and Seizure

In alignment with our Police/School Board Protocol, school authorities have the right to search student school and personal property (such as but not limited to; lockers, desks, purses, backpacks, pockets, etc.) without permission and without prior notice. This would normally only occur when the person in authority felt there were reasonable grounds for suspicion that the student had something in their possession that was either stolen or posed a possible risk of harm to others at the school (example; drugs, a weapon, etc.) Police may be contacted if the search reveals such an item.

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies

Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage, and optimism, to enable all students to reach their full potential. Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm, and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation (“making it right”), healing, and reintegration while preventing future harm. It may include responses ranging from informal conversations or meetings to formal restorative conferences.

In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, and employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect the school climate.

Prevention strategies are designed to:

- establish a positive school climate
- maintain effective classroom management and discipline
- encourage, reinforce and reward positive behaviour
- promote social skills development
- provide information regarding anger management programs
- use peer counselling and conflict resolution
- use effective, respectful home-school communication.

6.2 Supportive Intervention Strategies use:

- “teachable moments” (using a current situation or news story to teach students a valuable skill or lesson)
- verbal reminders, redirection and reinforcement
- interviews, discussion and active listening
- offering positive choices to support positive behaviour/citizenship
- problem-solving techniques including restorative practices
- contracts for expected behaviour
- appropriate outside agency support
- school/Board/community resources
- understanding of individual and group interactions and power imbalances within society
- learning and information-sharing to better understand people and situations.

6.3 Community Threat Assessment Protocol

The KPR school board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

7. Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student’s age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student’s Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

7.1 Consequences may include one or more of the following:

- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion

7.2 The Principal, or their designate, will consider suspending a student if they believe that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- 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 at the pupil's school or to property located on the premises of the pupil's school
- Bullying
 - Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:
 - the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property, or creating a negative environment at a school for another individual.
 - the behavior occurs in a context where there is a real or perceived power imbalance between the pupil 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.
 - behaviour includes the use of any physical, verbal, electronic, written or other means.
 - Cyber-bullying includes bullying by electronic means including:
 - creating a web page or blog in which the creator assumes the identity of another person.
 - impersonating another person as the author of content or messages posted on the internet.
 - communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
 - bullying adversely affects a student's ability to learn.
 - bullying adversely affects healthy relationships and the school climate.
 - bullying adversely affects a school's ability to educate its students.
 - bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances (e.g. on-line) where engaging in bullying will have a negative impact on the school climate.
- Persistent opposition to authority
- Habitual neglect of duty
- The willful destruction of school or Board property
- The use of profane or improper language
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school
- Being involved in a physical altercation
- Inappropriate physical contact
- Failing to complete medical immunizations as required by the Public Health Department

7.3 As required by law, a student shall be suspended and considered for expulsion on the following grounds:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Giving alcohol to a minor.
- Bullying, if:
 - the pupil has previously been suspended for engaging in bullying, and
 - the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.
- Any incident including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

7.4 In accordance with provincial directives, a student may be suspended, and expulsion may be considered, if:

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that:
 - cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
 - cause extensive damage to property at the school or to property located on the premises of the pupil's school
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

Where illegal activities – including those noted above – take place, schools also involve their local police service. The School Board – Police Protocol guides police involvement in schools.

KPRDSB SAFE, CARING AND RESTORATIVE SCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)

POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)

Appendix A: KPR Distance Learning Plan

Tips for Students

We know that students, teachers and parents will all need to think differently about school for the next little while. Some students will like distance learning, while others may find it challenging. The guidelines provided below will help students think about what they can do to be successful in a distance learning environment.

Student Roles & Responsibilities

- Follow a regular routine for your schoolwork each day. This includes taking breaks, eating healthy and keeping normal bedtime routines.
- Identify a comfortable, quiet place in your home where you can work effectively and successfully.
- Check online platforms (Edsby, D2L, email, etc.) on a regular basis for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Do your best to meet timelines, commitments, and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Collaborate and support your classmates in their learning.
- Pay attention to yourself. Movement and exercise are important for your health, well-being and learning. If you are feeling stressed or worried, talk to your family or teachers. Mental health resources are available on the school board website at [Resources to Support Secondary Distance Learning](#)
- Comply with KPR's Acceptable Use Policy, including expectations for online etiquette – be respectful and appropriate with your communication. See Appendix B.
- If you need help, reach out to the appropriate educator as listed below based on your question or concern.

For questions about...	Contact
A course, assignment, or resource	The relevant teacher
A technology-related problem or issue	Classroom teacher, Technical support
A Personal, academic or social-emotional concern	Guidance: Kelly Eastman kelly_eastman@kprdsb.ca Student Success Teacher: Lynn Davidson lynn_davidson@kprdsb.ca Vice Principal: Mike Sutcliffe michael_sutcliffe@kprdsb.ca
Other issues related to virtual learning	Vice Principal: Mike Sutcliffe michael_sutcliffe@kprdsb.ca

Appendix B: Computer Use

The use of computer equipment and other technology at VHS is exclusively for educational purposes. In accordance with the Safe Schools Policy, all users must be aware of their responsibilities for appropriate use of technology. The guidelines that follow establish these parameters for acceptable use.

Each student will have their own account on the computer network. This account will be accessed by a Board-generated username and password. It is very important that each student understand that a computer account is a privilege for a student. Teachers, Administrators, and technical staff have the ability to monitor any student account and consequences may apply if an account is not being used in an appropriate way. Furthermore, since students are responsible for their own account and the protection of their personal password, inappropriate actions committed by others who have been allowed into a student's account are the responsibility of the account owner. All students are expected to use technological resources in a responsible manner that respects the rights of all users.

Students will not:

1. log in to another user's account
2. accept access rights to another user's account
3. attempt to find out another user's password
4. work in a teacher's account
5. attempt to secure a higher level of privilege on the network
6. attempt to navigate the server directory
7. make unauthorized use of network utilities
8. "shell out" or "crash out" to the command prompt
9. in any way, access the local hard drive (C:) of a workstation
10. alter the boot sequence of a workstation
11. use boot disks or CDs without permission from a teacher
12. willingly introduce a virus or other disruptive program into the network
13. attempt to use any form of hacking software to gain access to restricted areas or information
14. cause the network to behave in a manner that is disruptive to other users
15. broadcast messages to others
16. copy or use executable files, such as games or utilities, to or from the network
17. damage hardware in any way, including defacing equipment
18. bring food or drink into computer areas
19. wastepaper by printing unnecessary or non-educational material

* some points do not apply to a virtual learning environment (ie. bring food or drink into computer areas).

Safe and Acceptable use of the Internet

Students and their parents must sign the Kawartha Pine Ridge District School Board's "Safe and Acceptable use of the Internet Agreement" in order for a student to have open access to the Internet.

As mentioned, students on a network are part of a community. Inappropriate use of the Internet can affect other users. For example, constant downloading of non-curricular streaming video can slow down the entire network for all users.

Students will:

1. use the Internet only to acquire appropriate academic materials.
2. always use the Internet in keeping with all Federal and Provincial statutes and regulations.
3. refrain from downloading illegally reproduced video and music files

4. refrain from using streaming video (or torrent software) other than those approved by a teacher for curricular purposes.
5. appropriately cite any materials downloaded from the Internet for assignment purposes.

Be safe on the internet! Never give out any personal information such as your whole name, your address, or your telephone number, to someone you meet online. Never meet in person with anyone that you have met online or through an email. If someone online suggests setting up a meeting in person, tell a parent / guardian, a teacher or an administrator.

Consequences for Unacceptable Use

Students who abuse either their network or Internet privileges will be disciplined in accordance with the Code of Conduct established by the Ministry of Education and under the terms of the school's own Code of Behaviour that meets the requirements of the Board's "Safe Schools Policy". In the case of frequent or severe violations, Parents/Guardians will be contacted. Consequences as a result of an offence may range from loss of computer privileges to suspension or police involvement.