

MAC 

**Abraar**  
Secondary School



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## Contact Information

**Address:** Abraar Secondary SCHOOL,  
1085 Grenon Ave, Ottawa, ON K2B 8L7

**School Hours:** 8:30 a.m. - 4:30 p.m.

**Phone:** [\(613\) 820-0044](tel:6138200044)



## Muslim Association of Canada (MAC)

The Muslim Association of Canada is a non-profit organization which provides religious and educational services for the Muslim community in Canada. MAC operates in 11 Canadian cities, with a vision to establish an Islamic presence in Canada that is integrated within the social fabric and culture of Canada.

### MAC Vision

- ✚ The prevalent understanding of Islam in the community is one of balance, constructive engagement, and relevance to life
- ✚ The understanding of Islam and Islamic values are commonplace in Canadian society and Islam and Muslims are not perceived as alien;
- ✚ Muslims are well represented in various aspects of Canadian society including the social, legal, and political circles, as well as the media; and
- ✚ MAC is at the forefront in articulating this vision, developing leadership, mobilizing grassroots, and offering institutional services in the community.

### MAC Schools Aim & Mission

MAC schools offer the full provincial ministry's curriculum and follow the educational guidelines as outlined in the 2010 Growing Success document and the Ontario Curriculum Guidelines. Additionally, the school offers programs such as the Arabic language, Quran and Islamic studies. Our schools emphasize the essential values of our youth's development and social training.

Our educational project aims to lead our students to academic excellence and moral, social and emotional blooming. Additionally, each school fits the greater orientation and policies of its province's Ministry of Education.

#### The mission of a MAC School is to:

- ✚ Ensure high-quality education in an atmosphere that respects Islamic values.
- ✚ Offer the Muslim community an alternative education for their students. (Parents' constructive involvement in developing the school is encouraged).
- ✚ Facilitate our future generation's conscious integration and adaptation in the Canadian society and culture.

### Abraar Secondary School Mission

Abraar Secondary School is an Islamic private secondary school that aims to provide excellent and unique learning experiences in academic as well as Islamic disciplines that help graduate Muslim



## The School Program

The pursuit of academic excellence governs Abraar Secondary School life. The investigation of human knowledge and the acquisition of skills within a vibrant Islamic context and climate inspire and provide focus to the school's academic program.

Abraar Secondary School's academic program is also grounded in an Islamic context. It demands good teaching and student accountability. A focus on learning and practicing Islamic values, along with developing academic skills and applying them in all endeavours, is the hallmark of our program.

High School is an exciting time in the student's life, full of opportunity and a chance to explore a variety of programs as they start planning their future. It is a great opportunity to continue to build independence and encourage accountability. High school is a crucial part in the student learning journey. It is a means to achieve lifelong goals as education provides them with a good outcome and prepares them for a successful future in their destination of choice. **Bill no. 52, The Education Amendment Act, Learning to Age 18, 2006**, raises the school leaving age to 18 or graduation, in order to encourage more students to graduate and fewer to leave school without being adequately prepared for work or further learning.

The school program demands students' engagement in the exercise of their intellectual, physical, and spiritual faculties as the educational process is both collective and cumulative. Student assessment is conducted as outlined in Ontario's Ministry of Education's **"Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools" (2010)** document. Since the majority of our students will go on to college or university, parents', students' and teachers' expectations are very high. LINK: <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

At Abraar Secondary School, teachers, administrators and all the staff support students in making confident choices that will enable them to develop the necessary skills and qualities needed to be successful in high school and in life. We measure our success by our students' diligence in attending to and performing well in their studies and by demonstrating a sense of responsibility as contributing members at school and in the community.

## Some Terms Used at Abraar Secondary School

### Courses:

Student success is maximized by careful and appropriate course selection.

Courses are available in a variety of subject areas. Within a subject area, students can further specialize their study, depending on their personal interests. Students registered in courses in several grades may encounter timetable and examination problems. Students may not get all the courses they have requested due to timetable conflicts and the examination timetable may require a student to write more than one exam on the same day.

**Note:** Some courses require specialized equipment.

### Types of Courses: Grades 9 and 10

Students in grade 9 and 10 will follow a timetable comprised of academic and open courses.



**Academic courses** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Students will be enrolled in academic courses in each of the core subjects – English, French as a second language, Mathematics, Science, Geography, and History. All courses set high expectations for students while preparing them for studies in the senior grades.

**Open courses** are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

### Types of Courses: Grades 11 and 12

**University preparation courses** (U code) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

**University/college preparation courses** (M code) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered. **These are the only course types offered at Abraar Secondary School at the grade 11 and 12 level**

### Course Codes

- ✚ Each Abraar Secondary School course is identified by a five character “code” (e.g. ENG1D; BTT1O; HSP3M; MCV4U)
- ✚ The first three characters refer to the subject and specific area. (e.g.) ENG is English. MAT is mathematics.
- ✚ The fourth character normally refers to the grade:  
1 = grade 9   2 = grade 10   3 = grade 11   4 = grade 12
- ✚ The fifth character refers to the type of course as outlined above:  
D = Academic; O = Open; M = University/College; U = University;

### Credits

A credit is granted when a course of 110 hours is successfully completed. Students study 4 courses from September to January, and 4 courses from February to June, with examinations and reports at the end of each semester.

### Prerequisite

Some courses require that students have completed a “prerequisite” course in order to enrol. These prerequisite requirements are indicated in high school course calendars. **Students and their families should study carefully the requirements for senior level courses when selecting a program in earlier grades.**

## Additional Programs iRISE



iRISE is an evidence-based, community-driven character education approach whereby students embody Islamic values and acquire relevant life skills to meet the 21st-century challenges, rooted in *Rabbaniyah* (developing a strong relationship with Allah SWT). It is designed as a holistic and contextualized framework that supports students in their pursuit to get closer to Allah SWT by pleasing Him and thus grow to be the best version of themselves. MAC iRISE is unique; it is integrated throughout the school experience both inside and outside the classroom by all teachers and school staff – Everywhere and All the Time.

### Ontario Student Record (OSR)

The Ontario Student Record (OSR) is an ongoing, confidential record of a student's education progress. Authorized by the Education Act and protected by the Freedom of Information Act and Protection of Privacy Act, an OSR is established for each student enrolled in an Ontario elementary or secondary school.

. The record is housed at the student's current school and moves with the student as they transition from one school to the next. If a student leaves Peel to attend another school in Ontario, the OSR is forwarded to the new school upon request. If the OSR is not requested or the student leaves Ontario, the OSR is housed in the last Peel school that the student attended.

The OSR contains familiar documents that parents can view at any given time. OSR contents include:

- ✚ **biographical data**
- ✚ **documentation file**  
containing (if applicable): verification of a custody arrangement, change-of-name order, placements decisions, suspension letters, psycho-educational assessment report, identification and placement decision letters, and registration forms
- ✚ **information concerning special health conditions**
- ✚ **name(s) of student's parent(s) or guardian(s)**
- ✚ **Ontario Student Transcript**  
the cumulative record of a student's completion of secondary school courses - photographs may also be attached
- ✚ **record of the student's accumulated instruction in French as a second language, if applicable**
- ✚ **report cards**




### *school(s) attended*

Every student, and parents or guardians of students under 18 years of age have the right to examine the student's OSR and receive a copy of its contents. Supervisory officers, school administration and teachers may also access a student's OSR for the purpose of improving the instruction of the student. Written permission is requested for any outside agency or personnel to access the OSR. Contact the school Principal for details of the procedure to review your student's OSR.



### **Ontario Student Transcript (OST)**

The Ontario Student Transcript (O.S.T.) is a provincially standardized document which is the student's official record of credits attempted (grades 11 and 12 and credits earned (Grades 9-12. – see Full Disclosure below. Copies are available to students and parents on request.

An official Ontario Student Transcript can be requested by:

-  Picking up the Request for Ontario School Transcript Request Form from the school office.
-  Completing the form
-  Dropping off your form at the school office.

A transcript fee of \$20.00 per transcript with a \$5.00 fee for any additional transcripts, payable to the school must be received prior to processing the transcript request. **Charges apply only to students who have been retired (out of the school) for one or more years.** Should you require someone else to pick up your transcript, written permission, naming the person must be provided. This person must provide ID at time of pick up.

-  Please note that a transcript requests may take 1-2 days to process.
-  students over 18 years of age must request their transcript themselves.

The O.S.T. is kept in the student's Ontario Student Record folder (OSR) This folder contains achievement results, credits earned, and other information important to the education of the student. The O.S.R. is created when a student enters the Ontario school system, and moves with the student from school to school. The O.S.R. is created under the authority of the Education Act, and the contents of the O.S.R. are protected under the Freedom of Information and Protection of Privacy Act. The parents/guardian and the student may examine the contents of the O.S.R. on request, with the assistance of the Principal or designated administrator.

### **Full Disclosure**

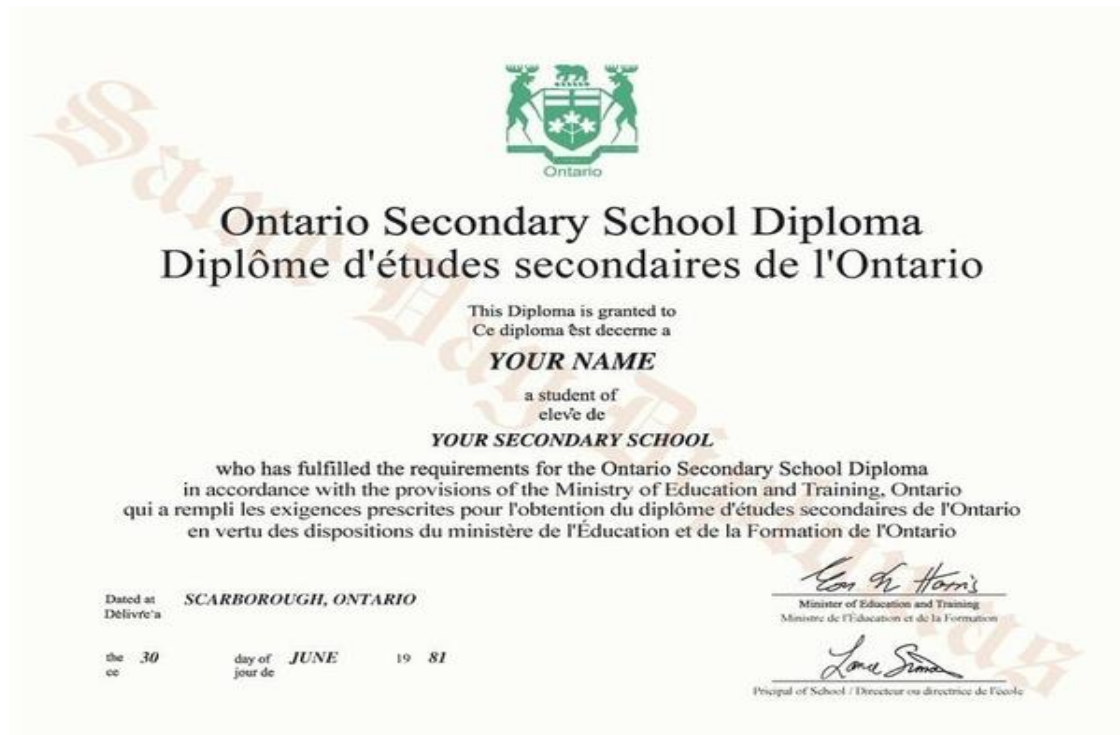
The Ontario Student Transcript changed September 1, 1999. The Ministry announced a new policy of "full disclosure": all Grade 11 and 12 courses in which students enrol must be reported on their Ontario Student Transcript. The transcript will show the mark they earn for each course that they

complete or fail. If a student withdraws from a course five days after the mid-term report or leaves it incomplete the mark for the graded work will be shown.

### Subject Promotion

Students are promoted in individual subjects and not by overall grade average. A student may be working at the same time in different subjects, in different grades in different types of courses.

### Graduation and Diploma Requirements



### Ontario Secondary School Diploma (OSSD)

An Ontario Secondary School Diploma (OSSD) lays the foundation for future learning and growth in any chosen pathway: workplace, apprenticeship, college program, or university program.

The following requirements must be successfully completed in order to obtain an Ontario Secondary School Diploma (OSSD):

- ✚ 30 credits including 18 compulsory credits and 12 optional credits\*
- ✚ 40 hours of community involvement (CIH)
- ✚ successful completion of the EQAO Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)

## 18 Compulsory Courses

### Required Courses:

- + English (4 credits, 1 credit per grade)2
- + Mathematics (3 credits, 1 credit must be in Grade 11 or 12)
- + Science (2 credits)
- + Canadian History (1 credit)
- + Canadian Geography (1 credit)
- + The Arts (1 credit)
- + Health and Physical Education (1 credit)
- + French as a Second Language (1 credit)
- + Career Studies (½ credit)
- + Civics (½ credit)

### Substitutions for Compulsory Courses

In order to allow flexibility in designing a student’s program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students’ needs, Principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. However, in all cases, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. Each substitution will be noted on the student’s Ontario Student Transcript.

## Plus 12 Optional Courses

### Optional Credits

Students must successfully complete 12 optional (additional) credits from areas of interest and/or pathways. These credits will contribute to the 30-credit requirement for an OSSD.

**Plus**, one credit from each of the following groups

#### Group 1 (choose one)

- + English or French as a Second Language
- + Native languages
- + Classical or International languages
- + Social Sciences and Humanities

#### Group 2 (choose one)

- + Health and Physical Education
- + The Arts
- + Business Studies
- + French as a Second Language
- + Cooperative Education

#### Group 3 (choose one)

- + Science (from Grade 11 or 12)
- + Technological Education
- + French as a Second Language
- + Computer Studies
- + Cooperative Education

- ✚ Canadian and World Studies
- ✚ Guidance and Career Education
- ✚ Cooperative Education<sup>4</sup>

English as a Second Language and English Literacy Development: Maximum of 3 credits may be used to meet requirements for English compulsory credits. French as a Second Language: Maximum of 2 credits may be used to meet the additional compulsory credit requirement (1 credit from Group 1, and 1 credit from either Group 2 or 3).

**Cooperative Education:** Maximum of 2 credits may be used to meet the additional compulsory credit requirement (from any of Groups 1, 2 or 3).

### Other Requirements

#### Mandatory Community Involvement

Students will be required as part of their Ontario Secondary School Diploma (O.S.S.D.) to complete a minimum of 40 hours of unpaid community involvement over their four years of secondary school. This involvement will be in addition to the 30 credits required to graduate and must be arranged by the students and parents. Students must keep a record of this involvement and have it validated by the school Principal. Possible placements include charity work, service clubs, coaching, or involvement in certain extra-curricular activities within the school as defined by the guide provided by the Ministry of Education and the school. Appropriate materials and forms are available in the Main Office.

#### The Ontario Secondary School Literacy Test

All students who enter Grade 9 in the 1999-2000 school year or in subsequent years must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. Students will normally take the literacy test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9. The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. School Schools are required to provide remedial assistance for students who do not compete the test successfully. This assistance should be designed to help students improve their

skills so that they are better prepared to retake the literacy test. Once students have successfully completed the literacy test, they may not retake the test in the same language (i.e. English or French).

**Students who have not been successful on the OSSLT and have been eligible to write it at least once, may take the OSSLC Literary Course in lieu of rewriting the test in order to achieve the literacy standard.**

### **OSSLT Accommodations, Deferrals, and Exemptions**

Contact the School Office for information regarding Accommodations, Deferrals and Exemptions

## **Policies and Procedures**

### **Non-Discrimination Policy**

Abraar Secondary School is committed to admit students of any race, color, religion, gender, national or ethnic origin, and accords them all the rights, privileges, programs, and activities generally accorded, or made available to students at the school. It does not discriminate on the basis of race, color, religion, gender, national or ethnic origin in the administration of its educational policies, admission policies, scholarship programs, and athletic or other school-administered programs.

### **Religious & Ethnic Tolerance**

All members of Abraar Secondary School's administration, faculty, staff and students are expected to respect the religious beliefs and ethnic backgrounds of all administration, faculty, staff, parents and students. *Hate and intolerance have no place in Canada, a nation of all faiths, all creeds, all cultures. Every person in Canada has the right to live free from fear of discrimination, violence or exclusion because of who they are, where they come from or what they believe.*

### **School Office Hours**

The school office is open from \_\_\_\_\_ Monday to Friday. Parents who wish to speak to a teacher and/or Principal are asked to call the school at [\(613\) 820-0044](tel:6138200044) to make an appointment. Parents are asked not to meet with a teacher at any time while school is in session without an appointment.

### **Visitor and Volunteer Policy**

For student safety, only Abraar Secondary School (Abraar Secondary School) employees, volunteers, or students will be granted admittance to the buildings during the school day. All visitors during the school day must report to the Office. The Office will provide an escort or direct the individual to the designated person or area. Students are not permitted to bring guests (this includes older or younger siblings, friends, etc.) to school without prior authorization. All Staff, Support Personnel and Volunteers are subject to a Criminal Record Check (CRC) with Vulnerable Sector endorsement.

### Dismissing Students, Parents and/or Staff

**Abraar Secondary School reserves the right to dismiss a student, parent and/or staff-member whose presence in the school is considered detrimental to the best interest of the student, of fellow students, or of the school in general.** Abraar Secondary School also reserves the right to terminate or not renew a student's enrollment contract if the school concludes that the actions of a parent or guardian make a positive and constructive relationship impossible, or otherwise seriously interfere with the school's accomplishment of its mission.

Abraar Secondary School also reserves the right to dismiss any student, parent and/or staff-member who knowingly goes against any of the school's published policies and/or promotes negative advertising against the school verbally, in writing and/or on any published medium, including social networking sites.

### School/Home Communications

Abraar Secondary School believes in the importance of keeping a continuous line of communication with its parents and community. Generally, the school uses e-mail as a primary method of sending newsletters, reminders, and updates to parents and the community. Other means of communication will include:

- ✚ Email
- ✚ Google Classrooms
- ✚ Phone calls
- ✚ Parent-Teacher conferences
- ✚ Scheduled appointments with staff and administration.
- ✚ Updates on the Abraar Secondary School web site: [www.nurislamicschool.org](http://www.nurislamicschool.org)

Parents are encouraged to contact the school and request conferences with their student's teachers if they feel there is a need for such meetings.

### Emergency Contact Information

Emergency contact information as well as the physical and mailing address for each student must be available and up to date. It is imperative that the office has the parent(s)' work numbers **and also a number where a relative, neighbour or friend can be reached.** These additional numbers are necessary if parents cannot be reached, and their student becomes ill, has an accident, or there is an emergency school closing. The office should be notified about any changes in the parent(s)' work or home telephone numbers as soon as they occur.

### Evaluation and Examination Policies

Examinations are given at the end of each semester. All attempts are made to allow for only one examination each day of the exam week. Exam accommodations for individual students are considered on a student by basis. No accommodations will be permitted for university preparatory (U) courses.



The primary purpose of assessment, evaluation, grading, and reporting is to improve student learning. Assessment and evaluation is based on the student's achievement of course expectations related to the four categories of knowledge and skills in the Ontario Curriculum Grades 9-12:

- ✚ knowledge/understanding
- ✚ thinking and inquiry
- ✚ communication
- ✚ application

Teachers will use subject specific “**Level of Achievement Charts**” found in the Ontario Curriculum ( <http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>)

as the basis for all assessment and evaluation. Achievement is reflected as a percentage grade using the provincial guidelines:

- ✚ 80 – 100% (Level 4) a very high to outstanding level of achievement which is above provincial standard
- ✚ 70 – 79% (Level 3) a high level of achievement. This is the provincial standard.
- ✚ 60 – 69% (Level 2) a moderate level of achievement which is below the provincial standard.
- ✚ 51 – 59% (Level 1) a passable level of achievement which is below the provincial standard.
- ✚ 50% a granted level of achievement which is below the provincial standard
- ✚ below 50% insufficient achievement of curriculum expectations. A credit will not be earned

A final grade for each course is calculated using 70% of the grade based on the assessment and evaluation of the student throughout the course, and 30% based on final, course summative evaluation. This summative evaluation may be in the form of an examination, performance, essay, and/or other method suitable to the content of the course and according to the school's policy. All students must be present for the final evaluation. There are no exemptions.

### Homework

The purpose of Homework is to reinforce classroom activities and assist the student in understanding the day's lessons. Homework will be assigned based on the individual needs of the student or the needs of the class. On average, the total time for all subjects assigned will be as follows:

- ✚ Seventh and Eighth Grade: 1 – 2 Hours per Day
- ✚ Ninth through Twelfth Grade: 2 ½ - 3 Hours per Day

**Please note that these times are based on the time needed by the average student; some students may require more time, others less.** They are also based on the assumption that classwork has been completed in class. If classwork has not been completed in class, it may need to be completed at home and will add to the time needed for homework.

Parents are expected to provide the proper home environment conducive to learning. There are certain things that parents can do to help their student complete his/her homework successfully particularly in the early grades As students advance, they should be encouraged to assume greater responsibility for their studies. These include:

- ✚ Providing a spacious, quiet, well-lit place to study.

- ✚ Making available suitable technology that will help in doing homework: dictionary, maps, etc.
- ✚ Keeping supplies on hand: scissors, pencils, pens, etc.
- ✚ Working with the student to set a regular homework time.
- ✚ Making sure the student brings back assignments clearly written down.
- ✚ Encouraging the student to do his/her best in spelling, handwriting, neatness and accuracy.
- ✚ Remembering that homework is assigned to the student, not the parent. The parent should be available as the guide and support.
- ✚ As a general rule, no homework is to be assigned over breaks or vacations. Students will be encouraged, however, to continue reading during these breaks and/or vacations.

### Reading at Home

Research shows that students who read 20 minutes a day do well in school, expand their vocabulary and score an average in the 90<sup>th</sup> percentile in standardized tests. At Abraar, we encourage each student to spend at least 20 minutes each afternoon/evening, reading.

### Health

All students must have the appropriate immunizations within the first 30 days of school. Students will not be permitted to stay at school at the expiration of the 30-day grace period, until immunization requirements are fulfilled and the form has been submitted to the office.

Our policy regarding illnesses has been established to ensure the safety, well being, and health of **all** of our student and staff. **This is of particular importance during the time of the COVID-19 pandemic.**

Parents are expected to keep students at home when they show signs of illness. If a student has any of the following symptoms, he/she should not come to school for a full 24 hours after symptom(s) occur. **Those who test positive for COVID-19 must remain in isolation for a minimum of 14 days**

If such symptoms occur during the school day, parents will be contacted to come pick up the student. It is the responsibility of the parent to pick up the sick student as soon as possible.

No student that has the following symptoms will be allowed to remain in school. There are no exceptions.

- ✚ Temperature of greater than 100.5 F
- ✚ Vomiting
- ✚ Diarrhea
- ✚ Sore throat or severe coughing
- ✚ Yellow eyes or jaundice skin
- ✚ Red eyes with discharge
- ✚ Difficult or rapid breathing
- ✚ Rash or infected skin patch

In addition, the teacher and the Principal also have the authority to determine if a student is well enough to stay in school. If a student contracts any communicable, parents are required to report it to the office immediately. The student **MAY NOT** return to the school without a doctor's note stating the student presents no risks to him/herself or others. If your student is exposed to any reportable disease at the school such as chicken pox, tuberculosis, lice, meningitis, H1N1, COVID-19 or any other reportable disease not mentioned, you will be notified in writing by the school.

### Medication

The administration of medication is not the responsibility of the School. The administration of medication, whether prescription or over the counter, is done as a courtesy, provided all school policies are observed.

- ✚ All prescription medication to be dispensed must be dropped off in the main office by a parent or guardian. Parents/Guardians must sign a **Medication Administration Authorization Form**. The medication must be in the original container with the name of the student, medication, doctor, and the times to be administered on the container. All medication will be administered by School Administration'
- ✚ Teachers should be advised of any medication being taken by a student, particularly those that might cause a change in behavior. **No student is allowed to administer his/her own medicine or have it in his/her possession.**

### Allergies/Special Accommodations

It is extremely important that the office staff and teachers are aware of any type of allergy or special accommodation a student may have/need. If a student is allergic to any substance, whether it be food, an insect, or medicine, it is crucial for us to be aware of and educated about this matter.

In the case of any allergy or special accommodations, it is required that the parent obtain and submit to the secretary a doctor's note stating the student's name, the allergy/condition, the accommodation recommendation/requirement, and procedures to follow in case of exposure. Abraar Secondary School will cooperate with the family to the best of its ability to ensure the safety of the student. Any student with a food allergy must also provide the school with a list of proper nutritional substitutes for the food item.

### Games, Electronics and Other Non-Instructional Devices/Materials

Toys and/or electronic devices should not be brought to school. These items include radios, game boys, trading cards, cell phones, mp3 players, or any other electronic device. Such items will be confiscated and kept in the office until a parent/guardian comes to pick up the confiscated item. Items confiscated the second time will be held until the end of the school year.

In addition, the buying and selling of such items, or any other items, on school property is strictly forbidden. Anyone engaging in this activity will be subject to disciplinary action.

## Cell Phone Policy

Cell phone(s) must be turned off in classrooms or during special events at school (plays, prayers etc.). If a cell phone rings during class or a student is using their phone during class time, it will be taken by the teacher until the end of class. Students who habitually disregard this rule will be referred to the office. Habitual use by students will result in the cell phone being removed and a parent/guardian will be required to pick it up at the office.

## Lockers and Locks

All lockers must be kept locked at all times. The purpose of this procedure is:

1. to prevent theft from lockers
2. to prevent abuse of and vandalism of the lockers.
3. to maintain a respectable hallway appearance.
4. safety.

Lockers and locks must be registered with the Main Office at the beginning of the school year. Students must use ONLY the locker(s) that they have registered. Each student will be held responsible for the locker they have, and any damage or defacement of the locker will be rectified by the students concerned.

**All lockers are the property of the school and may be checked by school personnel at anytime.**

## Clean Shoe Policy

For health and safety reasons, students are expected to wear clean shoes at all times. A pair of clean shoes for the gym is **REQUIRED**. We all must work together to maintain the cleanliness of our school. Please change wet or muddy shoes on appropriate days. **The school assumes no responsibility for the loss of footwear; if expensive footwear is brought to the school it is recommended it be placed in the student's locker. Bicycles, roller blades, scooters and skateboards and longboard.**

## Report Cards

Abraar Secondary School is a semestered school. Report Cards are issued to students twice per to give parents an indication of their student's progress and to serve as an official document of student progress and achievement.

1. Interim Report Cards will be issued in early November – Semester 1 and in Early March – Semester 2
  2. Final Report Cards will be issued in late January – Semester 1 and in late June – Semester 2
- Report Cards will be held in the Main Office in cases where a family has an outstanding financial obligation,

### Parent-Teacher Conferences

Parent-Teacher Conferences are conducted at least once each semester. Other conferences are to be scheduled by appointments through the office. In order to provide an effective educational program, it is the policy of ABRAAR SECONDARY SCHOOL to maintain close communication between the home and the school.

### Admissions Policy

Abraar Secondary School has the following admissions policy:

1. Students applying for admission must meet all academic and character requirements.
2. Students admitted from outside Abraar Secondary School or Abraar Elementary School must submit **all** required documentation, including academic records and discipline records, as well as birth certificate, immigration records, health records and shot records.
3. Custody papers or similar legal documentation must be submitted in any cases where there not two parents enrolling the student(ren).
4. Registrar must check for IEP's on any students admitted from outside Abraar Secondary School
5. Students who are admitted for the new school year, but who do not begin on-time, and who do NOT have approval from the Principal to start the school year late, may be required to accept a modified timetable in order to meet credit requirements.

### Special Education Constraints

Abraar Secondary School will not be able to accept any student whose disabilities may be too severe for the School to address. Abraar Secondary School will admit only students whose needs can be met with the resources available to us.

### Tuition & Fees

Please refer to the school website for a detailed explanation of tuition and fees or request a print-out of the Tuition & Fee Schedule from the Main office.

**Tuition and fees are non-refundable.** Tuition is due on \_\_\_\_\_ of each month or any portion thereof, and a late fee will be charged for payments received after the \_\_\_\_\_.

Parents/Guardians have the option of paying for tuition using cash, certified cheque, credit card or money order

First tuition installment is due on August 15th and must be paid before a student can begin attending school. The second installment is due September 10th. If the second installment payment is not paid by September 15th, the account is marked as delinquent and a \$50 non-refundable late fee will be added. If the second installment is not received by October 15th, another \$50 late fee will be added and the student(s) will be withdrawn from Abraar Secondary School and will not be allowed to attend beginning the following day. If the family makes the

payment and is re-enrolled again, they will be required to sign up with automatic checking withdrawal to continue the school year.

### Supplies and Materials

Although supplies and materials may be provided by the school, parents should expect to provide consumable items such as pens, pencils, paper, folders, binders, etc. on an as-needed basis throughout the school year. Supply lists will be given out each summer. Students are expected to bring the required supplies with them to school and are expected to replenish them several times during each semester.

### Photocopying and Printing

A printing station is designated in the computer lab or library for all students to use. There will be a 10 cents/page cost for printing black/white copies and 25 cents/page for colour copies.

Photocopying is also available in the library for 10 cents/page. The school librarian is in charge of all copy/print related needs of the students.

### Admissions Process

1. Prospective parents will meet with the school secretary to become familiar with the admissions process. This process will include:

- ✚ Review of actual application process
- ✚ Review of documentation required
- ✚ Review of tuition and fees required
- ✚ Tour of the facility
- ✚ Receipt of Enrollment Checklist

2. The secretary will do a preliminary review of the application and documents to ensure completeness.

3. The secretary will schedule a meeting between the Principal and any student applying for admission into grades 7 and up for a review of discipline, understanding of personal responsibilities, rules, regulations, etc.

4. The parents of the admitted student(s) are required to attend the Back to School Night for Parents, generally on Friday during the same week as the first day of school.

5. Parents must sign an Acknowledgement Form stating that they have received, understand and agree to abide by Abraar Secondary School policies and procedures, including Abraar Secondary School Promotion & Retention Policy. (see Appendices)

### School Uniform

All students are required to wear the school uniform, outlined below, at all times inside the school premises, during field trips and school events unless authorized otherwise by the Principal for specific reasons:

- Navy Blue Pants
- Burgundy Shirts/ Tops

- Dark navy-blue sweaters
- Plain white or navy-blue Hijabs.
- Girls may wear plain black or dark navy blue abayahs (optional).
- Jeans not allowed
- Striped or multi-coloured pullovers not allowed.
- Nail polishing, make-up, jewelleryes not allowed.
- Bracelets & necklaces (boys), and tattoos are not allowed.
- Hats or bandages are not allowed in the school building, except hats worn for prayer.
- Girls from grade 7 and up are expected to wear headscarves.
- For girls in Grade 7 and above, clothing should be loose fitting; the top should be knee length, comfortable and reflect Islamic modesty.

**\*Note:** Abraar Secondary School uniform may be purchased from any store as long as it meets the above-mentioned requirements.

Parental cooperation is expected. If a student comes to school without the school uniform a parent will be called to pick up the student –OR- bring a school uniform for the student to change into.

**Dress code:** During school sponsored events and some field trips; students are required to observe the school dress code. Hijab is required at all times.

Sweaters and sweatshirts often get taken off in school, so please label them clearly with your student's first and last name. The school will not be responsible for clothing items left in school.

Students are expected to wear clean, ironed uniforms free from major stains. Personal cleanliness should be maintained at all times. Hijabs must be worn at all times. Boys' hair should be neat, clean and groomed; no eccentric styles, shavings, colorings, severe cuts, tails, etc. Fingernails should be clean and trimmed.

### Uniform Violations

Students are expected to come in uniform from the first day of school. A one-week window will be granted to new students to comply with the uniform policy before violations are given.

**First Violation:** The homeroom teacher will send an email to parents on the same day of the violation to inform them of the violation and for it to be rectified by the next school day.

Homeroom teacher will copy the Principal in the email. Student will remain in the classroom.

**Second Violation:** The homeroom teacher will send the student to the Main Office and parents will be contacted by the secretary to bring appropriate uniform to school. Students will be kept in the office until they are in the correct uniform.

### School Day and Dismissal Procedures

School hours are Monday to Friday, 9:00 a.m. to 4:00 p.m. A full semester consists of 3 or 4 courses of 75 minutes duration for each student. Students should be picked up before 4:00 pm. A modified school day will be implemented during religious holidays.

Parents must send a note or phone the school office when they wish to pick up their studentren before the end of the school day. Parents are discouraged disrupting studentren education and classes by coming to pick up their studentren early if it is not an emergency.

- ✚ Parents are to check with the office when picking up students for early dismissal and sign an early dismissal form.
- ✚ Parents are NOT allowed to go directly to the classrooms in order to pick up their student(ren). Rather, the student will be sent to the office at the agreed upon time.
- ✚ During the winter season there are some days when the severity of the weather makes it necessary to decide whether the school will remain open. We will be following the same policy as the OCDSB regarding opening and closing due to severe weather conditions. If you have any questions as to whether the school will be open the following day or not, please call the school office or check our website.

**Note:** *If the school closes due to weather conditions it will be announced on local TV and radio stations like all other local schools.*

### **Student Attendance:**

Students are required to be at the school no later than 9:00 a.m. Once they come, they should proceed straight away to their classes. Please note that student supervision starts at 8:45 am, so please do not come earlier than that. If a student arrives after 9:05 a.m., he/she will be required to get a late slip from the school office. If the student is going to be absent, parents should call the school no later than 9:30 am.

If the student is late three times per month, teachers will send a letter home or email notifying the parents of the importance of getting their student to school on time. If the situation does not improve, the matter will be referred to the Principal who will contact the parents to discuss the situation and to look for different options to improve the situation. Several studies have shown that school tardiness has a negative impact on learning outcomes.

By the mere nature of arriving late and missing school hours, students receive fewer hours of instruction than students who are in class when the bell sounds. But not only does a student who is consistently arriving late to school establish bad punctuality habits, their tardiness also disrupts the learning of other students in their classes. Arriving late to school can also mean that students miss out on activities designed to build connections with their peers, potentially impacting their social interactions and creating a greater sense of alienation from their classmates. Please refer to the School's Code of Behaviour for a description of the levels of progressive discipline. That will be applied in cases of chronic tardiness.

### **Unexcused Absences:**

In the case of inexcusable absences:

- ✚ The parent(s)/guardian(s) will be contacted.



- ✚ Any assignments, quizzes, tests, etc. missed due to the absence
- ✚ will be given a grade of zero.
- ✚ The student will complete community service hours or a detention in lieu of time missed.

We will closely monitor students who are absent 20% or more of a class. The matter will be discussed with each student in the hope of improving attendance. Parents/guardians will be contacted where improved attendance does not occur and means will be determined to improve attendance or find alternate **arrangements (student could be removed from the class being missed)**.

### Curriculum Related Field Trips

The school provides field trips that enhance the learning opportunities for our students and are considered to be an integral part of the instructional program. As such, students are expected to attend all curriculum related field trips provided by the school. Any absence from such field trips will be dealt with in accordance with our Attendance Policy

### Extended Absences during the School Year

If parents choose to take their child(ren) out of school for an extended holiday it is their responsibility to notify the teachers and Main Office. **The school cannot provide the exact academic activities that replicate the missed schoolwork.** Responsibility for this decision must rest with the parents. Parents are encouraged to plan activities such as daily journals, travel logs, reading, mathematics, science and technology activities during their trip. Parents will acknowledge that significant absence will negatively impact Ministry of Education hourly requirements for the achievement of credits in grade 9 -12.

**Parents must complete an Extended Absence Form found in the office if your child will be absent for more than 1 week of school.**

### School Support Services/Guidance

The Principal and the administration at Abraar Secondary School will provide the following services:

- ✚ counsel students in program and career planning
- ✚ assist with course selection
- ✚ supervise course development and assessment and evaluation parameters
- ✚ individual timetable construction and processing of timetable changes
- ✚ oversight of online (virtual school) credits
- ✚ process timetable changes
- ✚ instruction in on-line application to post-secondary institutions
- ✚ preparation of student transcripts
- ✚ maintenance of the Ontario Student Records (OSR.) and the Ontario Student Transcript (OST)

- ✚ social/emotional counselling
- ✚ liaison with post-secondary institutions
- ✚ community agency referrals
- ✚ Preparation of the course calendar
- ✚ Maintenance of post-secondary school information and career files
- ✚ Inform students and parents about alternative learning opportunities locally, and online.

### Encouragement

At Abraar, teachers encourage their students to set goals to improve their work and to undertake an ongoing review of the results of their personal efforts and choices.

### Remedial Programs Available

Remedial assistance is available to students on an as needed basis. Each day of the week is designated for a particular subject, but students may arrange for after school assistance from their teacher in advance. The Ministry of Education “Student Success” initiative provides for additional support to students who experience difficulties in school for a variety of reasons. The focus of the support is to improve the literacy and numeracy skills of all students, to ensure a smooth transition from grade 8 to 9 and then from secondary school to both post-secondary education and the work place, and to develop programs within schools which prepare students for their selected destination.

### Computer Lab

The computer lab can be used by students during regular school hours when there is staff supervision. The school maintains - for its students- about 15 computers. These machines run applications, such as the Microsoft and Macromedia suites, typically found in small business and offices. Login Accounts and passwords are mandatory. Refer to Use of Technology and Online Code of Conduct in the Code of Conduct

Abraar is committed to helping each student to develop self-discipline, self-respect and self-esteem. This includes a sense of responsibility and the motivation to develop oneself fully. To optimize success, all students are expected to:

- ☐ be courteous
- ☐ be punctual and attend regularly
- ☐ prepare for and participate in their learning
- ☐ show respect for yourself and all others around you

Abraar is committed to providing an environment which maximizes learning. To this end students are expected to:

- ☐ behave appropriately as defined by teachers in their classrooms
- ☐ avoid defiance, verbal abuse, harassment or rudeness
- ☐ show respect for school property

Abraar is committed to a safe and orderly environment in which staff and students can learn and work. Students and Parents at HHS are asked to review and sign off on the School's Code of Conduct as part of the registration process.

### Use of Technology and Online Code of Conduct

Students may have access to Internet resources through the school library or the school computer lab in the presence of the teachers only. Students and parents/guardians must sign a **Student Computer/Internet Agreement** to be granted Internet access in the school.

### Personal Responsibility

Responsible and ethical use of the Internet includes the following:

- ✚ Respect for the rights of others
- ✚ Respect for the right of privacy in the use of e-mail accounts
- ✚ Adherence to rules governing the use of computers, e-mail accounts, networks, and other computer facilities in the school
- ✚ Adherence to codes of conduct, such as the school code of Behaviour, Ontario Human Rights Code, the Criminal Code of Canada, and other laws.

### Personal Safety

- ✚ Never reveal information about your personal identity (such as your name, address, phone number, age, physical description or school) to strangers whom you may encounter online. Likewise, do not reveal such information in a public online forum where you may not know everyone who might see the information.
- ✚ Never reveal personal information online about someone else unless you have their prior permission and you know the information will not be used for harmful purposes.
- ✚ Never reveal your access password or that of anyone else.
- ✚ Never send a picture of yourself, another person or a group over an electronic network without prior informed permission of all the individuals involved and, in the case of minors, their parents or guardians.
- ✚ Report immediately to a teacher any message or request that you receive that bothers you or that suggests personal contact with you.
- ✚ Never publish the specific dates, times and locations of field trips to people who are not directly entitled to such information or to public forums where unknown persons might access the information.

### Inappropriate Language/Controversial Material

Do not use your Internet privileges to access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination towards other people. Abraar computer users will not knowingly access, upload, download, store, display, distribute or publish any information that:

- ✚ is illegal or that advocates illegal acts or facilitates unlawful activity;
- ✚ threatens or intimidates any person or suggests violence, hatred or discrimination toward other people;
- ✚ uses inappropriate and/or abusive language or conduct;
- ✚ contains inappropriate religious or political messages; or is culturally or racially offensive;
- ✚ violates or infringes the rights of any other person according to the Ontario Human Rights Code, or the Canadian Charter of Rights and Freedoms;
- ✚ encourages the use of controlled substances, participation in an illegal act or uses the system to incite criminal actions;
- ✚ is of a defamatory, abusive, obscene, profane, pornographic or sexually explicit nature; or contains inappropriate romantic overtone
- ✚ contains personal information, images, or signatures of individuals without their prior informed consent;
- ✚ attempts to hide, disguise or misrepresent the identity of the sender.

Violations may result in serious consequences that could involve police and or removal from the school.

### Cyber Bullying

Parents should note that there is a lot of cyber-bullying on the Internet and that it is becoming even more serious and harmful than bullying in the schools.

- ✚ Parents must know how to use the Internet before their students go online.
- ✚ Parents must be aware of what their students do online, in chat-rooms, and with Instant messaging
- ✚ Parents should gain the trust of their students so that they feel comfortable to let them know if something bad happens online. While students enjoy the benefits of the Internet, they must be protected from its dangers.
- ✚ Always remember that what is not good offline is not good online either.
- ✚ Consequences will be applied for unacceptable use of technology/Internet.

### Consequences for Inappropriate Behavior

Consequences for inappropriate behaviour are imposed by staff in an effort to help individual students take responsibility for their own actions and provide deterrents. Every action taken is to be carried out with regard for the dignity and self-worth of the student and in consideration of the student's age and the nature of the misdemeanor. In keeping with the expectations of the school, each incident will be treated in a fair and consistent manner and will be utilized as an opportunity for the student to learn from and grow.

### Code of Ethics and Code of Conduct

It is the policy of Abraar Secondary School to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect,

civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable and accepted.

Our School Code of Positive Student Behaviour is based upon the Ontario Code of Conduct and applies to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school property, school buses, at school-authorized events and off site at school-sponsored activities, or in other circumstances that could have a negative impact on the school climate.

### **A) Respect, Civility and Responsible Citizenship**

**All members of the school community must:**

- ✚ respect and comply with all applicable federal, provincial and municipal laws;
- ✚ demonstrate honesty and integrity;
- ✚ respect differences in people, their ideas and opinions;
- ✚ treat one another with dignity and respect at all times, and especially where there is disagreement;
- ✚ respect and treat others fairly, regardless of their race ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- ✚ respect the rights of others;
- ✚ show proper care and regard for school property and the property of others;
- ✚ take appropriate measures to help those in need;
- ✚ respect all members of the school community, especially persons who are in a position of authority;
- ✚ respect the needs of others to work in an environment that is conducive to learning and teaching;
- ✚ not swear at a teacher or at another person in authority; and
- ✚ seek school staff assistance, if necessary, to resolve conflict peacefully.

### **B) Safety**

**All members of the school community must not:**

- ✚ engage in bullying behaviours

**Definition of bullying:**

- a) 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,
  - i) Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - ii) Creating a negative environment at a school for another individual, and

- b) The behaviour occurs in a context where there is a real or perceived power imbalance between 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; (intimidation)
- c) Bullying by electronic means (commonly known as cyber-bullying), including:
  - a) creating a webpage or a blog in which the creator assumes the identity of another person;
  - b) impersonating another person as the author of content or messages posted on the internet; and
  - c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.”

- + commit sexual assault;
- + traffic in weapons or illegal drugs;
- + be in possession of any weapon including, but not limited to, firearms;
- + use any object to threaten or intimidate another person;
- + cause injury to any person with an object;
- + be in possession of, or under the influence of, or provide others with, alcohol, cannabis or illegal drugs;
- + inflict, or encourage others to inflict, bodily harm on another person;
- + engage in hate propaganda and other forms of behaviour motivated by hate or violence;
- + commit robbery;
- + commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school; or
  - + engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self esteem, or reputation, or that has a negative impact on the school climate.

### Rights. . .

At Abraar Secondary School, students have the right;

- + to be treated with respect and dignity by staff and students regardless of colour, creed, gender, disability, or sexual orientation
- + to have access to courses which are suitable and challenging to the student’s interests, abilities and career goals;
- + to request and receive extra help from teachers;
- + to be in a pleasant and positive atmosphere in all school activities;
- + to be disciplined in a firm, consistent and fair way.

At Abraar Secondary School teachers have the right;

- ✚ to expect reasonable behaviour from all students while at school and during school functions;
- ✚ to receive support and co-operation in the performance of their duties from the administration, parents and students;
- ✚ to report to an appropriate authority any student who is constantly disruptive in the learning environment;
- ✚ to be regarded as an individual and to be treated with respect;
- ✚ to conduct his/her classroom using a variety of styles and strategies provided that they promote learning.

At Abraar Secondary School parents have the right;

- ✚ to have access to descriptions of all courses of study and the criteria for student evaluation;
- ✚ to expect classes to be conducted in a professional manner;
- ✚ to expect the school's behaviour code and academic requirements to be followed;
- ✚ to receive regular communication from the school, e.g. reports, newsletters;
- ✚ to be informed promptly of any serious behavioural or academic concerns;
- ✚ to appeal decisions to the appropriate higher authority;
- ✚ to discuss their concerns with the school, e.g. special testing and programs to meet perceived needs;
- ✚ to be respected;
- ✚ 9. to have their student treated with respect and courtesy.

### Responsibilities . . .

At Abraar Secondary School, students have the responsibility;

- ✚ to show respect and courtesy to all staff and students regardless of colour, creed, gender or disability;
- ✚ to work diligently to meet the requirements of courses and to complete work missed when absent from class for any reason;
- ✚ accept responsibility for their personal actions;
- ✚ to be regular and punctual in attendance;
- ✚ to dress appropriately in accordance with the School's and the School's policies regarding appropriate dress;
- ✚ to be honest in their academic work (refrain from plagiarism, cheating, etc.);
- ✚ to use their free time responsibly;
- ✚ to actively promote pride in and support of the school;
- ✚ to respect the property of others;
- ✚ to be aware of and obey all school rules; and
- ✚ to refrain from bringing anything to school that compromises the safety of others

At Abraar Secondary School, staff have the responsibility to;

**The Principal will:**

- ✚ take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- ✚ hold those under their authority accountable for their actions and behaviour;
- ✚ empower students to be positive leaders in their school and community, and
- ✚ communicate meaningfully and on a regular basis with all members of the school's community.
- ✚ ensure that a School Code of Conduct, based on the Ontario Code of Conduct and the School's Code of Conduct is developed and communicated annually to the school community; and
- ✚ review the school Code of Conduct at least once every three years, and seek input from School Council, staff, students, parents and guardians.

**Teachers and school staff will:**

- ✚ maintain order in the school;
- ✚ serve as role models;
- ✚ maintain consistent standards of behaviour for all students;
- ✚ help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship;
- ✚ communicate regularly and meaningfully with parents/guardians;
- ✚ be fair and just in enforcing the rules of the school, while recognizing the rights of the individual;
- ✚ treat students, staff and parents with respect;
- ✚ keep accurate records of a student's progress and to provide them at the request of the administration and parents;
- ✚ evaluate and return all assignments within a reasonable time;
- ✚ report problems of learning or behaviour to the appropriate authority;
- ✚ assist students with their learning environment, planning a worthwhile program and providing extra help;
- ✚ encourage students to behave in a positive manner and to strive to reach their full potential;
- ✚ be firm, fair and discreet in their interactions with students.

At Abraar Secondary School, parents have the responsibility;

- ✚ to provide a home environment conducive to learning;
- ✚ to make contact with the school regarding any special needs or concerns regarding their student;
- ✚ to talk to their student about progress in school and to take an active interest in concerns;
- ✚ to ensure and assume responsibility for regular and punctual attendance of the student;



- ✚ to provide reasons for student absences from school, orally or in writing, as directed by the principal;
- ✚ to encourage their student to behave in a manner which will show pride in and bring credit to the school;
- ✚ to co-operate with the school in facilitating the emotional, cultural, moral and intellectual development of the student.
- ✚ demonstrate respect for all students, staff, parents, volunteers, and members of the school community; and
- ✚ empower students to be positive leaders in their school and community.
- ✚ showing an active interest in their student's school work and progress;
- ✚ communicating regularly with their student's school;
- ✚ assisting staff in dealing with disciplinary issues involving their student;
- ✚ helping their student be neat, dress appropriately, be well rested and prepared and ready to learn;
- ✚ ensuring that their student attends school regularly and on time;
- ✚ promptly reporting their student's absence or late arrival;
- ✚ showing that they are familiar with the Ontario Code of Conduct, the school's Code of Conduct, and the School's Code of Conduct and rules of behaviour; and

## Parent Support Team (PST)

### What is the PST?

The parent support team is an informal parent group that offers assistance to the school administration in enriching the educational experience of students at the Abraar School. It is comprised of volunteers and has in the past been involved in running the hot lunch program, organizing fun activities for students related to Eid, certain upgrades to the school's facilities and more.

### Can I participate?

Everyone who sincerely wants to help improve the school is welcome to join. In order to participate in the PST, you must agree to do so in a professional manner and not do or say anything that could harm the school or otherwise bring it into disrepute. You should guard as confidential any sensitive information you acquire as part of your work including, but not limited to, private information about students, teachers, staff, parents or other volunteers.

### Is there an Executive Council?

While informal in nature, the group should choose members in the group to occupy the following executive positions: President, Secretary and Treasurer. All members of the executive council must be current parents / guardians of students in the

school. Members of the executive council will be required to sign a confidentiality agreement.

### **What are the members of the Executive Council responsible for?**

#### **President**

The President is the main contact person for the school administration and the spokesperson for the team. He or she is responsible for: managing the logistics of the team; setting the date and time of PST meetings and open meetings for all parents; communicating and seeking approval from the school administration for plans and projects. All this should be done in consultation with members.

#### **Secretary**

The Secretary is responsible for receiving and keeping all documents pertaining to the work of the team and recording the outcome of meetings. He or she is also responsible for passing this information to subsequent secretaries for use by the team.

#### **Treasurer**

The Treasurer is responsible for managing all financial / accounting matters pertaining to the work of the team. He or she must submit funds collected for deposit in the school's bank account and request cheques for payment or reimbursement of expenses incurred. The Treasurer should keep records of all funds deposited / withdrawn in relation to the team's activities.

#### **Police Service**

The School believes that the Police are partners with schools and school Schools in maintaining safe schools and communities. Through the guidelines established in the Police/School Protocol Agreement, Police support schools by encouraging, enabling and maintaining positive relationships with school administrators, staff, students, parents and members of the school community.

#### **Community Partners**

The School believes that community agencies and members of the school community are resources that can help Schools deliver prevention and intervention programs. Current and new partnerships, protocols and outreach are encouraged and supported by the School to formalize and enhance relationships to maintain safe communities.

#### **Code of Conduct Implementation**

Abraar Secondary School focuses on prevention and early intervention as the key to maintaining a positive school environment in which pupils can learn. Abraar Secondary School supports the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

## Progressive Discipline

Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behaviour. These may include, but are not limited to:

- ✚ Student Success and Character Development strategies and programs;
- ✚ providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- ✚ utilizing models based on the concepts of peer mediation and/or peer counselling;
- ✚ documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- ✚ being sensitive to unique circumstances which may affect student behaviour;
- ✚ ensuring that contact with the parent(s)/guardian(s) of students, under the age of eighteen, is made early in the disciplinary process;
- ✚ maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given for:

- ✚ student age
- ✚ frequency of incidents
- ✚ nature and severity of incidents
- ✚ student exceptionalities
- ✚ extenuating circumstances
- ✚ impact on the school climate

## Consequences

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, the school will:

- ✚ utilize a progressive discipline approach;
- ✚ utilize Student Success or Character Development strategies and programs;
- ✚ provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- ✚ utilize models such as those based on the concepts of peer mediation and/or peer counselling;
- ✚ document incidents requiring disciplinary measures, and apply the mitigating factors to be sensitive to unique circumstances which may affect student behaviour;

- ✚ ensure that contact with the parents and guardians of students under the age of eighteen, or students over the age of 18 or those 16 or 17 years old who have withdrawn from parental control (adult students), is made early in the disciplinary process and involves them in a plan to improve the student’s behaviour until the behaviour is acceptable; and/or
- ✚ utilize consequences such as short-term suspension as a useful tool, and respond as required with long-term suspension or expulsion.

The following are examples of consequences and supports / interventions, in no particular order. The application of consequences, supports and interventions are determined by the incident and the individual students involved.

**Examples of Consequences:**

- ✚ verbal reminder
- ✚ warning
- ✚ review of expectations / rules
- ✚ written or verbal apology
- ✚ incident sheet
- ✚ yard: 5 minutes on the wall
- ✚ yard: walk with the teacher
- ✚ letter written to parent
- ✚ phone call home
- ✚ student contract sheet
- ✚ restitution
- ✚ in-school community service
- ✚ recess detentions
- ✚ class time detentions
- ✚ loss of in-school privileges
- ✚ loss of field trip privileges
- ✚ suspension from the bus
- ✚ suspension
- ✚ expulsion

**Examples of Supports / Interventions:**

- ✚ discussion with P / VP
- ✚ reflective paragraph / essay
- ✚ problem solving
- ✚ conflict mediation
- ✚ social stories
- ✚ discussion with parents (next steps, solutions)
- ✚ conference with others involved
- ✚ restorative justice
- ✚ Student and Youth Counsellor support
- ✚ positive reward system
- ✚ Attendance Counsellor support
- ✚ student / teacher / parent meeting
- ✚ case conference with school staff and/or school consultant
- ✚ referral to outside agencies
- ✚ Suspension / Expulsion Program

**Suspension and Expulsion**

It is understood that discipline serves not only to correct inappropriate behaviour, but also as a deterrent. To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well being of others. The Provincial Code of Conduct specifies that for student actions that do not comply with the Provincial Standards of Behaviour ( <http://www.edu.gov.on.ca/eng/safeschools/code.html>). , suspension and expulsion may be considered. The School’s Student Discipline Policy sets out the process for Suspension and Expulsion. This policy specifies the student actions that **may** result in the Principal imposing a

suspension, as well as the student actions that **will** result in the Principal imposing a suspension and considering an expulsion pending an investigation of the incident. **Copies of this policy are available in the School Office**

### Mitigating Factors

The Principal will consider the following mitigating factors when considering a suspension:

- ✚ he pupil does not have the ability to control his or her behaviour;
- ✚ the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
- ✚ the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any other person.

The Principal will also consider the following factors if they mitigate (moderate) the seriousness of the incident or the behaviour of the student involved:

- ✚ the pupil's history and age, whether progressive discipline has been used, if a behaviour has been motivated by harassment or discrimination, the impact on the ongoing education of the student, the student's Individual Education Plan.

**Note:** In some cases, even though the offence calls for a mandatory suspension pending an investigation, the consideration of the mitigating circumstances may cause a principal not to suspend.

### Infractions That May Lead to Suspension

Police may be involved, as required, and a suspension **may** be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- ✚ uttering a threat to inflict serious bodily harm on another person;
- ✚ possessing alcohol or illegal drugs or unless the pupil is a medical cannabis user, cannabis;
- ✚ 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, including cyber bullying;
- ✚ lack of medical immunization;
- ✚ persistent opposition to authority;
- ✚ habitual neglect of duty;
- ✚ a serious breach of the School's Code of Conduct.

### **Infractions for Which the Principal Will Impose a Suspension and May Recommend Expulsion from the School**

Police may be involved, as required, and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the School's Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

1. possessing a weapon, including possessing a firearm\*;
2. using a weapon to cause or to threaten bodily harm to another person\*;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner\*;
4. committing sexual assault\*;
5. trafficking in weapons or illegal drugs\*;
6. committing robbery;
7. giving alcohol to a minor\*;
8. persistent bullying – previous suspension / risk to others\*;

any suspendable activity that is motivated by bias, prejudice or hate.

**\* The School has comprehensive policies on all of these which could be included in the Handbook or provided separately on the website. Including them in the Handbook would make for a very bulky document. As it is, the Handbook is already fairly large for printing and distribution and would be best situated on the website. Printed copies could be made available upon request.**



## APPENDICES

### Acknowledgement

**I have received, read, and understood the contents of the Abraar Secondary School Parent/Student Handbook.**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

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

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

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

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

**You might want to place this form along with all others that are relevant on the school website to save paper. They should all be downloadable**