



FACULTY HANDBOOK

2025-2026

Pattison High School
981 Nelson Street
Vancouver, BC V6Z 3B6, Canada

Phone 604 608 8788
Fax 604 608 8789

Contents

Excellence and Integrity: a history and an introduction	3
Facility, Mission, Vision, Goals	3
The Teaching Philosophy at Pattison High School	4
The Pattison Code	5
Employment Matters	6
Semester structure.....	6
Illness, Preparing for Teacher Absence.....	7
Professional development	8
Personal appearance, smoking and vapour, gift, alcohol and drugs.....	8
Late enrolment, attendance procedures.....	9
Ministry of Education regulatory and statutory policies,	9
Curriculum development and maintenance.....	10
The student directed short course descriptor outline	10
Reports in each semester... ..	11
Planning for the beginning and the end of the semester	11
Marking Scheme.....	13
Offsite activities, Field Trips.....	14
Emergency procedures: lock down, earthquake and fire drill	15
Emergency procedures and crisis response contact numbers	16
Student Code of Conduct	17
Faculty & Staff Absence report form.....	18
Accident/Incident Reporting form.....	20

Excellence and Integrity: a history and an introduction to Pattison High School

Pattison High School was founded and incorporated in 2003, and opened in September 2004. The school is an educational organization offering secondary school level programs to students living in and around the Vancouver area - and to international students from the Pacific Rim and around the world. Pattison High School became part of Timesing Education Group Incorporated, on September 1, 2008.

Welcome to Pattison High School, where excellence is personified. At Pattison, students are immersed in a series of learning experiences that assist each student to reach the individual potential. Students develop the skill sets that enable each to pursue individual goals and dreams, making a difference in the world. The commitment to our community is “we don’t teach a class; we teach individual students in a class.”

Students leave Pattison with the confidence, skills, and responsibility to make their mark in diverse academic pursuits.

Facility

Pattison High School is located at 981 Nelson Street, at the corner of Hornby Street, in downtown Vancouver. The school owns the facility.

Mission Statement

Pattison High School aims to inspire Canadian and international students to grow, learn, and reach their personal goals. The school also strives to empower students with life-enriching experiences by delivering a quality secondary education that prepares them to achieve success and satisfaction in their lives.

Vision

At Pattison High School, all students graduate with the academic and social skills necessary to realize their post-secondary aspirations.

Goals

- To provide sustained opportunities for learning, using English as the medium of instruction, in order that English proficiency improves for all students;
- To establish partnerships with public and private education institutions in Canada, the United States, around the Pacific Rim, and throughout the world;
- To develop and implement high quality educational programs;
- To foster and promote international cultures and cooperation through education;
- To develop and implement school practices that guide students towards maturity, in an environment which encourages them to achieve their full potential.

The school strives to develop in our students:

1. Inquiring minds, critical and creative thought, communication and expression, coupled with the acquisition of academic fundamentals;
2. An appreciation for Fine Arts through the development of artistic practice, understanding and appreciation;
3. The skills necessary to enhance their physical, mental and social well-being;
4. Self-esteem coupled with tolerance, confidence and an understanding of individual and group differences; and
5. Integrity, courtesy and a high standard of ethics and morality.

A Mandate for Education - British Columbia

"The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society, and a prosperous and sustainable economy."

Pattison's place in the great scheme of things

We are an independent school. In B.C. there are approximately 350 independent schools that educate over 80,000 students - about 12% of the total student population in the province. The school holds Group 4 classification, which means the majority of the students enrolled in our school are admitted to Canada on the basis of a Canada Immigration Study Permit. To be eligible to issue the B.C. graduation certificate, the Dogwood Diploma, all teachers are certified by the BC Ministry of Education Teacher Regulation Branch.

The Teaching Philosophy at Pattison High School

At Pattison, teachers shape our success. The basic building blocks are the crucial interactions between teachers and students. We believe, strongly, that significant learning and teaching happens all the time and that these crucial elements are bound neither by clocks nor classroom space. Good and positive relationships with students are among the most important elements for success. The school strives to foster mutual respect throughout its educational community.

Student success is our success.

The following seven statements illustrate the approaches that faculty take towards its role in the classroom and at school:

- We concentrate on student needs, channeling resources to learning and growth.
- We nurture student learning in all areas of the school experience - not just in the classroom.
- We promote excellence from students, not just competence. This is achieved through the active engagement of each teacher in the student learning experience.
- We set high academic standards and expect much from the students, re-enforcing basic skills - then moving beyond basics to help students develop critical and creative thinking reasoning skills.
- We stress values and ethics ... in simple and complex situations.
- We emphasize personal awareness and social responsibility so students can play a positive, contributing role in a diverse, pluralistic society.
- We encourage a collegial atmosphere and a sense of community, the support of interested colleagues and administration, and great opportunities to develop and shape courses and curriculum which influence the positive development of our students.

The Pattison Code

We endeavour to be:

- honest and respectful with ourselves and others;
- conscientious in taking advantage of all educational opportunities;
- courteous and well-mannered;
- orderly in appearance and in the use of personal and public property;
- considerate of individuals, their possessions, and their privacy;
- kind in thought, word and deed; and
- loyal in upholding the reputation of the School.

An excellent school is, above all, a civil school where no one, adult or child, is subject to discourteous, threatening or disrespectful treatment by anyone else. This is more important in its application to adults than to students, for adults are the role models and their obligations are far greater in this area.

In our school, we insist on an unequivocal standard of civility. Pattison High School believes that students enter the school for serious reasons and that, in general, their consciences and common sense are sufficient guides for their behavior. A sense of responsibility for one's own conduct as well as for the general well-being for the community is expected.

Expectations of professional communications

The following are descriptors of expected professional communication in order to enhance clarity in professional communication.

- a) Faculty conversations that focus on a student should
 - i. focus on a positive representation of that student, including an appreciation for the growth and potential of the student;
 - ii. be mindful of confidentiality when students are being spoken about;
 - iii. avoid oversharing - so as not to risk creating a 'culture of negativity' with regard to that student;
 - iv. be open, accessible and transparent in order to be as inclusive as a professional team should be;
- b) Faculty conversations that focus on a student's behavioral concerns and challenges should be redirected to the counsellor and/or the principal, so that faculty does not dwell on the negative - and risk unduly influencing each other with negative stories about a student;
- c) The terms and conditions of individual teacher agreements are confidential.

Employment Matters

The trimester structure

The academic year is constructed as three trimesters: fall, winter and spring. Each trimester includes 15 weeks, including statutory days.

The delivery of classes is consistent throughout the semester: On standard days there are four periods, and the order is the same for every day in which class takes place. Period one starts at 8:45 and period four ends at 3:45. Wednesday is a day when the schedule changes: each of the four periods is shortened by 15 minutes so that there is an hour of unscheduled class time when students may seek extra guidance and support. That hour is from 2:45 to 3:45 every Wednesday afternoon.

There is a 10-minute break between periods one and two, and between periods three and four. There is a 40-minute lunch break. The working hours for the full-time teacher is from 8:15am to 4:15pm.

Standard Day:

Period 1: 8:45 – 10:15
Period 2: 10:25 – 11:55
Lunch

Wednesday

Period 1: 8:45 – 10:00
Period 2: 10:10 – 11:25
Lunch

Period 3: 12:35 – 2:05
Period 4: 2:15 – 3:45

Period 3: 12:05 – 1:20
Period 4: 1:30 – 2:45

Staff, Student, and Faculty Illness

The following information is an excerpt from the Communicable Disease Control Plan:

What to Do When Sick

Staff, students, or other persons who are exhibiting new symptoms of illness should follow BCCDC guidance:

- Staff, other adults entering the school, parents, caregivers, and students should not come to school if they are sick and unable to participate fully in routine activities.
- Staff, children, or other persons can attend school if their symptoms are consistent with a previously diagnosed health condition (e.g., seasonal allergies) or symptoms have improved, and they feel well enough to return to regular activities. If you are unsure or concerned about your symptoms, connect with your health care provider or call 8-1-1.

What to do when Symptoms Develop at School

- If a staff member, student, or other person develops symptoms of illness at school and is unable to participate in regular activities, they should be supported to go home until their symptoms have improved. Appropriate infection control precautions should be taken while the person is preparing to leave the school premises, including use of appropriate hand hygiene and cleaning/disinfection of surfaces soiled with bodily fluids. They may use a mask if they are experiencing respiratory symptoms.
- Any staff/student who becomes sick while at school and cannot be leave immediately, will be separated from others and provided with a non-medical mask if they want one.
- Students/staff will be advised to seek medical guidance as needed, and to stay home until symptoms have improved and they feel well enough to participate in all schoolrelated activities.

Teacher Absence

If you are ill and need to be absent from work, call/text the principal's cell number 604-3489309. This message must be confirmed by email, with guidance for how the school will engage the students in your class during your absence (see below). The principal will need to know how long you expect to be absent, and what form of health care intervention you will seek.

Please provide advance notice of health appointments by email and confirm with the principal that notification is received.

For teachers with full time assignments, the Employment Agreement provides for six days ‘sick leave’ during the 12-month period of the agreement. Two days per semester are provided in each semester.

Teachers who are on a 0.75 or 0.5 FTE assignment are eligible for 4.5 days ‘sick leave’ or 3.0 days ‘sick leave’ respectively. It is necessary to fill out a *Faculty & Staff Absence Form* in advance whenever possible, or upon your return. Submit it to the principal.

Preparing for Teacher Absence

Keep a folder on your desk that contains attendance lists for your classes and general instructions for teaching your classes. Mark this folder “For TOC/Teacher Absence.”

- For planned absence include lesson plans in the folder and by email to the principal (and TOC if known.)
- For unplanned absence, email the plans to the principal (and TOC if known.)
- It will also be helpful to post instructions and resources on Teams for the students, but do not assume that the TOC will have access to Teams.

Lesson plans for others to use should include the following:

- Date of absence/plan implementation
- Your name
- For each period ○ Which period, time and room ○ Course name and grade ○ Teaching objectives for the period ○ Expectations for students
 - Directions for the teacher – include enough detail so that the TOC can manage the expectations for students, including, but not limited to:
 - where to find/preview the given resource (print or link)
 - where to submit work (hand in, Teams, etc)
 - answers to assignments or points for discussion ○ Include handouts for copying (paper or digital)
- Request feedback from the TOC

Professional Development

There is one professional development day scheduled in each semester, and a yearly budget to accommodate fees. Teachers are required to submit a written request prior to the event – for approval – and a written report of PD activities soon after they occur.

Personal Appearance

All employees represent Pattison High School and are mentors/models for students.

Our dress code requires business casual attire. We ask that all teachers be dressed in a professional manner at all times. A more formal dress code applies for special events such as Orientation, Awards Day, and the Commencement ceremony.

Smoking and Vapour Products

Pattison High School is a smoke-free environment and smoking of any kind is not permitted anywhere on school or Electra Building premises. Effective with provincial legislation that came into effect in September 2016, the prohibition includes e-cigarettes and vaping.

Gift Policy

Pattison High School does not encourage the exchange of, the giving of, or the receiving of, gifts. Where the circumstances are such that it would be impolite to decline a gift, the gift can be accepted if it appears to be of nominal value and does not evidence a cash value. If in doubt, ask the principal or a director.

Alcohol and Drugs

The purpose of this policy is to ensure that Pattison High School acts responsibly with regard to alcoholic beverages. The school takes seriously the problem of drug and alcohol abuse, and is committed to provide a substance abuse free work place for its employees. This policy applies to all employees of the school, without exception, including part-time and temporary employees.

Employees are not permitted to:

1. drink alcoholic beverages or partake in drugs when in charge of students;
2. bring, or keep on the premises, any alcohol or drugs;
3. consume alcohol or drugs in the presence of students, when traveling; or
4. encourage, directly or tacitly, the consumption of drugs and alcohol by students.

Employees who violate the alcohol and drug abuse policy will be subject to disciplinary action, including possible termination.

Late Enrolment

Occasionally the school will receive a late enrolling student due to unforeseen events such as a delay visa or study permit processing, a health condition, or a family matter. A student may transfer from another school, and we may try to accommodate the application – dependent upon criteria and circumstances. Students who enrol after the 3rd week of the trimester will be able to audit a course and is expected to participate fully but will not receive course credit.

Attendance procedures

Teachers complete a period-by-period electronic attendance record, on My EducationBC, to be submitted to the admissions office by the time 15 minutes of class has elapsed. Attendance is recorded and held electronically in the MyEducationBC program. For students not yet enrolled in MyEducationBC, attendance must be recorded in another manner each day.

Students who arrive late will have the time recorded on MyEducationBC. Students who arrive late by 30 min or more will be marked as Absent/late with the time of arrival indicated.

When a student is excused absent, the reason should be indicated, and the message should be pasted into the comments section in MyEducationBC attendance.

Ministry of Education regulatory and statutory policies

The following policies are published and in effect at the school. They can be found in the MS Team called [PHS Teachers and Staff](#) > General>files will adhere to all appropriate school policies and procedures as outlined in the Faculty Handbook.

1. Educational Resources Policy
2. Communicable Disease Control Plan
3. Student Supervision Policy
4. Substance Use and Anti-smoking Policy
5. Child Abuse and Neglect Policy and Procedures
6. Harassment and Bullying Prevention Policy
7. Student Code of Conduct and Discipline Policy
8. Field Trip Policy
9. Emergency Management of Anaphylaxis
10. Emergency Management Planning Policy
11. Emergency Drill Procedures for Faculty and Staff
12. Protection of Privacy Policy

Curriculum development and maintenance

The shift to the 2018 BC curriculum has taken the focus from detailed daily lesson plans to curriculum unit structures - with evidence of collaborative inquiry and research methodologies, together with peer and self-assessment, and references to First Peoples' Principles of Learning. As a result, there is a lesser reliance on the documentation found in the 'Teacher's Daily Plan and Record Book.'

The documentation associated with the course delivery and the students' learning experience in the classroom is found in the MS Team called [PHS Teachers and Staff](#) > Teachers channel > File tab. Curriculum is organized within the appropriate folder. Curriculum remains the property of the school.

The student-directed short ‘course descriptor/outline’

The student-directed short ‘course descriptor/outline’ is the window that the school provides to the student and the student’s family in order to describe the experience that the student will have in the class. It is particularly important because it is the most information that the family will have in order to understand what the student is engaged with.

The short course descriptor/outline must be reviewed, updated and reposted at the beginning of each semester, to bring it current with the expected classroom experience. The evaluation scheme is particularly important because it presents the requirements for academic success. The evaluation scheme should not be subject to change; it must be honoured for the duration of the semester. The transparency of the evaluation scheme is one form of trust that we keep with the students and their families.

Required Components:

- Course Name, Trimester Date, Instructor Name & email, school logo
 - Course description
 - Statement of Big Ideas
 - Topic/Unit list with description of content
 - Course/teacher/student expectations including use of cell phones and technology, how to succeed in your class, necessary course materials, and other class policies □
- Evaluation Scheme

Planning for the beginning and the end of the semester

The beginning and the end of the semester require particular attention. The Group 4 nature of the school predisposes it to students and their families where the student arrives late at the start of a semester and plans to leave early at the end of a semester. Therefore, the school needs those periods with particular care.

At the beginning of the semester:

1. Be mindful of a student who has not arrived in your class, or who has shown up but is absent for two or more days thereafter
2. Plan to introduce a collaborative inquiry/research project that engages students for a long enough period that it will include all who are going to arrive to your class
3. Establish an attendance peer support mechanism in each of your classes
4. Present a course plan that includes an evaluation and marking scheme on the first day

At the end of the semester:

1. Be aware of the student who indicates that, in their mind, the course is over and that there is no more academic purpose to attend school
2. Post a schedule of curricular activities and assessment whereby the assessment that requires the most evaluation time by the teacher is administered first and that assessment decline in terms of time commitment from day 62 to the end of the semester

3. Continue to record attendance on MyEducationBC until the last day of the semester
4. In the final days of the semester, students may be expected to do one or more of the following:
 - (a) Complete a short final assignment (as part of your suite of final assessments);
 - (b) Complete assignments that were incomplete earlier in the semester;
 - (c) Upgrade assignments that fell below the course standard; and/or
 - (d) Work on a project to extend learning.

It is acknowledged that the end of the semester is a busy time at this school, as it is at all schools. The school has a responsibility to know where its students are, and to provide supervision, from the beginning to the last day of the semester. Teachers are expected to be in attendance for the first day and the last day of school. An extended semester break is not permitted except in an emergency medical situation.

Reports in each semester

In each semester, all teachers are required to issue four reports, including: two Interim Progress Reports, one midterm, and one final report with grades provided with a summarizing anecdotal report. These reports are recorded and stored electronically, giving an account of students' attendance, late arrivals to class, academic progress, work habits, general performance, and English use in the classroom.

The midterm and final report comments will focus on student progress towards the curricular competencies and provide feedback describing student strengths, areas for future growth, and recommendations for further development. It should also contain student-generated content including self-reflection on the Core Competencies and goal setting.

The Interim Progress Reports, midterm and final reports are indicated on the school calendar. For all terms, Interim Progress Report #1 is issued in week 4 and Interim Progress Report #2 is issued in week 11. The midterm report is provided in week 8 on MyEducationBC. The final report card is provided in week 15 together with the anecdotal summaries written by the teacher - for each student in the class - on MyEducationBC.

The interim progress reports (IPR) will focus on the student's approach to learning and will be in the form of a standard checklist:

Descriptors, along with the letter scale below, are intended to report on how your child is performing and engaging in the classroom. The following scale is used:

Emerging, Developing, Proficient, Extending

Is engaging and actively participating to the best of their ability and circumstances, especially during lessons, or is fulfilling alternative expectations.	
--	--

Is self-directed, able to prioritize, meets deadlines, actively self-advocates and responds to communication, especially between lessons or during independent working time.	
Is open-minded, and is able to use all requested learning tools, processes, and platforms appropriately and does so in a way that upholds class/community norms.	
Demonstrates progress in understanding concepts and skills, and is on track to meet the learning expectations for the course.	

The IPR's are not entered in MyEducationBC. Instead, a spreadsheet will be provide on Sharepoint, which is also accessed via Teams: PHS Teachers and Staff>Reporting>Files. The reports will include number of absences, grade to date, and overall Work Habits 'mark' of E, S, or N (Excellent, Satisfactory, Needs Improvement) and the above checklist (as a comment).

The anecdotal report (Midterm and Final) is required to be submitted to the principal as an MS Word format document in advance of the publishing date, according to the school calendar, in order to allow for review and feedback. This should include the mark, number of absences, and the comments. Teachers are expected to proof-read their report card comments for spelling and grammar, correct student names and pronouns, before submission.

The Midterm and Final Reports are completed on MyEducationBC, Instructions will be given at that time.

The anecdotal comments reference the student-focused short course descriptor/outline and provides a focused commentary regarding student specific progress and achievement: the development of core competencies anchored in curricular competencies, proficiency in collaborative inquiry and research, and evidence of what the student can do, knows and understands. The language used to describe assessment and competency must be consistent with the new [2018] BC curriculum. Please see

[K-12 Student Reporting Policy – Communicating Student Learning Guidelines \(Aug 2023\)](#)

Student Behaviour, Achievement, and Parent Communication

It is necessary that teachers manage the classroom environment, including behaviour and academic expectations. It is important that students are challenged and engaged in your lessons. They also value activities that allow them to interact with each other. Students are less likely to miss a class that they feel will put them behind, impact their grades, or was a lost opportunity to engage with peers or deepen their learning.

It is important to build rapport and cultivate relationships with your students. Building relationships has a major impact on attendance, effort and behaviour. Let them know you care. Provide guidance and encouragement and follow up on expectations.

Ensure that you have tried to solve issues before sending the issue to administration. For serious issues, please use the incident reporting form, in the appendix. If a student is

demonstrating behaviour or achievement that is below expectations, the following steps should be taken.

1. **Speak with the student.** Let them know your concern and that you care about their success in your class. Follow up each absence with a request for an excuse.
2. Do not wait for the IPR to communicate concerns to parents/custodians. **Send an email directly to them** before the problem compounds.
 - The contact information is available on MyEducationBC.
 - Click on a student's name, then Contacts side tab.
 - One can select all contacts (checkboxes), then under the Options drop-down menu, use Send Email.
 - In BCC, add your email, principal, counsellor, and include the appropriate Advisor.
 - Alternatively, one can scroll to the right, copy email addresses, and paste them into Outlook, copying principal, counsellor, and the appropriate Advisor.

Marking Scheme

The school's marking scheme is guided by the Provincial Letter Grades Order provided by the BC Ministry of Education, Governance and Legislation Branch:

Letter Grade	Percentage Range	Description
A	86 - 100	The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.
B	73 - 85	The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.
C+	67 - 72	The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.
C	60 - 66	The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.
C-	50 - 59	The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.
F	0 - 49	Failed or failing. The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject or grade. An 'F' may only be used if an 'IE' has been previously assigned.

SG	N/A	Standing Granted: Although completion of the normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school.
IE	N/A	Insufficient Evidence: The student has not provided sufficient evidence of learning in relation to the learning outcomes for the course. IE must converted to an alternative letter grade and percentage on the student's final report and transcript.
W	N/A	Withdrawal. According to the policy of the board, and upon request of the parent of the student or, when appropriate, the principal in charge of a school may grant permission to a student to withdraw from a course or subject.

Off-site activities for the students at Pattison High School

Students at Pattison High School may be required to leave the school premises from time to time-in order to complete instructional/learning tasks, or to participate in extracurricular activities.

- a) Instructional or learning tasks will take place within the City of Vancouver at such sites as are normal and expected for school programs.
- b) Extracurricular activities will take place within the Province of British Columbia at such sites as are normal and reasonable for extracurricular activities. These activities will be supervised at all times.

The Principal ensures that these criteria are met and continue to be met during the term of the school year.

Teachers are expected to make extracurricular contributions to the students' school experience, through facilitating/supervising club activities or the organization of special events.

Field Trips

Examples of curricular day trips include trips to theaters, art galleries, museums, music festivals and other outdoor/indoor excursions.

The procedure for obtaining authorization for the day trip is as follows:

1. Talk about the proposed external learning opportunity with the principal.
2. The date of the proposed day trip should be planned no less than two weeks prior to the event.
3. Students have paid an activity fee, the funds from which are reserved for school-wide events, such as Activity Day. For class field trips, a budget plan needs to be submitted for approval at least two weeks prior to the event. Please check with the Principal with regard to the budget plan and its details.
4. If the students need additional payment for a trip, a notice should be sent home with each student to advise them of the trip particulars and the associated fees.
5. Should the trip be canceled, notify the principal as soon as possible.
6. It is important that teachers who are supervising students have a record of the cell phone numbers and the name of the healthcare insurer for everyone who is traveling in the group.
7. Ask for this information. You may get this information from the Student Services Coordinator. Safety is to be ensured at all times.

Emergency Procedures: Lock Down, Earthquake, Fire Drill

A lock down, earthquake and fire drill protocol is published separately, and available PHS Policies and Procedures for Faculty Folder

Procedures: Critical Incident (Crisis) Identification and Notification

As soon as you learn of a critical incident, it is your responsibility to ensure that the principal is informed immediately. This should be done as follows:

- at school - find the principal, and inform
- if the principal is not at school – call the cell phone 604 348 9309
- if the principal is out of town – contact Amanda Lu at 604 790 9856

Please also submit an Accident Report form. See appendix.

Emergency and crisis response contact numbers

Police / Fire / Ambulance	911
24 Hour Crisis Line	604-872-3311

Child & Adolescent Response Team (CART)	604-874-2300
Helpline for Kids	310 1234
Suicide Attempt Counseling Service (SAFER)	604-675-3985
EMBC Provincial Emergency Reporting (24 hours)	604-663-3456
BC Children's Hospital	604-875-2345
BC Hydro Emergency Services	604-769-3766
BC Poison Control Center	604-682-5050
MCFD Child Protection	604-660-5437

The following is a general statement regarding the expectations for student behaviour at Pattison High School. The second Code of Conduct is a specific statement regarding the expectations for student behaviour at Pattison High School. For violations of the Code, use the Incident Report Form.

STUDENT CODE OF CONDUCT

Students at Pattison High School are expected to behave in a mature manner, to respect the faculty, staff and their fellow students, and to treat the facilities and public areas with care. The following is a list of some of the expectations for all Pattison students:

All instruction at Pattison is carried out in English, so English must be the language in the used in the classroom and should be used throughout the school.

1. Students must show respect for those who work and learn at Pattison High School, as well as property and materials. Harassment, bullying, aggression, or other unkind words or deeds towards others are not acceptable.

Your

Pattison High School

2. Students are expected to follow directions and guidance of staff and faculty without disruptive or defiant behaviour, including use of technology and cell phones.
3. The wearing of the school uniform from the time that the student enters the school until the student leaves the school is required. School clothing must be evident as the outer layer while in the school.
4. Full attendance, including on time arrival to classes, as a form of respect to oneself, for other students and the teacher, as well as the learning that is taking place in the classroom.
5. Students meet academic expectations, and present work that is their own, original work, free of cheating or plagiarism; the education program is founded upon the trust in academic honesty
6. Students are expected to speak English during class time, unless another language is approved to assist other students to understand class work.
7. Canadians tend to be quiet people who expect public places to be clean and tidy. It is important to behave in a respectful and appropriate way in public or even standing outside the building.
8. Smoking of any kind – whether tobacco or e-cigarette - is specifically prohibited on the private property occupied by the school and the Electra building, from the buildings to the sidewalk.
9. Students must place phones in lockers before entering the classroom. Students must have a laptop or tablet to use if technology is required in the classroom.

Your name, below, indicates that you understand, and will abide by, the Code of Conduct.

Student's full name _____

**Pattison High School
Faculty & Staff Absence Report**



Name _____ Date _____

I was/will be: a. late b. leaving early c. absent

Reason _____

Date(s) and time(s) of Absence:

From _____ to _____

Total: _____ minutes/hour(s)/day(s)

Please check one of the following:

____ Vacation request ____ Leave without pay
____ Sick leave request ____ I will make up this time at _____

Faculty submit this form to Michael. Staff submit this form to Amanda.
Attach your doctor's certificate for sick leave over 3 days

**Pattison High School
Faculty & Staff Absence Report**



Name _____ Date _____

I was/will be: a. late b. leaving early c. absent

Reason _____

Date(s) and time(s) of Absence:

From _____ to _____

Total: _____ minutes/hour(s)/day(s)

Please check one of the following:

____ Vacation request ____ Leave without pay
____ Sick leave request ____ I will make up this time at _____

Faculty submit this form to Michael. Staff submit this form to Amanda.
Attach your doctor's certificate for sick leave over 3 days.

Accident/Incident Report Form

Date:	Person Reporting:
Name of Student(s) and Grade	
Date and Time of Accident/Incident	
Exact location (description or photograph)	
Witnesses (Names)	
Precise factual report / description of the event	
Your/other staff member's response	

Follow-up actions	
Additional helpful information	
Received by principal	Date
Principal's signature	
Reporting teacher / staff member's signature	

OFFICE: FOLLOW-UP NOTES