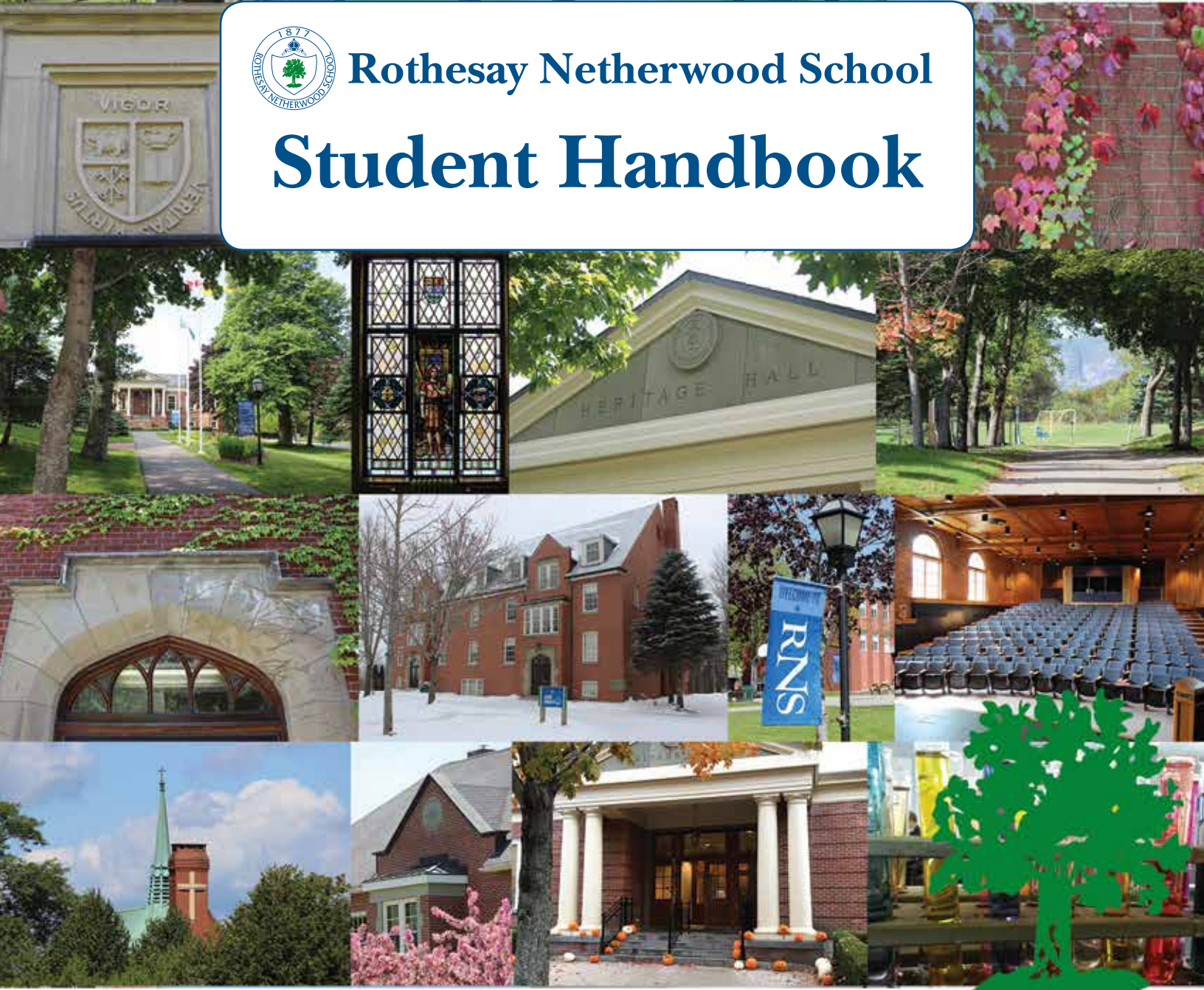




Rothesay Netherwood School

Student Handbook



Welcome

It is my pleasure to offer greetings on behalf our school. As Head of School at RNS, I am very fortunate to work with an incredible group of students, faculty, and staff every day. These people inspire me to do my best to support them in all facets of our program – academics, arts, athletics, and service.

Students enjoy broad success at RNS because we are a small school with a big school program. As a small school, we offer students the opportunity to be safe, to value learning, to build meaningful relationships, and to be part of a community. Our students are also encouraged to be broadly involved in our robust extra-curricular program. Our most successful students excel in the classroom and are often immersed in several activities on the Hill or in the community.

In our mission, we state that RNS is committed to the development of character, courage, creativity, and a passion for learning. This is an ambitious charge, but an important reminder about what you should expect from an RNS education.

I hope that our handbook provides you with the information that you require. If you are interested in additional information, please contact us.



A handwritten signature in black ink that reads "Paul McLellan". The signature is written in a cursive, flowing style.

Paul McLellan
Head of School

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About Us

Our History and Heritage

Rothesay Netherwood School (RNS) has forged a stellar reputation by offering a small school experience coupled with world-recognized programs. We challenge our students to develop the character, courage, creativity, and passion for learning to become leaders for a lifetime. Located on 200 acres in beautiful Rothesay, New Brunswick, our campus reflects the enduring elements of our heritage and our forward-looking perspective on education. Our faculty is innovative in the way that it develops and adopts best practices and our parents, alumni, and friends are enthusiastic supporters of our mission. We are an International Baccalaureate (IB) World School, an Outward Bound School, and a member of Round Square.

Our defining feature is our sense of school community. The RNS accreditation report by Canadian Accredited Independent Schools (CAIS) in 2012 included the following observation from the committee chair: “There are plenty of small boarding schools, but it is extraordinarily rare for any school to possess the culture of Rothesay Netherwood School. Ask any RNS student what makes the school special and you’ll hear the same refrain: “We have a great community. The teachers really care about us. And we care about one another”. True to our Atlantic Canadian roots, we know each other by name and we measure our success by the growth of each of our students.

The school began in 1877 as Thompson’s School, located near the Rothesay train station. In 1891, Mr. Robertson purchased the school, renamed it Rothesay Collegiate School, and moved it to its present location on the hill. In 1907, the school was taken over by the Anglican Church (Diocese of Fredericton), and Rev. Hibbard was appointed headmaster. In 1938, Rev. Hibbard was succeeded by Dr. Bonnycastle; and while Dr. Bonnycastle

served overseas during WWII, the school was run by his assistant, Dr. Jackson. In 1963, the school became incorporated and was leased to an independent Board of Governors. Following Dr. Bonnycastle’s retirement in 1970, a series of five headmasters presided over the school until Mr. Kitchen became the Head of School in 1987, retiring in June, 2016. Mr. McLellan is the current Head of School.

Girls were enrolled at Thompson’s School until the school moved up the Hill in 1891. Netherwood School for Girls was then founded in 1894 by Ms. Gregory, who was succeeded in 1895 by her niece, Mrs. Armstrong. In 1903, Ms. Pitcher became Principal, and in 1912 Dr. Ganong purchased the school and led it until her retirement in 1944. Dr. Ganong was succeeded by Ms. Cannell, Ms. Palin and Mrs. Crimmins. Several other headmistresses led the school for shorter periods of time.

In 1972, RCS and The Netherwood School for Girls formed a partnership that saw joint classes but separate campuses. Difficulties followed for both schools, however, and in 1984 RCS and Netherwood announced that both schools would be closing. The future did not bode well until a group of parents came forward with a proposal to obtain financing, combine the two schools and to continue as one school, RCS-Netherwood. This success was bittersweet as it involved the closure and sale of the Netherwood Campus.

Thanks to the hard work of many supporters of the school, RCS-Netherwood continued on its path forward. Over the last 20 years, the campus has seen significant revitalization and transformation. The layout of the grounds has been enhanced: gates to the campus, new roadways, new paths, the planting of hundreds of trees, and several new

buildings have been added to the campus, while many more have been renovated. In 2002 the school became known as Rothesay Netherwood School, which better reflected the life and community of the present day school.

In June 2002, Kirk House, the junior boys' residence, opened its doors. Collegiate Hall, opened in May 2005, houses the school's administrative offices, the Alumni Room, classroom space, a meeting room, and faculty work areas. In October 2006, the junior girls' residence, Netherwood House, was opened. South House, the oldest building on campus houses administrative offices and faculty work rooms. The state of the art dining hall, Heri-

tage Hall, was opened in 2009. During the summer of 2010, our senior boys' residence, Mackay House, was completely renovated and our school library was moved to Fawcett Hall.

The summer of 2013 saw the opening of the newly constructed Kitchen House, the Head of School's residence; while the following summer saw the completion of the Jordan Boyd Memorial Pond and the Sunken Garden. Later that year in December, an expansion to the school's rink was completed and named in honour of Dr. C.H. Bonnycastle. The Roslyn Isobel Stollery Fitness Centre opened in the spring of 2018.

Mission and Values

Our Mission

Rothesay Netherwood School is a university preparatory school dedicated to the education of students in a safe, caring Atlantic Canadian community that fosters an international perspective and the development of character, courage, creativity, and a passion for learning.

To this end, the School strives to maintain a financially stable institution that provides:

- a rigorous and comprehensive curriculum that integrates information technology;
- a culture that celebrates effort and success;
- a boarding community where teachers and students live and work together in an atmosphere of mutual trust and respect;
- opportunities for participation in music, fine arts and drama;
- opportunities for physical activity on a daily basis in competitive and non-competitive environments;
- opportunities for the development of leadership skills, team-building skills, self-discipline, self respect and a sense of responsibility, within and beyond the school community;
- opportunities that promote an appreciation for cultural diversity, tradition and a greater understanding of the global community;
- spiritual support and pastoral care.

To this end, each student will:

- strive for individual excellence: academically, artistically, athletically, socially, and spiritually
- demonstrate respect for their surroundings and environment;
- know and maintain the standards of the school;
- treat everyone with respect and dignity;
- develop an enduring sense of responsible citizenship;
- leave RNS a better school and continue to be active in school affairs.

Our Campus

All classrooms, residences, and buildings at RNS are interconnected through a wireless and fibre optic network.

Collegiate Hall is the location of the administrative offices, Head of School's office, faculty lounge, alumni room and a classroom.

South House is the original building on campus, dating back to 1850. It is the location of the office of the Assistant Head and other student services.

School House is one of the original school buildings on campus and it has 10 classrooms. The Middle School is housed on the second floor, and TIES - the campus store on the main floor. The Outward Bound Canada Office is located in the lower level of the building.

The Théâtre Susan B. Ganong, the school's performing arts centre, is also located in School House. The theatre seats 200 people and features a 1000-square-foot stage, a projection booth and costume room with storage.

Hibbard House has three classrooms, three science laboratories and the Innovation Studio.

Kirk House holds two classrooms on the lower level, as well as the IT Office. The Art Studio is located on the top floor. Kirk House is also the junior boys' residence.

The Memorial Chapel was completed in 1923 in memory of the 22 alumni who gave their lives in the service of their country during WWI. The chapel was the first of the many brick buildings built on the campus. Morning chapel service begins the school day at 8:15 am. This provides an opportunity for all students and faculty to meet together each day. The chapel provides a multi-faith, spiritual gathering place for everyone in our diverse student body. Chapel is compulsory for all students.

Heritage Hall is the school's dining hall, which seats approximately 500 guests.

Residences

We have four boarding residences on campus: Mackay House, Quinn House, Kirk House, and Netherwood House.

Mackay House is the senior boys' residence.

Quinn House is the senior girls' residence.

Kirk House is the junior boys' residence.

Netherwood House is the junior girls' residence.

Each of the RNS residences has two houseparent apartments. This allows our Residential House Staff, and their families, to live with the students, creating a comfortable, family-like environment.

Gregory House, the day girls' house, currently located above the Irving Gymnasium, is named after Netherwood's founding Headmistress, Ms. Gregory.

Fairweather House, named after the original owner of South House, is the day boys' house and is located in the basement of School House.

The Middle School is located on the second floor of School House.

Athletic Facilities and Grounds

RNS campus has five playing fields. These fields allow RNS to host RugbyFest, the largest high school rugby tournament in Eastern Canada, each spring. **Hickman Field** serves as a full-size international rugby field in the spring and a full-size international soccer pitch in the fall. **Riverhawk Field** and **Fairweather Field** are used for soccer, field hockey and rugby. **Quinn Field** is used for soccer, rugby and track. **Tennis Court Field** is used for soccer and rugby.

The **Irving Gymnasium** includes a regulation-size basketball court, two practice cross-courts, two volleyball courts, four locker rooms, a climbing wall, and a conference room.

The **Dr. C. H. Bonnycastle Memorial Arena** was built in 1950 in memory of the alumni and faculty who died in WWII. The **Roslyn Isobel Stollery Fitness Centre** is attached to the arena.

The campus also has two squash courts, three tennis courts, as well as several kilometers of marked trails through wooded areas on the school property. The trails are used for mountain biking, cross-country running and hiking.

Colin Mackay Library

The **Colin Mackay Library** is located in Fawcett Hall. It has a resource collection of over 10,000 items, including books, magazines, a photocopier, as well as, a printer, scanner and wireless capabilities. Students are encouraged to use the library for study, research or reading.

The library is available from 8:40 am - 4:30 pm each school day and in the evening from 7:30pm - 9pm. Admittance may be granted at other times by special request. Books, other than reference books and books on course reserve, may be borrowed for two weeks and renewed, if necessary.

The library also offers online software available on the school's website. This provides resource searching with combined access to our collection and online resources, and it offers curriculum support by finding age-appropriate resource websites.

As the library continues to adapt to the changing needs of the students and teachers, it remains a place where students meet to share their interest in books and to explore new ideas. A common area for all students, it is important that students respect the dignity of the institution and behave accordingly.

TIES - The Campus Shop

Uniforms may be purchased at the school through **TIES - The Campus Shop**, located on the main floor of School House. Many clothing items, including basic athletics equipment and some used articles of clothing, are also available for sale.

Health Centre

The **Health Centre** is located on the second floor of Fawcett Hall. It is open daily, Monday to Friday, from 8am to 5pm. At other times, houseparents or duty teachers are available for emergencies and other health concerns. When necessary, the nurse on call will be contacted. The school nurses will make appointments with doctors, dentists and other health professionals for boarding students. The guidelines for the health centre are:

- All students are required to have permission to go to the Health Centre during class time, unless receiving scheduled medications.
- Students are encouraged to come to the Health Centre during break or lunch periods; students will be seen during class time only if it is a matter of emergency or are too ill to stay in class.

- Students will be directed by the nurses on where to go following their time in the Health Centre.
- There is a waiting room in the Health Centre. To ensure that each student has privacy, only one student at a time will be seen by the nurse.
- Boarders who are ill must report to the Health Centre before Chapel. They are not to stay in their rooms in residence.
- Any student admitted to the Health Centre during the academic day may not be permitted to participate in sports, or other activities, or be granted leave off campus that day.
- RNS nurses will arrange medical and other health related appointments and arrange transportation.
- Parents are to notify the nursing staff if their child is taking any prescribed medication, prescription or non-prescription. In the interest of safety, all medications must be brought to the Health Centre for safekeeping and will be dispensed as directed by the parent. Day students should also bring any medications that will be taken during the during school hours to the Health Centre.
- Boarders who take medication regularly will receive their medication on the weekend from their Houseparent, as directed by the School Nurse.
- The Health Centre beds are reserved for students who are unable to attend class due to illness.

Let's work together to make RNS a happy and healthy place to live and learn.

Community Standards

School Code of Conduct

RNS promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the RNS community feel safe, comfortable and accepted. Members of the RNS community include students, parents, school employees and their families, governors, alumni, visitors and friends.

All members of RNS community have the right to be safe, and feel safe, in the RNS community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives, such as character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

Responsible citizenship involves appropriate participation in the civic life of the RNS community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

These standards of behaviour apply not only to students, but also to all members of the the RNS community whether they are on school property, on school buses, at school-related events or activities or in other circumstances that could have an impact on the school climate.

1. Standards of Behaviour

By enrolling in RNS, students automatically assume the obligation to comply with the provisions of this Code of Conduct. Central to the Code of Conduct is the understanding that each student will follow certain standards of behaviour. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the Code of Conduct.

Respect, Civility and Responsible Citizenship

All members of the RNS community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions; treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, race, colour, national origin, ancestry, place of origin, creed or religion, age, physical disability, mental disability, marital status, family status, sex, sexual orientation, gender identity or expression, social condition, and political belief or activity;
- respect the rights of others;
- show proper care and regard for RNS property and the property of others;
- respect the allergies of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the RNS staff, if necessary, to resolve conflicts peacefully;
- respect all members of the RNS community, especially persons in positions of authority;
- respect the needs of others, especially those in authority, to work in a safe environment that is conducive to learning and teaching.

Safety

All members of the RNS community must not:

- engage in bullying behaviours;
- commit theft;
- use, possess or traffic any weapon;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- use, possess, or traffic cigarettes including e-cigarettes and vaporizers, tobacco, alcohol, cannabis, unauthorized prescription medications including medical marijuana or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in forms of behaviour motivated by hate or bias; and
- commit an act of vandalism that causes damage or destruction to RNS property, property located on the premises of RNS or property used in connection with RNS activities (e.g., rental cars, hotels, venues for school events, etc.).

Inappropriate Behaviour

Examples of inappropriate behaviour include, but are not limited to:

- academic dishonesty, including cheating, plagiarism, etc.;

- swearing or using inappropriate language directed at any member of the RNS
 - community, visitors, and members of the general community outside RNS;
 - acts of vandalism causing damage or destruction to RNS property, property located on the premises of RNS property or property used in connection with RNS activities (e.g., rental cars, hotels, venues for school events, etc.);
 - smoking or vaping on RNS property;
 - using, possessing, or trafficking weapons, cigarettes including e-cigarettes and vaporizers, tobacco, alcohol, cannabis, unauthorized prescription medications including medical marijuana or illegal drugs;
 - harassment of any kind;
 - bullying, intimidating or threatening another person;
 - fighting;
 - gambling;
 - using a weapon to cause or threaten bodily harm to another person;
 - physically or sexually assaulting another person;
 - committing theft, robbery or extortion;
 - possessing explosive substances;
 - distributing hate material;
 - hate-motivated violence;
 - inappropriate use of electronic communications/media; including accessing inappropriate materials on the Internet; posting offensive comments on personal or commercial websites (e.g. Facebook, Twitter, Instagram, Snapchat, etc.)
 - unauthorized use of a motor vehicle;
 - unauthorized absence from campus or a school-related activity;
 - unexcused absence from school activities;
 - absence from residence after curfew;
 - unauthorized presence of a person of the opposite gender in a school residence;
 - degrees of sexual intimacy inappropriate to the school;
 - unauthorized possession of school building keys; and
 - conduct injurious to the moral tone of RNS or to the physical or mental well-being of others.
-

2. Responsibility of a Bystander and Complicity

RNS is committed to provide a healthy school environment that is nurturing, caring and respectful of everyone. RNS teaches social skills that will serve its students well throughout their lives. If a student has been bullied, intimidated or threatened or has witnessed such behaviour, he or she must confide in an adult at RNS. If RNS is not aware of an incident, it cannot act. A student is not ratting by contacting an adult; he or she is, in fact, upholding RNS's core values and demonstrating courage by appropriately standing up for himself or herself. No one has the right to bully, intimidate or threaten another person. It takes courage to stop such behaviour in a mature and responsible way.

If a student witnesses an act of peer bullying, intimidation or threats, he or she is a bystander and is expected to take steps to help. It is part of his or her responsibility as a RNS student.

No students of this school can, in good conscience, neglect or ignore the welfare of another student in

need, a situation that might endanger the lives of students, or any criminal intent. This would include, but is not limited to, knowledge of a communicable disease or infestation, child abuse or sexual harassment. Being present during the violation of a major school rule makes the student just as liable for consequences as the actual offender. Under such circumstances (where a student may be in harm's way or involve a serious medical condition), students must confide in faculty without fear of additional disciplinary repercussions.

3. Roles and Responsibilities

The Code of Conduct recognizes that all members of the RNS community, including the Head of School, teachers and other staff members, students and parents have an obligation to comply with the standards of behaviour outlined in this policy.

Each member of the RNS community has the following roles and responsibilities:

Rothesay Netherwood School

RNS will provide direction to ensure opportunity, academic excellence and accountability in the school. It is the responsibility of RNS to:

- develop policies that set out how RNS will implement and enforce its Code of Conduct and other rules that promote and support respect, civility, responsible citizenship and safety;
- review policies regularly with students, staff, parents, volunteers and the community;
- seek input from the Board of Directors, parents, students, staff members and the RNS community;
- establish a process that clearly communicates the RNS Code of Conduct to all parents, students, staff members, and members of the RNS community in order to obtain their commitment and support;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Head of School

Under the direction of RNS, the Head of School will take a leadership role in the daily operation of the school. The Head of School will provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under his or her authority accountable for their behaviour and actions;
- empowering students to be positive leaders at RNS and the general community;
- communicating regularly and meaningfully with all members of the RNS community;
- and providing an example of respect and civility for all members of the RNS community.

School Employees

Under the leadership of the Head of School, teachers and other school staff members maintain order in RNS and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and members of the RNS community; and
- prepare students for the full responsibility of citizenship.

Teachers shall also assist the Head of School in maintaining close cooperation with the school community and in establishing and maintaining consistent disciplinary practices at RNS. In addition, teachers must assist the Head of School by reporting incidents and assisting the Head of School in conducting an investigation.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, properly dressed in his or her uniform, on time, and ready to learn;
- adheres to school uniform rules; shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follows the established rules and takes responsibility for his or her own actions.

Parents and Guardians

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents and guardians fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, properly dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to RNS their child's absence or late arrival;
- show that they are familiar with RNS Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

4. Disciplinary and Corrective Measures (Sanctions)

The disciplinary and corrective measures (sanctions) imposed in a particular situation will seek to correct and educate the student who has engaged in conduct contrary to this Code of Conduct, rather than to blame and punish the student, unless the circumstances make it impractical for the School to impose disciplinary and corrective measures that seek to correct and educate the student.

At RNS, we use progressive discipline guidelines which refer to a whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours within our school community. The progressive discipline approach aims to be educational and corrective, not punitive.

When exercising its discretion to determine the appropriate sanction to apply to an offence, RNS will take into account:

- the seriousness of the offence or the attempt to commit the offence;
- the intention of the student; and
- the student's willingness to acknowledge responsibility for the offence in a genuine and forthright manner;
- the impact of the offence on the standards of behaviour and integrity in the RNS school community such other aggravating or mitigating factors as may be relevant to the situation.

The range of sanctions that RNS will apply to offences include:

- removal from a school class or activity;
- detention;
- grounding or gating
- formal verbal or written warning
- in-school suspension or suspension of particular privileges;
- arrangement of a behaviour or performance contract with the involvement of the student, teachers and parents;
- restitution for costs associated with damage or destruction to RNS property, property located on the premises of RNS or property used in connection with RNS activities (e.g., rental cars, hotels, venues for school events);
- loss of privileges;
- formal suspension from school. In this instance, conditions to return to school will be discussed with parents and students in accordance with the RNS policy; and/or expulsion from school.

RNS reserves the right to expel a student when the continued attendance of that student would not be in the best interests of that student or the school. RNS also reserves the right to expel a student when his or her behaviour is in breach of the RNS Code of Conduct, seriously jeopardizes the school's ability to guarantee the dignity and safety of its students and interferes with learning, or involves conduct which is injurious to the school's moral tone or to the physical or mental well-being of others. In these circumstances, RNS will make reasonable efforts to assist the student's family in securing suitable alternative education arrangements.

5. Review

The RNS Code of Conduct will be reviewed for possible revisions to be conducted every three years. RNS will continue to solicit input from the Board of Directors, parents, staff, the Head Boy and Head Girl and students in the review process.

Important Terminology

Warning

For a “first offence” of a minor nature, students will generally receive a verbal warning. More serious or a repetition of such conduct may result in a formal written warning.

Detention

Detentions are usually served in time intervals of thirty minutes for minor rule infractions whether they occur in a residence or in and around campus during the school day. Detentions may be given for offences like: improper dress, throwing snowballs, arriving late to class or back in residence. It is at the teacher’s discretion to issue a school detention for tardiness to class without due cause. Usually a student is asked to give something back to the community for the thirty minutes; this may include clearing tables, cleaning up a laundry room or helping clean lab equipment.

House Detention

House detentions may be earned for such infractions as: failing room inspection, being disruptive during study hall, skipping meals, being out of a bedroom after lights out, etc. House detentions are served Sunday through Thursday from 7:30 to 8:00 p.m. During this half hour, the student is asked to meet with the duty teacher or Prefect on duty, and think of helpful tasks to contribute around the house. Please note that detentions must be served before the weekend. If boarders consistently earn detentions for the same infraction, or if they earn an unusually high number of detentions, the houseparent will initiate a discussion with the student regarding the behaviour.

Grounding

Being grounded means that a boarder may not be granted leave off campus any time during the weekend, and he or she must stay on campus. The houseparent will also initiate an informal discussion regarding the behaviour with the student.

Gating

For a boarder, being gated means no leave off campus and he or she must report for check in at the dining hall with the duty teacher from 9:00 a.m. to 5:00 p.m. Note: students on gates may be asked to perform helpful and reasonable service for RNS during the course of the day. Students may be “gated” for one or both days of a weekend in response to the seriousness of the infraction. The decision to “gate” a student is at the discretion of the houseparent, teacher, or coach with guidance from the Assistant Head of School and the approval of the Director of Student Life.

Restitution

If a student commits an act of vandalism that causes damage or destruction to RNS property, property located on the premises of RNS or property used in connection with RNS activities (e.g., rental cars, hotels, venues for school events), he or she will be required to provide for the costs associated with the damage or destruction.

Suspension

Suspending a student is a serious step and usually indicates that a major school rule has been broken or that behaviour has been repeated. The term applies to the removal of the student from the school/boarding environment for a specified number of days. The student is not allowed on campus, for any reason, for the duration of the suspension.

If a student is suspended for more than 5 school days in an academic year, then he or she may appeal the most recent suspension.

If a student receives more than 2 suspensions, he or she will likely face expulsion for any further infraction.

Denial of Re-enrolment

At the discretion of the Head of School, a student may be allowed to complete the academic year at RNS but be denied re-enrolment for the subsequent school year for reasons including, but not limited to: a single extremely serious offence or violation of the Code of Conduct; repeated serious offences or violations of school Code of Conduct, particularly if two or more infractions are of a sufficiently similar nature. Parents and guardians will be informed as early as possible of the potential for denial of re-enrolment.

Expulsion

RNS reserves the right to terminate the academic/boarding agreement without going through any other sanctions when there has been a single violation which is illegal or endangers the safety of others, or which seriously disrupts the school and/or boarding community.

Examples include but are not limited to: criminal activity; physical or sexual assault; physical or emotional harm; harassment (including emails or other digital communications); threats of violence or any other conduct that endangers the health, safety or well-being of others; use, possession or trafficking of illegal drugs; theft of or damage or destruction to RNS property or the property of others; misuse or tampering with fire or safety equipment; use possession or trafficking of weapons.

Expulsion of a student does not constitute grounds for release from financial obligations. Optional tuition refund insurance (Tuition Refund Plan) is available through the business office. See the enrolment agreement signed by the parent or guardian.

Discipline Committee

A Discipline Committee will convene when a serious disciplinary offence occurs within the school community. This representative body could include, but is not limited to: the Director of Student Life, residential and day houseparents, the Assistant Head of School and the Advisor of the offending student or students. Where a Discipline Committee has been convened, the student is entitled to due process and parents or guardian will be informed. It is the function of the Discipline Committee to deal with such matters involving possible suspension and expulsion or where the facts may be in dispute. In such cases where factual evidence is not in dispute, disciplinary action may be taken directly by the Director of Student Life and the Assistant Head of School.

Once an issue has been brought to the attention of the Director of Student Life and has been investigated, a Discipline Committee will be convened at the earliest convenience.

Once the committee has been apprised of the established facts and has had the opportunity to ask any relevant questions, it shall render its recommendation. The offending student is not permitted to attend the deliberations of the Discipline Committee. The Discipline Committee cannot, by itself, effect discipline, but makes recommendations based on the facts of each case to the Head of School who may then either accept or return the issue to the committee for further deliberation.

Appealing an Expulsion or Suspension

In the event of suspension of more than 5 days, or an expulsion, a student or their parent or guardian may request an appeal within 5 school days of receiving a decision. The request for an appeal should be sent in writing to the RNS Board Chair clearly outlining the grounds for the appeal and the desired outcome. All appeals shall be dealt with on the basis of the written materials provided, and no hearings shall be required. The Board Chair shall have access to any documentation compiled by the Head of School in imposing the discipline in question.

The grounds for appeal are one or more of the following:

- relevant evidence which was not available at the time of the original decision;
- there was clear evidence of bias in making the initial decision;
- the guidelines for discipline outlined in this document were not followed and the decision of the committee may have been substantially affected by this failure.

Note: Dissatisfaction with the committee's decision does not constitute grounds for an appeal.

The Board Chair, or his or her designate, will review the request for an appeal and determine whether there are sufficient grounds for an appeal. If substantiated, the Board Chair, or his or her designate, can substitute his or her decision for the Discipline Committee or refer the matter back to the Discipline Committee for reconsideration. The Board Chair's decision will be final and communicated to the student and family.

Reporting Abuse and Neglect of Students Policy

Rothesay Netherwood School (the "School") is committed to providing each and every student with a safe, nurturing, positive and respectful learning environment. Every year, thousands of cases of child abuse and neglect are reported to child welfare authorities in New Brunswick cities. Both the New Brunswick Child, Youth and Family Services Act, 2017 and the Criminal Code of Canada demonstrate our society's commitment to protecting children from abuse and neglect. The employees of the School have a special role and responsibility in the protection of children and students of all ages.

The Child, Youth and Family Services Act, 2017 is legislation which governs the duty to report child in need of protection. All staff employed by the School shall comply with the Child and Family Services Act and its successor legislation, the Child, Youth and Family Services Act, 2017, with regard to the reporting of a child in need of protection. Child protection concerns in relation to these obligations are handled by children's aid societies.

Whether a child suffers from physical, sexual or emotional abuse or is a victim of neglect, the long-term effects can be enormous. Increased rates of suicide, addiction, and mental health disorders of all kinds

are directly related to child abuse or neglect. Experience has shown that it is not only younger children who are victims of abuse, but that older students can also be victimized in the home, at school, or in the community.

The School is committed to preventing, detecting, intervening in and reporting abuse or neglect of any students. Every member of the School community including students, teachers, parents/guardian, support staff, or others while on School property and at School sponsored events – is governed by the policies of the School and shares in the responsibility for creating an environment that is safe, harmonious, and respectful.

Early identification of child abuse and neglect can occur through disclosure or as the result of reasonable suspicions on the part of School employees and volunteers. Reporting disclosures or suspicions may not only prevent future victimization of children, it may also permit both the victim and perpetrator to receive the help they need. Early intervention may ameliorate the long-term effects of abuse and break the ongoing cycle of further victimization and harm.

By pursuing an integrated program of prevention education and intervention, and by providing the necessary resources to support these initiatives for all students, the School will demonstrate its commitment to the goal of eradicating abuse and neglect. The School, therefore, will have zero tolerance in all of its learning environments for physical, sexual and emotional abuse and/or neglect of students.

For a detailed description of the policy, please see Appendix A (pages 46-59).

Sexual Harassment Policy

The inherent right of all individuals to be treated with dignity and respect is central to the values and beliefs of Rothesay Netherwood School. The School is committed to maintaining an educational community which fosters mutual respect for the dignity and well-being of all employees, volunteers and students.

Sexual harassment is prohibited by the New Brunswick Human Rights Code. In keeping with its values and legal responsibilities, the School will treat any complaint of sexual harassment as a serious matter. Workplace sexual harassment is also prohibited by the New Brunswick Occupational Health and Safety Act.

The quality of an individual's everyday environment impacts on her or his sense of dignity and worth. Sexual harassment poisons the working and learning environment for the whole community and may cause long-lasting effects. It negatively affects morale, motivation and learning. It may result in lowered self-esteem, increased absenteeism and poor or poorer school performance.

The School is committed to providing a working and learning environment that promotes ethical behaviour. It therefore, requires all persons to exercise behaviour that facilitates the creation of a supportive, harassment-free environment that is conducive to the achievement of excellence and the development of one's potential.

For a detailed description of the Sexual Harassment policy, please see Appendix B (pages 60-69).

School Routines

Meal Schedule

Heritage Hall meal times are as follows:

Monday, Tuesday, Thursday, Friday

Breakfast: 7:00am - 7:50am

Lunch: 12:35pm - 1:35pm

Supper: 5:00pm - 7:00pm

Saturday

Breakfast: 9:00am - 11:00am

Brunch: 11:00am - 1:00pm

Supper: 5:30pm - 6:30pm

Wednesday

Breakfast: 7:00am - 7:50am

Lunch: 12:00pm - 1:05pm

Supper: 5:00pm - 7:00pm

Sunday

Breakfast: 9:00am - 11:00am

Brunch: 11:00am - 1:00pm

Supper: 6:00pm - 7:00pm

Heritage Hall is a place where social skills can be developed. Table manners will be outlined with all students early in the fall term. Students are then expected to uphold these manners, which are a part of tradition at RNS.

Boarders must attend breakfast and supper as attendance is required at these meals. They may leave the dining hall as soon as they are finished their meal and have cleaned up their table.

Day students may attend breakfast prior to 7:50am. They may also attend supper at no charge.

During the week, lunch is a formal meal. Students are assigned seats, except on Tuesdays and Thursdays when meals will be cafeteria style. School announcements are made and mail is given out during lunch meals. Grace is said at the beginning and end of each meal.

Key points of courteous behaviour include, but are not limited to, the following:

Lunch

- wear appropriate dress
- use the cloak room for any coats and bookbags
- observe the table arrangement and seating plan
- listen attentively to announcements
- use appropriate table manners
- replace chairs under tables
- do not take food from the dining hall
- be willing to drag on a rotational basis
- encourage inclusive conversation at your own table
- respect others and do not cut in line
- take an appropriate amount of food and drink, to minimize waste
- no hats are to be worn at any time in Heritage Hall.

Attendance

All students are held to the same high standards and expectations. All students are expected to arrive on time for all school functions and activities.

Absences must be reported in advance, no later than 8:30am, to Collegiate Hall (506-847-8224 or email attendance@rns.cc). Absence from weekend activities should be reported by telephone or email to the faculty responsible for the activity.

Cell Phones

Cell phones are not required. However, if a student brings a cell phone to the school the following guidelines apply:

- the phone number must be registered accurately in the school's database.;
- the phone must not be used during classes or structured academic time (i.e. study) or when it might cause a disturbance;
- the cell phone is liable for confiscation in case of misuse, at the School's discretion;

The School will not accept any responsibility for any incurred charges, misuse, loss or damage.

Lost and Found

Books and clothing that have been left in classrooms, common areas, the gymnasium, walkways, or other public areas will be collected and placed in the Lost and Found, located in the gymnasium. If a personal possession goes missing, the first step would be to check with the Advisor. To ensure the rapid return of lost items, it is imperative that all items brought onto campus be clearly labeled or identified. At the end of each academic term, articles that have not been claimed will be given away to local charities and school uniforms will be returned to TIES - The Campus Store. While RNS is vitally concerned with the honesty and integrity of its students and will continue to promote our trusting atmosphere, each student must take responsibility for the care of his or her possessions.

Bicycles, Skateboards and Roller Blades

All students are welcome and encouraged to bring bicycles and skateboards to campus; however, they are required to exercise caution in their use and to ensure these items do not pose a hazard to others.

- Helmets are required by law in the Province of New Brunswick and must be worn by students at all times when riding a bicycle.
- Bicycles are the responsibility of the owner and must be locked and stored when not in use.
- Bicycles may not be stored in dorm rooms.
- Arrangements must be made with houseparents for the storage of bicycles on campus.
- Failure to observe proper safety precautions may result in the student losing the privilege of cycling on campus.

- Skateboarding and roller blading is permitted only in designated areas on campus and in locations where it does not pose a hindrance to pedestrian traffic.
- Skateboarders and roller bladers may not make use of any School facility, building, or feature in the course of their boarding.
- Skateboards or roller blades may not be in use in any School building, except in the Memorial Arena when permitted.
- Skateboarders and roller bladers are required to wear a helmet and protective gear.
- When not in use, skateboards and roller blades must be locked in lockers or left in dorm rooms; they may not be taken to class.
- Failure to observe proper safety precautions may result in the student losing the privilege on campus.

Driving Policy

Bringing a vehicle on the RNS campus and/or being a passenger in another student's vehicle is a privilege granted to a student by the School in concert with the student's parents or guardians. The school's Leadership Team has established these regulations to reflect the obligation RNS has to ensure the safety of all students. This policy includes automobiles, trucks, and motorcycles under the definition of vehicle.

Both student and parents/guardians must accept the following conditions as laid out in this document. These conditions are in effect from the time a student leaves home until he/she returns home. These regulations are not waived at any time and are always in effect.

Failure to abide by these regulations will mean a loss of vehicle privileges for a period of time to be determined by the Head of School or his delegate - no warnings will be issued. Students are expected to abide by these regulations. Should a student lose vehicle privileges, the School requires that the vehicle be left at home.

Guidelines for Day Student Drivers

- The vehicle is to be used to transport the student to the School upon the commencement of the school day and from the School when proceeding home following the completion of the last daily obligations. Use of the vehicle for other than the purposes stated above requires the student to sign out at Collegiate Hall when leaving campus and to sign back in upon returning. A violation of this regulation is a serious breach of the rules.
- It is to be understood that day students are permitted to drive day students with parental approval.
- It is to be understood that day students are permitted to drive boarding students with approval from both sets of parents. Approval must be sent to the houseparent in writing or email.
- The vehicle must be parked immediately after coming on campus in the Memorial Arena parking lot.
- The vehicle may not be driven anywhere else on campus without the express permission of the Head of School or his delegate.
- When leaving the campus, the student will proceed directly off campus. If a student returns to the School during the evening or weekend all of the regulations stated here apply.

- Possession of vehicle privileges does not lessen a student's obligation to arrive at the School in the morning at the stated time. Repeated failure to check in on time will result in a loss of vehicle privileges on campus.
- No day student may bring a vehicle on campus during the period 11:00pm - 7:00am without permission.
- The vehicle may not be loaned to any other student
- The student is not to exceed the posted on-campus speed limit and all vehicles must be driven with care and courtesy at all times. Any breach of common sense with regards to the use of the vehicle will be regarded as a breach of these regulations.
- RNS will assume no responsibility for damage to any vehicle or its contents.

Guidelines for Boarding Student Drivers

- The vehicle is to be used to transport the student to and from their own home on school breaks
- Rare and necessary use of the vehicle for other than the purposes stated above requires the permission of the student's houseparent and/or the Director of Student Life. Violation of this regulation is a serious breach of the rules. No student or parent is authorized to give this permission. Vehicles may not be used to transport a student for general leave purposes (mall, movies, restaurants, friend's house, etc.)
- No boarder shall drive another boarder (except siblings) at any time during the school year. On occasion, permission may be given on school breaks for a boarder to drive another boarder directly to their own home. This can only happen with prior parental approval and the approval of the student's Houseparent or the Director of Student Life.
- The vehicle must be parked in the Memorial Arena parking lot immediately after coming on campus.
- Upon arrival on campus, all keys will be secured with the houseparent. There is no exception to his condition.
- The vehicle may not be loaned to any other student.
- The student is not to exceed the posted on-campus speed limit and all vehicles must be driven with care and courtesy at all times. Any breach of common sense with regards to the use of the vehicle will be regarded as a breach of these regulations.
- RNS will assume no responsibility for damage to any vehicle or its contents.

Fire Drills

Regular fire drills are planned and run throughout the school year. The fire alarm is a continuous bell that sounds throughout the campus. During a fire drill, students must listen carefully to the instructions from their classroom or duty teachers and proceed silently to their closest exit as posted in each classroom and residence. Students must proceed to the designated meeting area, where attendance will be taken. Students on study in the residences are required to proceed to their assigned place for attendance. The name of any unaccounted for students will be given to the Director of Student Life or the houseparent in charge. Once the fire drill is over and the 'all clear' has been given, students may return to class following the same route they took when leaving the building.

After the end of the academic day the routine for fire drills is slightly different. Houseparents will train all students at the beginning of term according to their individual residence. Regular fire drills will

occur throughout the year and at different points in the evening routine.

RNS takes the safety of its students seriously. Any student found making improper use of school safety equipment (fire alarms, fire extinguishers, 911 calls) will face severe disciplinary action which could include, but is not limited to, dismissal from the school.

Uniform Guidelines

The school uniform, a long-standing tradition at RNS, has been worn with pride for over 100 years. Every piece of clothing coming to RNS should be clearly labeled with the student's name. RNS expects students to dress neatly and cleanly at all times and to ensure that clothing is in good repair and appropriate to the activity or occasion.

Dress Code

Reasonable care and neatness in regard to dress and appearance is required of all students. The requirements for both classroom dress and formal #1 dress are listed below. All pieces of the RNS uniform may be purchased from TIES - the Campus Shop, found in School House. Only the approved school blazers, sweaters, shirts, kilts, tunics, and grey flannels are permitted to be worn; this includes girls' dress pants. Students are expected to be wearing a neat, orderly and complete uniform upon entering chapel each morning and to remain in that same state of tidy dress until 4:00pm. Students will accept a faculty, staff member, or Prefect's judgment regarding the inappropriateness of any clothing, hair or jewelry.

School Dress

Boys and Girls

- breakfast (every day): good casual;
- lunch (Monday to Friday): #1 dress or classroom dress;
- supper, Saturday meals, Sunday meals: good casual dress;
- formal occasions (Carol Service, Closing Chapel): #1 dress
- off-campus appointments (Monday – Friday 8:20 a.m. - 4:00 p.m.): school dress
- Wednesdays: classroom dress; school crested tops are permitted;
- Fridays: #1 dress.

Note: students may take advantage of good casual or 'dress down' on their birthday except where that day falls on a #1 dress day or weekend; if so, they can dress down on the following school day.

Girls' School Dress

- Girls' #1 Dress includes a green crested school blazer, green tunic with house crest, white long-sleeved RNS dress shirt, school tie, green knee-highs/leotards, and brown dress shoes.
- Girls' Class Dress includes #1 dress or school sweater/vest in lieu of blazer, a blue or white polo shirt, and black watch kilt in lieu of tunic.
- Girls' Phys. Ed. uniforms include RNS shorts and an athletic RNS t-shirt.
- Girls' Supper Dress includes clean, neat, casual clothes in good repair.

Boys' School Dress

- Boys' #1 Dress includes crested school blazer, gray flannels, white long-sleeved RNS dress shirt, school tie, dark dress socks, black dress shoes, and a black belt.
- Boys' Class Dress includes #1 dress or school sweater/vest in lieu of blazer, a blue/white dress shirt, and a blue or white polo shirt.
- Boys' Phys. Ed. uniforms include blue RNS shorts and an athletic RNS T-shirt.
- Boys' Supper Dress includes clean, neat, casual clothes in good repair.

Personal Appearance Guidelines

- Hair must be kept clean and well groomed.
- Hair must be kept neat and not pose a distraction for others around them. Boys are to be clean shaven at all times.
- Hair should always be kept in a manner keeping with the dignity of the uniform and of the School.
- Students may wear properly fitted earrings.
- Some instances of body art or piercings may involve the notification of parents and a subsequent request for their immediate and permanent removal.

Solicitation

A student may not use the school name, property, or resources to engage in any activity with the purpose of personal financial gain.

Programs

Academic Program and Regulations

The academic program at RNS is diverse and challenging; it is designed to meet the changing needs of students as they develop intellectually, socially and emotionally. Students have the opportunity to live and study in an environment where intellectual curiosity and academic achievement are highly valued. This rich learning environment is created through the combined efforts of faculty, students, parents, alumni and governors. Small class size, caring teachers, additional support, compulsory study and frequent reporting facilitate the students' learning.

Students today are faced with two significant pressures as they prepare for university. They must earn the grades necessary for admission to the university and program of their choice. But, they must also develop the interpersonal skills and maturity which will allow them to succeed once they are at university. Students are encouraged to develop a mature sense of priorities: to balance their academic commitment with the development of their social skills.

The academic program, building toward the International Baccalaureate diploma program, is designed

for students to experience courses in both the humanities and the sciences. In addition to the academic rigour students experience at RNS, there is also ample opportunity to develop the whole student. These opportunities exist in the arts, athletics, and the various other extracurricular experiences such as Outward Bound activities, student exchanges and Round Square International Service programs.

Students at RNS thrive within today's information technology environment. We capitalize on their intellectual flexibility and integrate technologies into the learning process. As they accrue varied experiences, students develop the confidence required to follow their intellectual interests and to participate in a wider intellectual domain. Problems that once were beyond the classroom boundaries now serve as stimuli for problem solving. As students become more proficient with resource searching, they must develop critical discernment so they can recognize authoritative, peer-reviewed sites.

Middle School

The RNS Middle School has been established to meet the needs of the younger students and to place them in a better position to achieve individual excellence. The Middle School program is centered around three core beliefs: the need for adolescents to learn how to be organized, the need for adolescents to learn how to think critically about their world, and the need for adolescents to develop the confidence to think and respond creatively to their world.

To this end the Middle School provides:

- a distinctive learning environment;
 - homeroom teachers;
 - a challenging program focusing on organization;
 - weekly opportunities to obtain extra support in any and all of their academic courses;
 - regular feedback on the effort students are making in their classes;
 - an environment that is rich in communication tools enabling the maximum possible access to teachers and supporting the students' need to grow and to succeed;
 - instruction in the practical use of information technology in all aspects of their daily lives;
 - expectations of all students to actively engage in competitive or noncompetitive athletic, extracurricular, and community service activities.
-

Homework and Evening Study

Homework is an integral part of the learning process. Students must commit to a study plan appropriate for their grade level. It is recommended that all students make effective use of the study time available to them during the school day and in the evenings. Committing to a good study routine allows each student to demonstrate regular growth and achieve their academic goals.

The following daily study guidelines are recommended:

Middle School: 1 - 1.5 hours
Grade 9 and 10: 1.5 - 2 hours
Grade 11 and 12: 2 - 2.5 hours

It is expected that all students structure their time so as to effectively complete their assigned work in each subject every night. A student studying the International Baccalaureate program should be prepared to spend additional time, given the demands of these courses. The student is obligated to attend to the classroom policies of each teacher regarding assignments, projects and preparation for tests. Expectations can vary from teacher to teacher, so it is important to be aware of specific requirements.

Homework is an essential part of each class and the expectation is that every assignment will be thoroughly completed. Unless seriously ill, a student is expected to keep up with classwork and homework. Regardless of the reasons for absence, the student will be held responsible for the material covered in the classroom during their absence. Upon request by a parent, teachers will make available whatever materials are required. Otherwise, students can keep up to date by regularly checking the school portal and contacting teachers.

Day students are welcome to study on campus, if they have received permission from the duty teacher. RNS is not an open campus during the evening and day students on campus between 7:25pm and 9:30pm are required to be in a supervised study area in one of the residences or in the library for the duration of that time. Day students who wish to take advantage of evening study will be held to the same high standards and discipline as are the boarders.

Effort Report

Effort Reports are designed to offer a reflection of a student's effort. This comprehensive approach is designed to accurately assess and communicate student progress, as well as provide encouragement and motivation to help our students develop a "growth mindset".

A record of effort indicators is then issued to every student by their advisor during Advisor Period on each reporting day, which is clearly marked on the school calendar by a red square. An Effort Report is posted online for parents. These indicators are meant to help students set goals and to reflect on their learning. Each student will write a reflection on their learning for the report.

Student effort will be presented in a chart that reflects effort in four categories:

- Initiative,
- Perseverance,
- Feedback,
- Engagement

These categories are defined as followed:

- Initiative is an Indication of a student's desire to develop a new skill, to embrace a project, to seek out new areas of discovery and to act independently.
- Perseverance Is an indication of a student's willingness to work hard in the face of difficulty or unfamiliarity, and their response to challenging opportunities.
- Feedback is an indication of a student's willingness to seek, accept, and act on constructive criticism.
- Engagement is an indication of a student's willingness to interact, and actively apply appropriate learning strategies, within the class environment.

Academic Honesty

At RNS, academic honesty is considered to be a matter of prime concern. It is important to read carefully the statement about academic honesty that is outlined below.

All students are required to uphold the highest standards of academic honesty. It is imperative that proper referencing be used in all academic writing. If there is any element of doubt in the student's mind, they must consult their course teacher.

Academic dishonesty is no different from other types of dishonesty. It springs from an intention to deceive. In an academic setting, this may take any number of forms, such as:

- copying somebody else's answers in a test;
- using unauthorized aids in tests, exams, and lab reports;
- quoting from another source without acknowledgement of that source;
- submitting work which is not one's own;
- submitting work for which previous credit has been obtained, in the same course or in other courses;
- aiding and abetting dishonesty on the part of another student;
- giving false information for the purpose of gaining marks, credits, etc.

Instances of academic dishonesty will be dealt with by the Assistant Head of School or the appropriate Program Leader, and consequences will result.

School Scholars

Students who achieve an academic average of 80% or better will be named a school scholar and will be entitled to wear the Scholars' Tie throughout the following term.

School Prizes and Awards

In addition to Scholars' Ties, the school also recognizes the achievements of our students with special awards during the Closing Ceremonies each June. Among the many prizes available are:

General Proficiency - for students who have achieved an average of 80% or higher. .

Proficiency with Distinction - for students who have achieved an average of 90% or higher. First Proficiency will be awarded in each class for Grades 9 - 12.

Special School Prizes - these recognize students in each class or grade as recommended by the subject teacher and chosen by an award committee. These prizes are donated by alumni and friends of the school.

- **Harding Tray** awarded to Grade 12 graduating students who have attended RNS from Grade 6 - 12.
- **Mrs. R. Brenan Memorial Prize** for progress
- **Maggie Nugent Memorial Prize** for conscientious service to the Middle School

- **Sarah Streeter Memorial Prize** for overall scholarship and citizenship, is our top award for a female in the Middle School
- **John D. Brock Memorial Prize** for overall scholarship and citizenship, is our top award for a male in the Middle School
- **The George Delmas Trophy** for ‘the unsung hero’ in Grades 6-12
- **The Baxter Prize** for citizenship
- **The Colin B. Mackay Prize** for conscientious service to the School
- **The Birks’ Medal** for outstanding leadership
- **The Paddy McAvity Memorial Prize** to a female graduate demonstrating fine character, scholarship and sportsmanship in the Senior School
- **The Fairweather Memorial Prize** to a male graduate demonstrating leadership, scholarship and athletics in the Senior School
- **Lorna Macdougall Bethell ’46 Award** - an Outward Bound Adventure trip awarded to a Grade 9,10 or 11 student who best displays self-reliance, respect for others and a concern for the environment
- **Sophia Beutner Prize** for outstanding contribution to the RNS community by an international student
- **King Constantine Medal** for commitment to the core elements of Round Square
- **W.D. Burley Prize** for outstanding service to the student body
- **Dr. C.H. Bonnycastle Prize** for Drama
- **The Halifax Old Girls’ Prize** for Drama
- **The Top of The Hill Award** for outstanding service to the RNS Yearbook
- **The Janice Harrison Teed Music Scholarship**
- **The School Choir Prize**
- **Stephen Hall Memorial Prize** - Senior Chapel Clerk
- **The Bishop of Fredericton Prize** for Chapel Service
- **The Community Service Prize**
- **Permanent Art Collection** - a student’s artwork will be permanently displayed at the school
- **The Paul G. Kitchen Prize** - for contribution to school culture by a student in their first year at RNS

Athletics and Co-curricular Program

The RNS athletic and Co-Curricular program promotes health and physical awareness through teaching the values of teamwork: cooperation, commitment and a strong sense of the importance of competing fairly. The goal is to give our students the experience and confidence they require in order to pursue sports as a lifelong lifestyle. All students are required to participate in the daily athletic and co-curricular activity program, either as a member of a competitive team or as a participant in a recreational activity.

All students at RNS participate in co-curricular activities. Students have the opportunity to participate in a wide range of activities which are listed below with a brief description of each activity. Students are asked to choose one activity per term. With the many options available, students are encouraged to participate in at least one active co-curricular option and one team activity per year.

All students who play on a competitive team are expected to travel in the RNS tracksuit, which can be purchased at TIES - the Campus Shop. If required, Grade 12 students can choose to take one term off of co-curricular activities in order to focus on their studies. The exemption form will be available from the Director of Athletics upon request.

Responsibilities and Expectations of Student-Athletes

- to know, understand and support the guiding principles of the athletic and co-curricular program at RNS;
- to understand and remember that participation on a school team is a privilege;
- playing on a team is contingent on consistent attendance and effort in all subjects, respect towards their teachers, coaches and peers, as well as demonstrating good sportsmanship and exemplary behaviour. Unsportsmanlike behaviour will not be tolerated or condoned;
- to work hard, have fun and respect themselves, the coach, the team and the School;
- to achieve the highest possible academic standard while continuing to participate fully on their athletic teams;
- to commit to all team practices, games and tournaments in proper RNS athletic attire;
- to return their uniform to their coach or Director of Athletics within one week of the end of the athletic schedule.

Student-athletes competing as an RNS Riverhawk are expected to embody The Riverhawk Way, which holds values of humility, passion, unity, accountability, servitude and gratitude most dear.

“The Riverhawk Way demands commitment, denies selfishness, accepts reality, yet seeks improvement everyday while putting the team and community above self.”

Extra-Curricular Activities

RNS offers a number of extra-curricular activities in which all students are encouraged to participate. These activities can involve the arts, sports, clubs or service projects. Some of the extra-curricular activities that RNS offers are as follows:

- Yearbook
- STEAM
- Robotics
- PALS Program
- Debating
- Big Brothers/Big Sisters
- Round Square International Service Projects
- Outflow
- Ski/Snowboard Club
- Drama
- Duke of Edinburgh Award Program
- Climbing Wall
- Reach for the Top
- Coffee House
- Go Girls
- Weekend Activities

Student Leadership

Each Grade 12 student has the opportunity to take on a leadership role within the school. With a staff advisor for support, the Grade 12 student chooses an area of responsibility as either a Prefect or as a Steward. There is an application process to become a Prefect each May.

A **Prefect** is a leader who actively supports the culture and values of the community through broad and meaningful involvement in school life. In addition to having a significant leadership role within the school, Prefects uphold RNS standards and foster a positive and inclusive environment for all members of the school community.

A **Steward** demonstrates a strong commitment to the RNS community through the management and improvement of an activity or program. The ownership of this specific aspect of school life forms the vital contribution of a Steward to the broader life of the school. Stewards commit to adhere to the culture and values of the school both in their area of responsibility and through their actions in daily life on campus.

In addition to Prefectships and Stewardships, all Grade 12's have responsibilities in helping to run the school; these duties include, but are not limited to:

- setting a high academic standard;
 - modelling appropriate behaviour at all times;
 - wearing uniform appropriately;
 - helping faculty in all school functions and activities;
 - monitoring of school property, facilities and campus grounds;
 - ensuring that all students are made to feel welcome and valued as members of the RNS community.
-

Interhouse

The School is divided into four houses or teams. Throughout the year these teams take part in several athletic and non-athletic competitions on both a serious and a fun scale (ie. New River Beach, races, Winter Carnival, and House Carols to name a few.). Students also receive team points for their contribution in different areas of school life. For example: participating in school events, fundraising initiatives, interhouse challenges, etc.

The Houses are:

Red: Stuart

Blue: York

White: Lancaster

Green: Tudor

Throughout the year, points will be tracked and the leading house team at the end of the year will be awarded the Interhouse Challenge Cup at Closing Ceremonies.

Outward Bound Canada

At RNS, Outward Bound trips and travel offer students opportunities to reach further into themselves in an effort to fully understand their skills, abilities, limits, and passions. Together with Outward Bound Canada (OBC), RNS produces leaders and students who seek excellence.

Class Outward Bound trips have been incorporated into the school year for Grades 6, 7, 8 and 9. Shorter trips are offered to all students in the Senior School at various times throughout the school year. Each student in Grade 10, 11 and 12 is encouraged participate in at least one of these short Outward Bound trips during the school year.

The mission of OBC is to develop and deliver experiential educational programmes that inspire personal growth through shared experiences and foster lifelong learning, self-reliance, care and respect for others, service to the community and concern for the environment. At RNS, we embrace these goals and help students to be responsive to the environment and to understand themselves.

Suggested Clothing for OBC Trips

These items listed below are necessary to ensure that the students are safe, warm, and comfortable on all Outward Bound trips.

- 3-season sleeping bag (mummy style with a hood, good to at least negative 10 degrees C)
- Waterproof rain jacket and pants (coated nylon, Gore-Tex not necessary)
- Foam sleeping pad or Therma-rest
- Synthetic long underwear (tops and bottoms – 2 pairs, not cotton)
- Wool or fleece sweater/jacket and pants
- Thick wool socks
- Synthetic liner socks (2 pairs)
- Winter hat (wool or fleece)
- Winter mittens or gloves
- Hiking boots with good ankle support
- Winter boots with removable liner
- Flashlight or headlamp

For more information, please contact the Outward Bound Program Coordinator.

The Boarding Program

Coming to RNS

In order to prepare for arrival to RNS, students must check in regularly with the admissions department to ensure that their file is complete, keep up-to-date on summer mailings and requests for information, and check the calendar for details regarding Opening Day.

Saint John Airport

Saint John is served by an airport (YSJ) that is a 20 - minute taxi ride away from the school. It is recommended that parents of new students accompany their sons or daughters when they first arrive to school.

Arrival Times

Early arrivals are not permitted, our residences will open on dates that are specified. Grade 12 students arrive on Labour Day Monday for Leadership Camp. Students in Grades 6 through 11 arrive on the Wednesday following Labour Day.

Notes:

- If you are a new student and travelling alone, please let the school know your flight information and airport transportation arrangements will be made.
- Returning students may take a taxi to camp

Guiding Principles

RNS is more than just a place to eat, sleep and study. Our Residential Life program stresses the development of the whole student, including academic, athletic, artistic, cultural and personal growth. Use the following guidelines to ensure a successful experience:

- RNS should be a “home away from home” for boarding students and the goal is to provide a safe and secure environment that allows each member to contribute in a positive way while living a healthy, balanced lifestyle that includes participation in stimulating and challenging academic, sporting, cultural and recreational activities;
- living together successfully in a community and developing meaningful interpersonal relationships, independence, and leadership skills requires engagement, honesty, integrity and mutual respect;
- all members of the community are responsible for their behavior and must take responsibility for their actions in accordance with our Code of Conduct;
- academic success comes from the development of good study skills;
- the development of English language skills and an understanding of Canadian culture is promoted through immersion in an environment where English is the main language of communication.

Students who experience the greatest success at RNS are those who are actively involved in a wide variety of activities within the school and residential life communities. All students are asked to be involved in a wide range of activities and put forth their best effort. Academic success is very important, but it is also critical to lead a healthy and balanced lifestyle that includes time away from studying.

What to Bring

- flashlight – mandatory
- permanent marker to identify your property
- slippers and robe
- laundry basket, detergent, and hangers
- alarm clock
- headphones
- cell phone
- toiletries
- comforter, blankets
- pillow, pillowcase and sheets
- towels and facecloths
- microwavable bowl, plate, cup, water bottle and cutlery
- swimsuit
- sunscreen
- rain gear
- winter clothing
- indoor and outdoor running shoes
- School supplies
- optional Items
- posters and family photos
- skates and/or bike, with helmet
- mini-sewing kit
- a small refrigerator is permitted but no toasters, microwaves, hot plates etc.

Rooming Guidelines

Rooms come furnished with a single captain's bed, desk, chair, desk light, dresser, full-length mirror, book shelves, waste basket, window blind, closet. Each workspace has outlets and wireless internet access, as well as a safe for valuables.

Rooms may be decorated with tasteful poster maps, flags and photographs. Please use adhesives that do not damage the walls or doors. Students are not permitted to attach anything to ceilings, light fixtures, sprinkler heads or overhead pipes. Fire code requires clear access to the door. No obstructions to the exits are allowed. A mini fridge is permitted. Any fridge brought into the residence from home must be in excellent working condition and conform to all safety, health and size regulations.

Roommate Etiquette

Sharing a room with someone requires openness, flexibility, and respect. Enjoyment of life in residence will depend, to a large extent, on the consideration you demonstrate for others.

Students are responsible to:

- maintain their room at an acceptable level of cleanliness;
- respect their roommate's belongings and their neighbours' belongings;
- resolve grievances in a respectful manner;
- allow their roommate to study free from undue interference (such as unreasonable noise and other distractions). Respect the fact that everyone needs quiet time and personal space;
- allow their roommate and their neighbours to sleep without undue disturbance;
- respect their roommate's free and equal access to the room and facilities;
- respect the personal privacy of others. Always knock before opening someone's room door
Never leave guests unaccompanied in a room.

Visitors and Visiting Another Room

- day students of the same gender may be permitted into the residences to visit. They must sign in with the teacher or houseparent on duty;
- all visitors must leave by the start of evening study on a school night and 10 pm on weekends;
- when family members are dropping off or picking up luggage, please escort them at all times and announce "man on the floor" or "woman on the floor";
- co-ed visitation is not allowed in any of the residences and will result in serious disciplinary action. **Note:** This rule would also apply to relationship-partners of the same gender;
- a student may not be in another person's room unless that person is in the room. Always knock before entering;
- guests should always be accompanied when in the dorm. Please do not leave guests unaccompanied.

Temporary Boarding

- occasionally, parents of RNS day students who will be travelling away from home and need their child to board in the dorm (same gender; not relationship-partners);
- parents must send a formal request to the admissions office or the Bursar's Office who will pass along the request to the Director of Student Life;
- a charge applies for temporary boarding. Parents are to contact the Bursar's Office for more information;
- Whenever day students are in the dorms, they are subject to the rules of the house.

Room Maintenance

Please note that the residential staff will routinely conduct room inspections for maintenance, safety and cleanliness during school breaks and periodically throughout the academic year. Prohibited items will be removed. School officials are legally bound to report evidence of unlawful acts in plain view.

Due to normal use, repairs may be needed. Report any repairs needed to your room or its furnishings to your Head of House or houseparent.

Guests

RNS is not an open campus. All visitors (parents, older or younger siblings, boyfriends, girlfriends, friends) must check-in at Collegiate Hall upon arrival. After normal business hours, visitors should check-in with the respective duty teacher.

End of Year Storage

The personal property of returning students may be stored in the locked residence basement storage rooms during the summer months. Please note that RNS cannot take any responsibility for loss or damage, so please do not store items of considerable value. Items should be stored in lockable plastic trunks. Leaving dryer sheets or cedar chips in the trunks will help to keep clothes smelling fresh.

Food in the Residences

Food is an important part of boarding life. RNS provides balanced meals and is willing to accommodate vegetarian diets and special dietary needs. Please note that RNS is a “peanut safe” campus. Food items containing nuts are not permitted in the residences.

In addition to school-provided snacks during study hall, students may keep their own snacks in their rooms. Boarders must use tightly sealing plastic storage containers for their snacks.

Ordering Delivery to Campus

RNS has agreed to certain procedures with local restaurants. When ordering food, students must provide their full name and give the phone number where they can be reached. Food orders may only occur on Friday or Saturday night or Sunday afternoon. Orders must be placed by 9:00 pm on Friday and Saturday nights and must arrive before 10:00 pm. Sunday orders must arrive before supper. Students are not to charge food orders to a third party. All large orders will have to be confirmed by a houseparent.

Secure Your Belongings

- Theft is very destructive in a community-living situation. If you want to borrow something – ask first. If you borrow something, return it.
- Use your safe. Put your valuables in it. Lock it. Don't tell your combination to anyone.
- RNS is not liable, directly or indirectly, for theft, or loss of personal property by fire, water, or any other cause.
- Students are required to have their own insurance against loss or damage of personal property.

Laundry

- put your name on everything you own;
- each residence has a laundry room available for students. You don't need money, but you do need to have your own detergent;
- there is a “laundry service” that is mandatory for Middle School boarders, and optional for Senior School boarders. The service picks up your laundry once a week, washes and folds everything, and returns it usually the same day. There is a charge for this service. The service may be joined or discontinued at any time;
- dry cleaning is picked up and delivered directly to and from the school. This will be billed directly to school accounts.

Fire Hazards

- appliances with an open element like toasters, toaster ovens, space heaters, etc. are not allowed;
- open flame items such as candles (even if still packaged) and incense are not allowed;
- only mini-fridges and safety tea kettles are allowed;
- microwaves are provided in common areas; they are not allowed in bedrooms.

Pets

Pets are not permitted.

The Health Centre for Boarders

During the School Day

Boarding students will be subject to the same guidelines as outlined earlier in this handbook.

Evenings and Weekends

If a student becomes ill or injured during the evening, on the weekend, or when the Health Centre is closed, they report to their houseparent or duty teacher. If the illness or injury is serious, either the “nurse on call” will be paged or the houseparent will transport the student to the hospital or a medical centre. In the case of an emergency, 911 will be called.

Medication

All student medication, including prescriptions, over-the-counter medication and vitamins, must be handed over to the Health Centre or houseparent at the start of the year. Medications will be given out only by the Health Centre or the houseparent.

Prescriptions are filled by a local pharmacy and delivered to RNS. The prescription cost will be added to your RNS account, and the receipt will be mailed directly to you for drug plan or income tax purposes.

Personal Hygiene

The first step to staying healthy is to observe the basic guidelines of good hygiene. All clothing and personal linens, etc., should be washed on a regular basis. Daily showers are an important component of staying healthy, especially after a sporting event. If you have any concerns or questions it is important that you speak to your houseparent or school nurse.

Money

Students are not permitted to keep large sums of money in their rooms. This money needs to be submitted to a houseparent or the Bursar’s Office for safekeeping. The School cannot be responsible for a student’s spending habits or money not deposited with the houseparent.

There is an ATM on campus, which accepts Interac, Cirrus, Maestro, Mastercard & American Express. There is a Scotiabank within walking distance from RNS. Other nearby banks may be reached by taxi. These banks include: BMO, TD, RBC, CIBC.

It is the parents' responsibility to set up a debit or credit card and maintain sufficient funds in a personal bank account so their children can have spending money.

Banking for International Students

Parents of international students need to set aside time to open a bank account for their child when they are in Canada at the beginning of the school year. Houseparents can help with this.

Note: Students need two (2) pieces of photo ID to open a bank account.

Additional Costs:

1. House Outings (such as bowling, swimming, holiday parties, etc.)

Approximate cost ranges from \$10.00 to \$25.00 per event and will be automatically charged to your account when your child participates in these Residential Life activities.

2. Optional Activities (such as concerts, plays, sporting events, etc.)

If your child chooses to participate, you will be contacted by the event coordinator for permission to charge your account for the cost of transportation/tickets, etc.

Mail and Student Messages

Mail is distributed during lunch, by Prefects. Students wishing to send mail may drop off their letters and packages to the office in Collegiate Hall. If it is necessary for a parent to contact a student during the school day, messages may be directed to the School Office (506-847-8224). Messages will then be delivered to students along with the regular mail at lunch time. Large parcels will not be handed out with the regular mail; students must pick up their parcels at the Collegiate Hall when notified to do so.

Connecting with our Community

Being a part of the RNS Community and the boarding residences (Netherwood House, Quinn House, Kirk House and Mackay House) goes well beyond the academic program at the school. The residential life program is intended for full time boarding students. Boarding students must commit to being active members of our school community. To do so, students are expected to be on campus for most weekends throughout the year, as being present is essential in order to build connections and gain the benefits of the boarding experience.

The residential life team will be available to support all boarding students. Student who are struggling with any aspect of school life should speak with a member of the residential life staff, their advisor, a student leader, or any of the support staff available at school.

Attendance and Leave

RNS uses an online leave system called Boardingware. All students will need to download the Boardingware app for their phone. All leave requests must be submitted through this system.

What types of “leave” are available?

Mid-Week Leave

This is available each week for students and requests must be made to their Houseparent at least one day in advance. Students must return by 7:30pm and requests will not be approved during a four day week.

Birthday Leave

This is available for all students celebrating birthdays and requests must be made to their Houseparent at least one day in advance. Students must return by 8:00pm

Weekend Leave

Students must return for head count at 10:00pm on Saturday and in time for dinner on Sundays.

Overnight Leave

To a friend's house

This is available to all students on Saturday night only and requests must be made to their houseparent by Thursday at 9:00pm; permissions must be received from both sets of parents.

To your own house

This is available to all students on Friday and Saturday night and requests must be made to their houseparent by Thursday at 9:00pm; permission must be received from parent.

Note: Houseparent discretion applies to all leave requests described above.

Completing a Leave Request using Boardingware

A leave request asks these questions:

Who: your name

How: method of transportation (include driver's name if by car)

Where: destination(s)

When: date and time (leaving and returning)

Cell: your cell number

Host: name and phone number of host family if overnight

Important Information about Leave

- If you are found to be somewhere other than the locations stated on your leave request, consequences will apply. This is also true if you take a form of transportation not approved on your leave request;

- students returning to campus later than their curfew are subject to consequences which may include loss of leave privileges;
- falsifying a leave request, behavior off campus that violates our Code of Conduct, failure to check out of check in when leaving or returning to campus, all result in disciplinary sanctions;
- boarders may not leave the campus until their school obligations are met;
- boarders must return to campus for any sports or extracurricular commitments.

Important Information about the transportation part of the leave request

- boarders may ride with Day Student drivers only if all sets of parents give permission;
- boarding students with cars may not drive anyone, except their siblings;
- no student may drive another student to or from a school event;
- boarding students are only allowed a car on campus if:
 - they have specific prior permission from the Director of Student Life or their houseparent;
 - the car is only used for transport to and from their own home on weekends and breaks;
 - the car is parked behind the arena;
 - all keys for the car are left with the student's houseparent;
 - the student gets permission from their houseparent every time he/she uses the car.
- School staff and parents of other RNS students may drive boarders

The RNS Bus

The RNS bus makes various trips to the Mall, stores, and restaurants, on Wednesdays, Saturdays and Sundays. A fee for this service will be charged to boarders' accounts (\$35.00 per month). Students may opt in or out of this service over the course of the year.

Frequently asked questions about Leave Requests

1. When are leave requests due?

- Overnight requests must be in by 9:00 p.m. on Thursday night.
- Mid-week and Birthday leave are due 24 hours in advance.
- Weekend regular leave as needed.

2. Do I need a leave request to go to church or a religious service?

- Yes. A day leave request must be done and you must check out with the duty teacher.

3. Is it ever okay to check out without having a done a leave request?

There are two possibilities:

- Mall Runs (organized by the school) bus to the mall, stores, restaurants and movies (unless you are returning by taxi – then you need a leave slip).
- If your parents show up unexpectedly and want to take you off campus
- You still have to sign out with the duty teacher

4. What is a "Closed Weekend"?

A closed weekend is when boarders are not allowed to sign off the hill. There may be a mall run and special activities.

5. Is it okay if one person checks out for a group?

No. Everyone must go to the duty teacher to check-out.

6. Is it ever okay to leave campus without checking out with the duty teacher?

No. It is your responsibility to check out with the duty teacher any time you leave campus.

7. Is it okay to forget to check in when you return to campus?

No. Everyone must go to the duty teacher immediately upon return to campus.

Notes:

- houseparents may override any car permission if they feel there is a safety concern;
- students may not sit in parked cars on campus.

Using Taxis

- students must pay cash for taxis;
- students will be given “taxi slips”, which are charged directly to their accounts, for appointments, lessons, tutoring, airport, bus station or ferry.

Holidays and Breaks

- The houseparent will collect information regarding travel arrangements for holidays and breaks.
- Students are not permitted to stay in the residences during holidays and breaks as RNS is closed.
- Students have three choices during school breaks:
 - they must travel home;
 - make their own arrangements to stay at the home of a day student friend;
 - or sign up for the school trip.
- Any student who has not made arrangements for a break ten to fourteen days before the break starts, will be automatically signed-up for the school trip and their account will be charged accordingly.

RNS School Trips during Long Weekends

- October (Toronto, Canada)
- November (New York, NY)
- January (Mont St. Anne, QC)
- April (Washington, DC)

Trip Notes:

International students must obtain a visa in order to register for any trip to the United States.

The cost of each trip varies from \$1000 - \$1600.

As the value of the Canadian dollar has fluctuated over the past few years, we may have to adjust our prices accordingly.

Early Departures and Late Returns from Breaks and Vacations

Must be approved through the Head of School or designate. Academic success is directly related to classroom attendance and participation.

Flight Arrangements

All arrangements should be communicated to your houseparent. Please respect travel days as noted on the school calendar.

Daily Routine

MONDAY, TUESDAY, THURSDAY, FRIDAY		WEDNESDAY ONLY	
7:00	Wake up	7:00	Wake up
7:15 – 7:50	BREAKFAST	7:15 – 7:50	BREAKFAST
8:00	Room inspection	8:00	Room inspection
8:15 – 8:30	Chapel	8:15 – 8:30	Chapel
8:35 – 9:45	Period 1	8:35 – 9:45	Period 1
9:50 – 11:00	Period 2	9:50 – 11:00	Period 2
11:00 – 11:25	Advisor/Break	11:00 – 12:00	Flex Block
11:25 – 12:35	Period 2	12:00 – 1:05	LUNCH
12:35 – 1:35	LUNCH	1:05 – 2:15	Period 3
1:35 – 2:45	Period 4	2:20 – 3:30	Period 4
2:50 – 4:00	Period 5	3:30 – 5:30	Arts (band/choir/musical/plays)
4:15 – 5:30	Co-Curricular	5:00 – 7:00	SUPPER
5:00 – 7:00	SUPPER	6:00	Mall Run Departs
7:00 – 7:30	Free Time	6:30 – 7:30	Free Time
7:00	House detentions served	7:00	House detentions served
7:30 – 9:00	STUDY HALL Jr. Houses	7:30 – 9:00	STUDY HALL Jr. Houses
7:30 – 9:30	STUDY HALL Sr. Houses	7:30 – 9:30	STUDY HALL Sr. Houses
10:00	Lights Out Jr. Houses**	10:00	Lights Out Jr. Houses**
10:30	Lights Out Sr. Houses	10:30	Lights Out Sr. Houses

**Friday night Studay Hall is replaced with FREE TIME and/or SPECIAL ACTIVITIES. Bed time is also later on Friday.*

SATURDAY		SUNDAY	
9:00 – 11:00	Optional cold breakfast	9:00 – 11:00	Optional cold breakfast
11:00 – 1:00	FULL BRUNCH (<i>mandatory if on campus</i>)	11:00 – 1:00	FULL BRUNCH (<i>mandatory if on campus</i>)
12:00	Mall Run Departs	12:00	Mall Run Departs
<i>Afternoon and Evening FREE TIME and/or ACTIVITIES</i>		<i>Afternoon and Evening FREE TIME and/or ACTIVITIES</i>	
5:30 – 6:30	SUPPER (<i>mandatory if on campus</i>)	6:00	SUPPER (<i>good casual dress</i>)
6:00	Mall Run Departs	8:00 – 9:30	STUDY HALL Jr. Houses
10:00	All boarders on campus report to Residences for Head Count	8:00 – 10:00	STUDY HALL Sr. Houses
11:00	Lights Out Jr. Houses**	10:00	Lights Out Jr. Houses**
11:45	Lights Out Sr. Houses	10:30	Lights Out Sr. Houses

*** bed times may be adjusted for our youngest boarders.*

School Days

- All meals are served in Heritage Hall. Attendance at each meal is mandatory.
- Morning room inspection occurs between 7:55 and 8:10.
- School days start with chapel. Chapel service starts at 8:15.
- Classes are taught in a variety of classrooms in a variety of buildings. Be sure to learn your schedule and arrive at each class on time.
- The co-curricular program is mandatory for all students. Be sure to attend each scheduled activity on time.
- If you feel sick, go to the Health Centre. The school nurses will take care of you and determine where you need to be.
- If you are not in the right place, then you are “skipping”. Skipping will result in disciplinary action.
- Study Halls are run on all school nights. You must be in your room and ready to work.
- There is an evening snack provided during study time. .
- “Lights Out” means you are in bed and your lights are out.
- “Late Lights” means that you have previously requested permission to stay up late.
- “Late Lights” will be for one additional hour of study.

Weekends

- Go ahead and sleep in. Breakfast is optional. Brunch is mandatory, but it runs until 1:00pm.
- There will be plenty of optional Student Life activities available. Get involved!
- If you are leaving campus – make sure you have completed a leave request and always check out with the duty teacher. Make sure you are back by the time stated on your request.
- If you are on campus at 10:00pm, go to your residence for the head count.

General Notes and Details:

- A student may not enter another person’s room unless that person is in the room.
- Co-ed visitation is not allowed in any of the residences and will result in serious disciplinary action (usually suspension). This applies to same-sex relationship partners as well.
- Students may be in the RNS woods and trails during daylight hours only. Students may not be in the woods after dark (unless on a school activity and accompanied by a faculty member).
- Bedtimes for youngest boarders may be adjusted by houseparent.
- Do not use cell phones, social media, texting, etc. during study or after lights out.

Sign in for meals

- All boarding students must sign in for meals. Do not sign in for someone else.
- All meals are mandatory unless otherwise stated. Skipping a meal could earn a detention.
- Students may not take food, glasses, silverware or plates out of the dining hall.
- Casual dress is permitted in the dining hall. However, pajamas, tank tops, ripped clothes, cleats, revealing clothing, or T-shirts with offensive slogans are not permitted.
- No hats.

Ask for Permission

Treating others with respect and dignity matters at our school. When you ask for permission, it shows that you know the rules and you respect them, and you have a reason that you would like to ask for something special. When possible, we will try to accommodate your requests. Do not make unreasonable requests as we will have to decline them.

Call home often

It's a big sacrifice for your family to send you to RNS. They love you and they miss you. Call them often and tell them you love and miss them too – they need to hear it, and so do you.

Frequently Asked Questions about Daily Routine

1. What time does Study Hall start?

7:30 pm sharp.

2. Can I leave my room during Study Hall?

Not without permission from the duty teacher.

3. Can I leave the residence during Study Hall?

Only if you have permission from duty teacher.

4. Can I leave the residence after Lights Out?

No. Unless there is an emergency.

5. Can I leave the residence before 7:00 am?

No. Unless there is an emergency or you have a co-curricular commitment.

6. Can I make noise during study hall?

No. Headphones must be worn. Common spaces may be used for group study.

7. Can I have a sleepover in a friend's room?

Yes, on Friday or Saturday. Always get permission from your houseparent first.

8. What time is "Lights Out" on a school night?

Junior Residences at 10:00

Senior Residences at 10:30

9. What are "Late Lights"?

You may ask to stay up late to finish your homework on a school night.

10. How long are "Late Lights"?

1 hour

11. What time is "Lights Out" on Friday and Saturday?

Senior Residences at 11:30

Junior Residences at 11:00

12. What time are detentions served?

7:00 or 9:30pm on school nights. Also, at the discretion of the houseparent.

13. What is the "10:00 p.m. Head Count"?

All boarders on campus must report to their dorm for a head count.

Your Cell Phone and Email

Laptops, Tablets and other Devices

Laptops, tablets, smartphones, etc. may not be used after Lights Out. If a student is caught using his/her device inappropriately, or using it after Lights Out, disciplinary actions will result and the houseparent may confiscate the device until morning - returning it at 8:00am.

Cell Phones

- it is at the discretion of the teacher as to whether or not a student may use it during class time;
- students are not permitted to use their phones during lunch in the dining hall;
- family and friends should be made aware of study times so that they do not call during these times;
- parents are asked to ensure that their child's cell phone has adequate insurance coverage, and has an access code to protect the device from fraudulent use;
- RNS will not accept responsibility for any charges incurred, either legal or fraudulent, or for loss or damage.

Email

- each student has an email address and can access the Internet from his/her room.
 - each student, teacher and staff member's email address is as follows: `firstname.lastname@rns.cc`
-

Campus Safety

RNS makes every reasonable effort to provide preventative programs to ensure safety, security, and privacy. Failure to comply with safety guidelines will result in disciplinary action.

1. Tampering with screens, climbing out of windows, propping open a locked exterior door or window, or any action that compromises your own safety or the safety of the other students in the residence will result in immediate disciplinary action.
2. For fire safety reasons, no flags are to be placed over lights, nor any flags, posters or tapestries hung from the ceiling.
3. Do not overload wiring by using high voltage blow dryers, turning on too many electrical devices at one time, or using multiple receptacle outlets at the same time.
4. Do not tamper with the electrical breaker panel in the hall or attempt to reset a breaker - always get your houseparent or Heads of House to reset the breaker for you.

Fire Exits and Equipment

- As soon as you arrive, please note the posted fire procedures, fire exits and the location of fire extinguishers and pull station alarms.
- Do not tamper with fire equipment, smoke detectors, heat detectors, sprinklers, emergency exits, etc. as they exist for the safety of all and are to be used only in case of emergency. Such tampering will result in disciplinary sanctions and possible financial levies and fines.

Fire Alarms

If you are in a residence room when you hear the fire alarm:

- remain calm; close windows.
- before opening the door, feel the doorknob for heat. If warm, do not open. If cool, open the door slowly. If you feel pressure or smell smoke, close the door immediately;
- if the hallway is clear, leave the room, leaving the door closed behind you, and proceed to your nearest fire exit. If possible, take a wet towel with you (over your face for heavy smoke);
- proceed in an orderly fashion out of the building to your designated meeting area where attendance will be taken and further instructions given;
- do not prop exit doors open;
- if you encounter heat or smoke, look for an alternate exit. Do not use elevators when an alarm sounds;
- re-enter the building only when instructed to do so by fire officials or residence administration staff.

If You Discover a Fire

- activate the alarm nearest to you;
- leave the building immediately;
- if you cannot leave your room, close the door;
- if possible, use your cell phone to tell someone on campus where you are;
- use towels and sheets (wet, if possible) to seal cracks against smoke;
- go to the window and signal to people outside.
- if smoke enters the room, crouch low to the floor where the air is clearer.
- remain calm.
- wait for rescue;
- do not panic.
- listen for instructions.

Smoke Detectors

- Smoke detectors are very sensitive pieces of equipment, and can pick up aerosol sprays, candle smoke, incense smoke, popcorn popper smoke, etc. You may not even see the smoke but the detector will sense it and will trigger accordingly.
- In the event that an alarm is triggered by a substance which is prohibited, such as a candle or incense, disciplinary action may be taken.
- Causing a false fire alarm is illegal and may result in disciplinary sanctions including expulsion.

Appendices

Appendix A- Reporting Abuse and Neglect of Students - pages 46 - 59

Appendix B - Sexual Harassment - Students - pages 60 - 69

Appendix C - Acceptable Use Policy for Computing - pages 70 - 73

Appendix D - Social Media Guidelines and Policy - pages 74 - 77



POLICY ON REPORTING ABUSE AND NEGLECT OF STUDENTS

PURPOSE

Rothesay Neterhwood (the “School”) is committed to providing each and every student with a safe, nurturing, positive and respectful learning environment. Every year, thousands of cases of child abuse and neglect are reported to child welfare authorities in New Brunswick cities. Both the New Brunswick *Child, Youth and Family Services Act, 2017* and the *Criminal Code of Canada* demonstrate our society’s commitment to protecting children from abuse and neglect. The employees of the School have a special role and responsibility in the protection of children and students of all ages.

The *Child, Youth and Family Services Act, 2017* is legislation which governs the duty to report child in need of protection. All staff employed by the School shall comply with the *Child and Family Services Act* and its successor legislation, the *Child, Youth and Family Services Act, 2017*, with regard to the reporting of a child in need of protection. Child protection concerns in relation to these obligations are handled by children’s aid societies.

Whether a child suffers from physical, sexual or emotional abuse or is a victim of neglect, the long-term effects can be enormous. Increased rates of suicide, addiction, and mental health disorders of all kinds are directly related to child abuse or neglect. Experience has shown that it is not only younger children who are victims of abuse, but that older students can also be victimized in the home, at school, or in the community.

The School is committed to preventing, detecting, intervening in and reporting abuse or neglect of any students. Every member of the School community including students, teachers, parents/guardian, support staff, or others while on School property and at School sponsored events – is governed by the policies of the School and shares in the responsibility for creating an environment that is safe, harmonious, and respectful.

Early identification of child abuse and neglect can occur through disclosure or as the result of reasonable suspicions on the part of School employees and volunteers. Reporting disclosures or suspicions may not only prevent future victimization of children, it may also permit both the victim and perpetrator to receive the help they need. Early intervention may ameliorate the long-term effects of abuse and break the ongoing cycle of further victimization and harm.

By pursuing an integrated program of prevention education and intervention, and by providing the necessary resources to support these initiatives for all students, the School will demonstrate its commitment to the goal of eradicating abuse and neglect. The School, therefore, will have zero tolerance in all of its learning environments for physical, sexual and emotional abuse and/or neglect of students.

DEFINITIONS

For the purpose of this policy, the following working definitions are used:

Abuse: means sexual, physical, or emotional abuse.

Emotional Abuse: a pattern of behaviour that attacks a child's emotional development and sense of self-worth. It includes excessive, aggressive or unreasonable demands that place expectations on a child beyond his or her capacity. Emotional abuse includes constantly criticizing, teasing, belittling, insulting, rejecting, ignoring or isolating the child. It may also include exposure to domestic violence.

Employee: an employee of the School.

Neglect: when a caregiver fails to provide basic needs such as adequate food, sleep, safety, education, clothing or medical treatment. It also includes leaving a child alone or failing to provide adequate supervision. If the caregiver is unable to provide the child with basic needs due to financial inability, it is not considered neglect, unless relief has been offered and refused..

Physical Abuse: any deliberate physical force or action, by a parent or caregiver, which results, or could result, in injury to a child. It can include bruising, cuts, punching, slapping, beating, shaking, burning, biting or throwing a child. Using belts, sticks or other objects to punish a child can cause serious harm and is also considered abuse.

Sexual Abuse: when a child is used for the sexual gratification of an adult or an older child. The child may co-operate because he or she wants to please the adult or out of fear. It includes sexual intercourse, exposing a child's private areas, indecent phone calls, fondling for sexual purposes, watching a child undress for sexual pleasure, and allowing/forcing a child to look at or perform in pornographic pictures or videos, or engage in prostitution.

PRINCIPLES

- (a) Students attending the School are entitled to a learning environment free from violence and harassment, including threats and/or bullying and inappropriate sexual behaviour by other students, and no student will experience corporal punishment, physical mistreatment, sexual, emotional, physical, or verbal abuse by staff or other employees of the School.
- (b) The School will educate all of its students about their right to live without fear of physical, sexual, and emotional abuse and neglect, and will support disclosure of such abuse.

- (c) The School will establish a series of age-appropriate programs in the elementary and secondary panels to explicitly educate all of its students about the issues of abuse and neglect.
- (d) The School will educate all its employees, volunteers and parents about the issues of abuse and neglect, and their duty to maintain safe and abuse-free learning environments.
- (e) The School is committed to addressing issues and suspicions of harassment, physical, sexual, and emotional abuse and neglect in a manner that is culturally appropriate to all communities in New Brunswick. While the School respects the diversity of its school communities, child abuse prevention and reporting practices must be consistent with Canadian law.
- (f) The School will ensure its employees collaborate and cooperate with any investigation by a children's aid society or the police relating to a suspicion of child abuse or neglect.
- (g) The School will hold all employees and volunteers accountable for the following:
 - i. the School staff and volunteers working directly with a student of any age in their professional capacity will not enter into a sexual relationship with that student during the course of the professional relationship or for a period of one year thereafter; and
 - ii. In the case of students and former students under the age of 18, any such relationship, in addition to being a serious breach of School policy, is also a criminal offence of sexual exploitation or sexual assault.
- (h) The School will ensure that all prospective employees are screened for records of criminal conviction for sexual offences and offences involving children.
- (i) The School will ensure that its physical spaces are regularly reviewed to address significant risks of abuse or neglect.
- (j) The School will respect the dignity and privacy of its pupils.

INVESTIGATION AND DISCLOSURE OF SUSPECTED CASES OF CHILD ABUSE OR NEGLECT

The *Child and Family Services Act* and *Child, Youth and Family Services Act, 2017* require reasonable suspicions of abuse or neglect to be reported to a children's aid society.

The following principles are directed at all persons who are employees of, or volunteers at the School:

- (a) If a person has reasonable grounds to suspect a child is being abused/neglected, has been abused/neglected, is at risk of being abused/neglected, (no matter where the abuse/neglect occurred or will occur), or is exposed to family violence, the person must report his or her suspicions to a children's aid society forthwith.
- (b) School personnel/volunteers should not conduct an investigation regarding the suspicion or disclosure and should only question the student to clarify the nature of the complaint.
- (c) Third party reports such as a disclosure by a victim to a person that is then reported by that person to a School employee or volunteer must be reported to a children's aid society without interviewing the alleged victim.
- (d) It is recognized that some children will disclose directly that they are being neglected, hurt or abused while others will disclose such information only indirectly by actions, behaviour or through a third party.

Privacy, Confidentiality, Secrecy

- (a) A person who suspects or has received disclosure that a child is being abused or neglected has a duty to report this information to the applicable children's aid society forthwith and shall not promise the student that he or she will keep information about the abuse/neglect a secret. Children should be informed that this information is required to be disclosed to the Principal, Vice Principal, or the relevant Head of the School or designate, and to the police and/or children's aid society.
- (b) Where abuse/neglect is known or suspected, or a report of such is made, the student shall not be identified to other staff or students except to the extent required by the School to carry out an investigation, or as otherwise required by law.

- (c) The law prevents the public identification of a victim of a sexual offence or a victim of any child abuse/neglect.
- (d) The law also prohibits revealing the identity of an offender under the age of 18 or an offender of any age where the act of identification may tend to identify the victim(s).

What to Do When Reporting Abuse/Neglect

- (a) Inform the Head of School or Designate as soon as reasonably practicable:
 - A person who suspects or has received disclosure that a child is being abused or neglected should report the suspicion or disclosure to the appropriate children's aid society, and as soon as reasonably practicable to the Head of School.
 - In situations where the person with the duty to report is unable to discharge this duty, the Head of School or designate will make the report in the presence of the person, where possible, who has formed the suspicion or heard the disclosure.
- (b) If the Head of School is not immediately available the person who suspects or has received disclosure that a child is being abused or neglected must report the suspicion or disclosure to a children's aid society and as soon as possible there-after inform the Head of School of the report.
- (c) Once a person has formed the suspicion or heard a disclosure, the Head of School or designate shall not prevent a report to the children's aid society being made, nor will there be a sanction or reprisal as a result of such action taken.
- (d) While the duty to report lies with the person who has formed the suspicion or heard the disclosure, he/she may request the Head of School's or designate's presence while making the report to the children's aid society.

Inform the Children's Aid Society

- (a) When reporting to the appropriate children's aid society a person who suspects or has received disclosure that a child is being abused or neglected must provide the required information;
- (b) If advised by the children's aid society worker that the suspicion and/or disclosure(s) do not warrant an investigation, a person who suspects or has received disclosure that a child is being abused or neglected must ensure that he or she records the worker's name, the date, and time of the consultation.

- (c) A person who suspects or has a reasonable suspicion or who has received disclosure that a child is being abused or neglected has an ongoing duty to report any future suspicions or disclosures of this nature, even if a previous report of such has been made to the children's aid society.

Head of School's Responsibilities

- (a) The Head of the School will ensure all school staff are trained in the requirements under the *Child and Family Services Act* and the *Child, Youth and Family Services Act, 2017*, and report any suspicions in accordance with that Act. The Head of the School will support any school staff in making such a report.
- (b) The duty to report lies with the person who has formed the suspicion. Where the reporter is not the Head of School, the Head of School shall ensure that the reporter is aware of and complies with subsections (b), (c), (d) and (e) below.
- (c) The Head of School must ensure that the children's aid society are aware of the timelines (such as when the child is expected at home) so its response can be prioritized accordingly. The children's aid society also requires time to make arrangements for an investigation. This is an especially important factor when dealing with kindergarten children attending half-day programs. The Head of the School will ensure that the children's aid society receives cooperation and support from the School and staff in any investigation, while taking reasonable measures to ensure the privacy of students

Responsibilities of a Person Reporting

- (a) As the safety and protection of the student is the School's paramount concern, the reporter should inform the children's aid society regarding the child or her/his family circumstances which may help in the investigation. In addition, the reporter should ask the following questions:
- How and when should the parents be contacted?
 - Will the child be interviewed?
 - Do the investigators plan to come to the school or home? When? Will they be investigating or only consulting?
 - May the child go home at lunch or after school if the interview has not yet taken place? If the child is scheduled for child care, can the child be re-leased to the child care? What information can be shared with the child care?

- If no interview has taken place does the children's aid society have instructions for supervision of the child? What should the Head of School do if the parent arrives at the school?
- What information can be shared with the child and her/his parent(s) if the interview has not yet taken place?

(b) After reporting, the reporter should take the following steps:

- i. Have a trusted person (most likely the person to whom the child disclosed) stay with the child until the police/children's aid society team arrives at the school (recognizing that the child requires support during this period).
- ii. If the child indicates that she/he wants support during the interview, the police/ children's aid society should be advised and permission sought. The support person should be a person of the child's choosing.

(c) Documenting the Incident

- i. Documentation of suspected abuse/neglect cases should be carefully prepared and maintained. Any staff member or individual preparing such documentation must:
 - record all relevant information as soon as possible, including dates, times and persons spoken with;
 - provide a description of the situation and what was actually seen and heard that is clear and concise;
 - avoid interpretations of medical, physical or emotional conditions, and what you think is happening;
 - be objective and non-judgmental;
 - record, word for word, any conversations between the individual who prepares such document and the child, or any others relevant to the situation; and
 - record what the child or others said, using their own words.

The resulting report must:

- be factual (including dates and times);
- contain no opinions;

- be brief and to the point;
- include information seen or heard by the person making the report;
- provide a full description of any injury, including size, colour, shape and placement on the body; and
- include a dated signature of the person who prepared the report.

Persons preparing a report are required to prepare additional documentation for any further suspicions that may arise.

All documented reports of suspected abuse/neglect will be maintained by the School in a secure location, and will be subject to disclosure for the purpose of an investigation by the School, children's aid society, or as otherwise required by law.

(d) Follow-up with police and children's aid society

- i. If it is not apparent that an investigation has commenced within 24 hours, it is the responsibility of the Head of School or designate to contact the children's aid society to ascertain the status of the case.
- ii. It is the responsibility of the Head of School or designate to contact the children's aid society to ascertain the outcome of any investigation begun pursuant to this procedure.
- iii. If the Head of School or designate is not satisfied or certain that the child has been protected, then the Head of School or designate will also contact the police or other support authorities.

Support for The Student

The School recognizes that a student who has been abused will need support, and the School will endeavour to assist the student, wherever possible. The School will make reasonable efforts to provide such efforts in a manner that is culturally appropriate for all communities in New Brunswick, and that supports and appreciates the student's cultural background, as well as the cultural backgrounds of other students at the School.

Possible forms of support include:

- assisting in restoring the self-esteem of the student by involving his/her teachers and/or the school counsellor;

- requesting the assistance of a teacher or staff member, acceptable to the student, to lend support to the child at School;
- referring to private counselling or therapy, if required;
- providing accommodation or modifying workload expectations to relieve the stress of crisis; and/or
- advising the family of community resources.

PREVENTION OF FALSE ACCUSATIONS OF ABUSE TOWARDS EMPLOYEES

School employees should be alerted to the need to protect themselves from false accusations relating to abuse by:

- conducting themselves in a manner which maintains a student-adult relationship built on trust and mutual respect;
- refraining from any behaviour, by words or conduct, that might be reasonably construed as sexually or physically “suggestive” or “abusive”;
- being aware of the potential risks of making any kind of physical contact with students;
- striving to keep all interactions between adults and students interruptible and observable, and ensuring that students are within hearing range of another adult whenever possible;
- avoiding closing the classroom door, particularly when a teacher is with a single student;
- avoiding favoritism, or singling certain students out through physical contact;
- avoiding circumstances where the employee is alone with a student for an extended period of time;
- avoiding going into small or dark rooms with only one student;
- understanding and appreciating students’ developmental stage and corresponding cognitive abilities; and
- updating knowledge and training by attending in-service programmes and workshops/courses on abuse, inappropriate behaviour, and misconduct towards children.

Protection of Employees From False Accusation of Abuse

Employees have a right to due process in the handling and examination of allegations of abuse. If allegations are determined to be unfounded, no record of the allegation will be kept in the employee’s personnel file. However, a record of the incident will be kept in a

separate incident file, maintained in strict confidence, in a secure location in accordance with appropriate administration procedures.

The School recognizes that employees who have been falsely accused of abuse may need support, and the School will endeavour to assist the employee, wherever possible.

Possible forms of support may include:

- modified workload expectations to relieve stress;
- time off; and/or
- personal, professional, and/or family counselling.

Protection From Reprisal

A reprisal is defined as any act of retaliation, whether direct or indirect.

This Policy prohibits reprisals against individuals who, acting in good faith, report incidents of abuse or neglect or act as witnesses in relation to such reports and their investigation. The School will take all reasonable and practical measures to prevent such reprisals or threats thereof, and any such act or threat of reprisal may result in disciplinary action being taken by the School, up to and including dismissal for cause.

APPENDIX A

POSSIBLE INDICATORS OF CHILD ABUSE

The objectives of this section are:

- to provide guidelines for documenting indicators of abuse
- to provide a list of indicators which will serve as a tool to detect and report suspicions of child abuse
- to recognize normal and problematic sexual behaviour in school-age children.

Signs, symptoms or clues, which, when found on their own or in various combinations may point to child abuse, are called indicators. Indicators may:

- be apparent in the child's physical condition and/or manifested in the child's behaviour;
- manifest in the behaviours and attitudes of adults who abuse children, and cause others to question their care of children (although most adults who have abused children are not mentally ill, risk factors to take into account are adults that present with some personal dysfunction, such as mental illness, personality disorder or substance abuse);
- be non-specific and common in children and therefore difficult to assess why they are present, for example bed-wetting nightmares, clinging or increased self-stimulation may be related to stress in the child's life such as marital discord, family illness or death;
- point to a history of abuse such as the re-enactment of adult sexual behaviour or explicit sexual knowledge inappropriate to the child's age and stage of development.

Some examples of indicators are as follows:

Physical abuse is when a child is injured or harmed by his or her caregiver, or when the caregiver fails to do something to protect the child. Subtle signs of physical abuse may include (but are not limited to):

- Child wears long sleeves/long pants even in warm weather
- Excessive crying
- Child seems anxious when other children cry
- Avoidance of physical contact with others

- Recurrent nightmares or disturbed sleep patterns
- Behaviour extremes—aggressiveness or withdrawal
- Poor self-concept
- Whispered speech
- Loss of appetite for no apparent reason, or excessive appetite
- Child is wary of adults
- Re-enactment of abuse using dolls, drawings or friends
- Clinging
- Delinquent behaviour
- Abrupt decline in school performance

Emotional abuse is when a caregiver treats a child in an extremely negative way that damages self-esteem and the concept of self. Subtle signs of emotional abuse may include (but are not limited to):

- Sudden change in self-confidence
- Headaches or stomach aches with no medical cause
- Destructive behaviour
- Abnormal fears, increased nightmares
- Failure to gain weight (especially in infants)
- Desperately affectionate behaviour
- Speech disorders (stuttering, stammering)
- Habit disorders (biting, rocking, head-banging)
- Argumentative or consistent temper tantrums
- Bullying tactics
- Being easily frustrated
- Behaviour extremes—disobedient or overly compliant

Sexual abuse is any sexual exploitation of a child by a caregiver or someone else. Subtle signs of sexual abuse may include (but are not limited to):

- Frequent sore throats or urinary infections
- Constant sadness
- Re-enactment of abuse using dolls, drawings or friends
- Clinging
- Thumb-sucking
- Sudden fear of the dark
- Behaviour extremism—aggressiveness or withdrawal
- Recurrent nightmares or disturbed sleep patterns
- Loss of appetite for no apparent reason, or excessive appetite
- Bedwetting
- Avoidance of undressing or wearing extra layers of clothes
- Abrupt decline in school performance

Neglect is a pattern where a child's caregiver fails to provide basic needs such as food, sleep, safety, supervision, appropriate clothing or medical treatment. Subtle signs of neglect may include (but are not limited to):

- Missing key articles of clothing
- Over- or under-dressed for weather conditions
- Height and weight significantly below age level
- Consistent school absenteeism
- Persistent hunger
- Trouble concentrating
- Low self-esteem
- Body odour
- Child assumes adult responsibilities

- Always being dirty and severely unkempt
- Sleepiness/always tired
- Child steals food/lunch money from others

Documenting Indicators of Child Abuse

All observed indicators should be carefully documented. This process helps to put the information in perspective, assists school personnel in reporting to a children's aid society, and provides a record in the investigation and court processes. When recording any information, it is important to:

- record information as soon as possible, including dates, times and persons spoke with.
- provide a description of the situation and what was actually seen and heard that is clear and concise;
- be objective and non-judgmental;
- avoid interpretations of medical, physical or emotional conditions, and what you think is happening;
- record any conversations, word for word, between yourself and the child, or any others relevant to the situation;
- record what the child or others said, *using their own words*;
- provide a full description of any injury, including size, colour, shape and placement on the body;
- sign and date your notes;
- retain these notes in a secure place;
- document any further suspicions that may arise.

SEXUAL HARASSMENT - STUDENTS

The inherent right of all individuals to be treated with dignity and respect is central to the values and beliefs of *Rothsay Netherwood School*. The School is committed to maintaining an educational community which fosters mutual respect for the dignity and well-being of all employees, volunteers and students.

Sexual harassment is prohibited by the New Brunswick *Human Rights Code*. In keeping with its values and legal responsibilities, the School will treat any complaint of sexual harassment as a serious matter. Workplace sexual harassment is also prohibited by the New Brunswick *Occupational Health and Safety Act*.

The quality of an individual's everyday environment impacts on her or his sense of dignity and worth. Sexual harassment poisons the working and learning environment for the whole community and may cause long-lasting effects. It negatively affects morale, motivation and learning. It may result in lowered self-esteem, increased absenteeism and poor or poorer school performance.

The School is committed to providing a working and learning environment that promotes ethical behaviour. It therefore, requires all persons to exercise behaviour that facilitates the creation of a supportive, harassment-free environment that is conducive to the achievement of excellence and the development of one's potential.

PURPOSE

The purpose of this Sexual Harassment Policy (the "Policy") is to maintain a learning and teaching environment free from acts of harassment. This Policy is a clear statement of the School's commitment and determination to act promptly against any incident of harassment and to create an environment where harassment will not be tolerated. The objectives of the Policy are:

- to focus the attention of students, staff and parents/guardians on the importance of dealing with sexual harassment promptly and effectively;
- to enhance the knowledge of students with regard to forms of harassment;
- to articulate the formal and informal complaint procedure for students, and provide confidential, impartial and effective procedures to resolve complaints in ways that respect all parties;
- to provide appropriate consequences and responses for the maintenance of a harassment-free learning and working environment; and
- to define the roles and responsibilities of students and school personnel.

1. What is Sexual Harassment?

The *Human Rights Code* establishes a person's right to an environment free of discrimination and harassment.

Sexual harassment is defined as vexatious^{1*} comment or conduct based on sex by a person who knows or ought reasonably to know that such behaviour is unwelcome.

Sexual harassment may be unwanted, uninvited sexual attention. It may involve remarks, gestures, or actions of a sexual nature that make a person feel unsafe or uncomfortable. It may create an intimidating, hostile or offensive learning environment. Sexual harassment is illegal. It may include but is not limited to:

- Unwanted sexual advances which may include leering, intentional touching and/or patting, kissing or pinching.
- Persistent requests for a date, a proposition, or demands for sexual favours.
- Inappropriate sexually-oriented remarks or behaviour.
- Reprisal or threat of reprisal for the rejection of a sexual advance or request for sexual favours.
- Expressions of bias on the basis of sex or sexual orientation in any form.
- Inappropriate sexual comments about a person's body or appearance.
- Sexually suggestive remarks or innuendoes.
- Sexist jokes that are offensive or embarrassing.
- Displaying of pornographic or other offensive pictures, cartoons and graffiti in the schools and other school premises as well as on clothing.
- Letters, phone calls or visits of a sexually harassing nature.

2. Complaint Process

Sexual harassment does not commonly stop on its own. Experience indicates that instances of sexual harassment generally get worse. If a student is a victim of sexual harassment or is a witness to this, even though the student may be upset, he or she should act promptly. Once positive action is taken, most harassment problems are resolved successfully and the offensive behaviour stops.

^{1*} State of irritation or distress, annoying (*The Concise Oxford Dictionary of Current English* page 1195, (1982) New York: Oxford University Press).

A student may decide to use the informal complaint process or the formal complaint process. The student may take action whether the offender is a fellow student, a member of staff, or another person participating in a school-sponsored program.

Each student retains the right to decide how to respond to sexual harassment.

Informal Complaint

1. If a student believes that he/she has been sexually harassed, the student may wish to discuss the situation with a trusted adult.
2. As soon as possible, the student should write down the details surrounding the incident(s) including times, dates, places, names of witnesses, if any, and circumstances surrounding the incident(s).
3. The student may wish to speak directly to the person involved. She/he may choose to do this alone or in the presence of a trusted adult. If the student chooses to speak to the person, it would be helpful to make a note of the conversation that took place. The person should be told that the behaviour is unwelcome and must stop.
4. The student may wish to advise the person by letter. If this option is chosen, a copy of the letter and record including the date and time of its delivery, should be kept. The letter should:
 - (a) be brief;
 - (b) be factual and clear;
 - (c) give date(s), time(s) and locations(s);
 - (d) describe the specific incident(s);
 - (e) state the impact on the student (i.e. how it made the student feel);
 - (f) state what the student would like to happen; and
 - (g) be signed by the student.
5. If the student is not satisfied with the results of the initial contact or if the harassment continues, the student may request the presence of a teacher, guidance counsellor, or Head of School/Designate to assist with the discussion so that the parties may focus on the issues and work toward achieving a satisfactory resolution.

6. If the harassment is not resolved at the informal stage, the student may choose to initiate a formal complaint.

A. FORMAL COMPLAINT: A Student or a Staff Member Harassed by a Student

1. The student/staff (the “complainant”) will submit a written, signed complaint to the Head of School/Designate. If the alleged harasser is the Head of School /Designate, the written complaint should be directed to the Chair of the School.
2. A signed complaint should include identification of the individual(s) involved and a clear description of the incident(s) of harassment including times, dates, places and names of witnesses, if any.
3. If the student (the complainant or alleged harasser) is under 18 years of age, the Head of School /Designate will notify the parent/guardian.
4. Consideration should be given to separating relevant students and/or staff while the investigation is being conducted. Such action will be considered on a case-by-case basis to protect the interests of all parties.
5. Head of School /Designate will promptly conduct an investigation. The investigation should proceed in the following manner:
 - The Head of School /Designate should meet with the complainant. During the course of this interview the Head of School /Designate should listen carefully, ask specific questions to elicit details, find out about the nature of the relationship with the alleged harasser (the “respondent”), ask about witnesses, and ask what the complainant would like to have happen.
 - The Head of School /Designate should meet with the respondent. This person should be told the identity of the complainant and presented with the facts. The respondent should be asked for a specific response to each allegation, including the nature of relationship, and whether there were any witnesses. The Head of School /Designate should remain neutral and reserve judgment until all facts have been collected.
 - The Head of School /Designate should interview each witness mentioned by the parties. These witnesses should be interviewed separately. The Head of School /Designate should determine whether these individuals were actually present at the time of the alleged behaviour, or whether they simply heard about the incident afterwards. Each witness should be informed of the importance of confidentiality.

- Based on the information received, the Head of School /Designate, in consultation with the school legal counsel, should determine whether or not the incident appears to constitute sexual harassment.
 - The seriousness of the incident must be determined and appropriate disciplinary action taken.
6. To assist in determining the appropriate disciplinary action, several factors should be considered:
- (a) impact of the offence on the complainant;
 - (b) power imbalance between victim and offender;
 - (c) gravity of offence;
 - (d) offender's documented history with regard to similar behaviour; and
 - (e) age of the offender and victim.
7. The complainant, at any stage, may choose to withdraw the complaint. The Head/Designate, however, may still be obliged to investigate.

PLEASE NOTE:

When students are involved in a sexual harassment complaint, it should be determined by the Head of School /Designate whether or not the incident appears to constitute sexual harassment, sexual assault or sexual abuse. If there is a suspicion of sexual assault or sexual abuse, based on the information received, then procedures for investigation of sexual abuse or sexual assault should be followed.

APPEAL PROCESS

The decision of the Head of School /Designate may be appealed by the complainant or respondent in writing to the Chair of the School within seven (7) working days of receipt of the decision. The Chair of the School will receive the material and refer the matter to the appropriate Reviewer. The Reviewer will review the decision of the Head of School /Designate and make a determination in this matter. If the Head of School is the respondent, the Chair of the School will make the final determination in the matter within 15 working days.

CORRECTIVE ACTIONS

If the complaint has been substantiated, the seriousness of the occurrence will determine the school's disciplinary response. Responses may include, but not be limited to:

- (a) inform the parent/guardian of a student's behaviour and the corresponding consequences;
- (b) temporarily remove privileges (i.e. recess, lunchroom/cafeteria, school activities);
- (c) refer to counselling and/or guidance intervention;
- (d) suspend the student; and
- (e) involve the police where a criminal offence may have occurred.

In circumstances where a complaint has been substantiated, the onus is on the Head of School /Designate to consider first and foremost the impact on the complainant.

The complainant will be informed by the Head of School /Designate that corrective action has been taken and asked to report any further incidents of harassment or reprisal. In order to prevent a re-occurrence of harassment, the respondent's conduct will be monitored by the Head of School /Designate.

SCHOOL RELATIONSHIP

Consideration should be given to encourage the students to work out their relationship. The Head of School /Designate may appoint an adult or peer mediator/facilitator to assist in helping the parties reach a resolution.

B. FORMAL COMPLAINT: Student Harassed by a Staff Member or Volunteer

1. The student will submit a written complaint to the Head of School /Designate. A signed, written complaint should include identification of the individual(s) involved and a clear description of the incident(s) of harassment including times, dates, places and names of witnesses, if any.

Where the Head of School is the alleged harasser, the written complaint should be forwarded to the Chair of the School.

2. Students may obtain the assistance of a trusted adult, such as a parent/guardian, teacher, guidance counsellor, other support staff, or the Head of School /Designate in the preparation of a written complaint.
3. If the student is under 18 years of age, the Head of School /Designate will notify the parent/guardian.

4. The complainant will submit a written complaint to the Head of School.

A signed written complaint will include:

- Identification of the individual(s) involved and a clear description of the incident(s) of sexual harassment including times, dates, places and names of witnesses, if any.
5. The Head of School /Designate shall confirm in writing to the complainant receipt of the complaint within seven (7) working days. Before forwarding the complaint to the individual alleged to have engaged in harassment, the Head/Designate shall first meet with the complainant.
 6. The Head of School /Designate will forward a copy of the complaint, to the respondent within seven (7) working days of receipt of the complaint
 7. The Head of School /Designate will discuss the complaint separately within the two parties and, on their recommendation, may consult with others who are in a position to provide relevant information. In conducting an investigation, the Head of School /designate will ensure that the following steps are taken:
 - appropriate steps to ensure the safety of the complainant;
 - interview the complainant(s) and/or the third party reporting the complaint;
 - inform the respondent(s) of the allegations and provide an opportunity for a response;
 - interview witness(es);
 - come to a conclusion about whether a specific incident did or did not occur based on a balance of probabilities; and
 - take appropriate action to resolve the situation.
 8. If considered appropriate by the Head of School /Designate and/or the parties, the Head of School /Designate will prepare a written summary of any agreement, reached between the parties, including timelines, responsibilities and monitoring.
 9. The investigation should be completed as soon as possible, ideally within fifteen (15) working days of the request to the Head of School. If circumstances of the complaint will require longer than 15 working days for completion of the investigation, then both parties are to be notified of the reasons for the delay and the expected time for completion of the process.

10. Findings of the investigation and conclusions of the Head of School /Designate will be forwarded to both parties.
11. The complainant, at any stage, may choose to withdraw the complaint. The school, however, may still be obliged to investigate.
12. The provisions of this Policy do not take away an employee's right to take action outside of its provisions. For example, using any of the internal options does not mean one cannot exercise other rights, such as filing a complaint directly to the New Brunswick Human Rights Commission.

APPEAL PROCESS

The decision of the Head of School /Designate may be appealed by the complainant or the respondent in writing to the Chair of the Board within seven (7) days working days of receipt of the decision. The Chair of the Board will review the decision of the Head of School /Designate and make a determination in this matter.

CORRECTIVE ACTIONS

If the complaint has been substantiated, the seriousness of the occurrence will determine the school's disciplinary response. Responses may include, but are not limited to:

- (a) a written reprimand delivered to the employee with a copy placed in the employee's personnel file;
- (b) referral to counselling/course;
- (c) transfer;
- (d) withholding of a promotion;
- (e) demotion;
- (f) suspension with or without pay; or
- (g) dismissal.

In circumstances where a complaint has been substantiated, the onus is on the Board to consider first and foremost the impact on the complainant.

The complainant will be informed by the Head of School /Designate that corrective action has been taken and asked to report any further incidents of harassment or reprisal. In order to prevent a re-occurrence of harassment, the respondent's professional conduct will be monitored by the appropriate supervisor.

2. Other Considerations

TIME LIMIT FOR FILING COMPLAINT

Any complaint must be filed within a reasonable time following the occurrence of the event. The School adopts the six-month time frame prescribed by the *Human Rights Code* and the School may, in its discretion, decide not to deal with the complain when the facts upon which the complaint is based occurred more than six months before the complaint was filed.

TIME

Any time limits set out in the Policy can be extended if, upon the determination of the Chair of the School, there is an appropriate reason for doing so or if both parties agree.

CONFIDENTIALITY

The School understands that it is difficult to come forward with a complaint of sexual harassment and recognizes a complainant's and respondent's interest in keeping the matter confidential.

To protect the interests of the complainant, the person complained against, and any others who may report incidents of sexual harassment, confidentiality will be maintained throughout the process to the fullest extent practicable and appropriate under the circumstances.

All relevant documents and records regarding sexual harassment allegations will not be accessible to any school staff other than the Head of School /Designate, the School's counsel, the Chair of the Board, or appropriate supervisor.

FRIVOLOUS OR VEXATIOUS COMPLAINTS

The School does not condone frivolous or vexatious complaints. If it is determined as a result of an investigation that a complaint was made maliciously with intent to harm or made in bad faith, formal disciplinary action will be taken against the complainant, including, but not limited to, a letter of reprimand, suspension or possible expulsion.

Such disciplinary action will be placed in the student's/employee's file. The complainant has the right to receive written notification of this conclusion, including reasons and grounds, to respond to it and be represented at all subsequent proceedings.

PARENT INVOLVEMENT

In handling a complaint of sexual harassment, the Head of School /Designate must inform the parents/guardian of the student responsible for the harassment and/or the victim involved, where a respective student is under 18 years of age. If the complaint

involves students, 18 years of age and over, the students may decide whether or not they wish their parents to be informed of the complaint.

RECORD KEEPING

Where the respondent and/or complainant is a student, all the material gathered as part of the investigation will be forwarded to the Head of School /Designate. The material should include:

- (a) the names of complainants and respondents;
- (b) the nature of the alleged harassment;
- (c) correspondence between parties;
- (d) meetings, including dates and names of attendees; and
- (e) information regarding the investigation process and disposition of the complaint.

If the complaint is upheld at the formal stage, the School shall take appropriate action including counselling, or removal of privileges, or suspension, and the record of these actions shall be kept in the student's New Brunswick Student Record.

If the complaint is not upheld, a letter will be sent to the parties notifying them of such. In general, copies of the letters to the complainant and the respondent will be kept in the sexual harassment file of the Head of School /Designate.

The School, however, reserves the right to include the letter in the personnel file of the respondent.

Where the respondent is a staff member, the Head of School will be the custodian of the records and documents, and, as such, will ensure confidentiality of all materials.

Appendix C

Acceptable Use Policy for Computing

All students at Rothesay Netherwood School, and their parents, must read and sign this document in order to obtain computing and Network privileges at RNS.

These policies govern the use of all RNS computing facilities including laptop computers, desktop computers, and network related equipment owned by RNS. These policies are also extended to include any computer operated on the RNS campus.

These policies are intended to promote the responsible and ethical use of the RNS computer network and resources. Access to the network is provided free to faculty and students for academic purposes. A user of our network must abide by the policies listed below. A “user” is defined as any student, faculty member, or staff member who has authorized access to the RNS network. Any person attempting to use the network, who is not authorized to do so, will be prosecuted to the fullest extent provided by law.

Certain activities by users constitute abuse. Users who abuse the system may be liable for monetary penalty, restriction of access, and may be subject to further discipline by RNS administration. In some cases, they may be liable for civil or criminal prosecution.

Complaints against students regarding violation of computing policies are handled through the Office of the Head of School in consultation with the Information Technology Department.

RNS has established the following general principles:

1. For ease of support and functionality equivalency, laptops used in the classroom are to be the Dell laptops and Apple computers that are authorized by the Information Technology Department. Other devices may be used on campus but just not in the classroom environment.
2. The use of the school’s computing and networking facilities requires authorization and is for personal and academic use only.
3. Attempting to discover or disclose confidential information stored on the Rothesay Netherwood School network is not permitted and will result in cancellation of network access.
4. RNS does not permit the use of its computing and networking facilities for illegal activities or harassment.
5. Users are responsible for activities originating on computer equipment and/or network connections assigned to them.
6. Documents or files stored on the network will be considered the property of RNSI. We reserve the right to access these files if required. Persons suspected of abuse of our computing policies may have files investigated, confiscated, and/or removed.
7. RNS reserves the right to log all users’ network activity, including but not limited to resource access, email traffic, and URL logging.

It is against the RNS computing policy for students to:

- Permit another person to login to your account (your account passwords are confidential and under no circumstances should they be distributed).
- Login to another person's account, even if you have permission.
- Attempt to discover another user's password.
- Copy, disclose, or transfer any of the computer software provided by RNS.
- Attempt to bypass standard procedures. This includes, but is not limited to, unauthorized use of a password and accessing a file without permission. Accessing a file refers to copying, reading, renaming, changing or deleting. Lack of file protection does not give you the right to do any of these things.
- Use our computing & network facilities for personal profit-making activities.
- Use network facilities to send nuisance, abusive, obscene, forged or anonymous messages to anyone within the campus community or externally.
- Use network resources to access inappropriate websites.
- Use network resources to download music files, PC games, or use chat programs during prohibited times.

AS WITH ALL MATTERS OF LAW AND ETHICS, IGNORANCE OF THE RULES DOES NOT EXCUSE VIOLATIONS.

Policies and Procedures for Mobile Computing

Students with laptop computers must:

- Have a padded case for transporting the laptop around campus and to home
- Not leave laptop unattended. If a laptop is found alone, it will be picked up and taken to the Director of Student Life office.
- Leave their bags containing the laptop in their locker, or in their residence room or in a classroom during breaks/lunch.
- Bring their laptop in for servicing and inspection when requested.

Serial Numbers

Please record all the serial numbers found on your laptop and accessories and store the information in a safe place. The IT dept. will have the Service Tags of the Dell laptops recorded in a database in case of servicing.

Warranty/Insurance

The Dell laptops come with a three year Complete Care Coverage warranty which covers any and all accidental damage, although Dell reserves the right to perform only one such repair per calendar year.

The Apple MacBooks come with three year Apple Care. Please read your documentation sent to you by Apple to find out exactly what Apple Care does cover.

Please have your laptop covered by your homeowner's insurance policy to ensure replacement in case

of fire or theft. Parents and students will however be responsible for full repair or replacement costs for damages or losses deemed to be caused by willful neglect or improper care.

Policies

IT staff will set up all students' Dell laptops with a predetermined image that will include any licensed software applications and network configuration that will be required to function on the school network. The Apple computers will be set up with network functionality and printing ability.

In order to ensure the continued availability of the RNS network to all, to maintain inventory and asset management information, and to provide support, IT staff will conduct routine monitoring of the laptops. Staff may monitor the following information:

- System log files, which contain information pertaining to all processes executed on the system.
- System directories, temporary storage areas, work areas, and all areas not including users' data directories and mail files, will be examined, and an inventory of software usage and statistics may be kept.
- Any activity, which, in the opinion of the staff appears to compromise the security or integrity of the RNS.

Prohibited Use

The following uses of laptop computers are explicitly prohibited:

- Students are prohibited from altering the assigned network configuration while using the RNS network. This includes, but is not limited to, Internet Address and Host name. Alteration of these will be grounds for reduction of service.
- Students are prohibited from installing pirated software on their laptops. If, when the laptop is inspected, the IT staff cannot determine valid licenses for the software installed on the machine, the student will be asked to present the licenses. If the licenses are not forthcoming, the software will be removed and a letter will be sent home informing the parents of the theft.
- Students are not permitted to set their laptop as a network server, nor may they set up file sharing access over the network for non-academic purposes. The network Administrator must be provided with all access passwords for any computer that appears on the RNS network that is owned by a student. Sharing of MP3 and other media files is strictly forbidden.

Getting Help and Service

If a problem occurs with a Dell laptop:

- Bring the laptop to the IT office in Kirk House after chapel, during break, between classes or after the last class of the day.
- It will be determined if the problem can be fixed immediately or if the computer will need parts ordered to complete the repair.
- Any repairs that require parts ordered from Dell will be finished and returned to the student within 48 weekday hours. There may be rare occurrences when Dell recommends that the IT staff send the laptop back to be recertified.

If a problem happens with an Apple computer:

- The student is solely responsible for any equipment that he/she brings to school.
- RNS is not liable for damaged, lost, or stolen equipment.
- RNS IT staff are not certified to provide technical repairs for MAC laptops brought to school
- RNS cannot provide loaners to students

Students will be responsible for any charges for repairs done to the laptop after the warranty period has expired. The IT staff at RNS will notify all parents well in advance as to the warranty expiry date of their student's laptop. RNS IT staff will assist students with both software and hardware problems. However, if it becomes apparent that the problem is a result of deleting required software, installation of games or other third party non-supported software, students may be charged at a rate of \$25.00 per hour for time spent in restoring software configurations.

I have read and understood the policies outlined above, and understand that this document can be superseded by any limitations placed under a lease, contract or warranty signed by parents.

Student Name: (printed) _____

Parent Name (printed) _____

Student signature _____

Parent signature _____

Date: _____

Appendix D

Social Media Guidelines

RNS works to provide all students with access to an education that prepares them to succeed at university and future careers. Part of being a successful citizen is understanding that social media and digital communication are essential parts of our world today. It is important to recognize that access to information can result in tremendous advantages, but it can also create new responsibilities of which students should be aware.

Social media is any form of online publication or presence that allows interactive communication, including social networks, blogs, photo sharing platforms, websites, forums and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, YouTube, G-Suite, Snapchat, iMessage, WeChat and FaceTime.

The widespread availability and use of social media applications bring opportunities to understand, engage, and communicate in new and exciting ways. It is important that we are able to use these technologies and services effectively and flexibly. However, it is also important to ensure that we balance this with our duties to our school, the community, our legal responsibilities and our reputation.

Student Responsible Use

Students are responsible for their own behavior when communicating with social media and will be held accountable for the content of the communications that they post on social media locations. Good judgment is needed. Students are responsible for complying with the school's Code of Conduct and are not to disrupt the learning atmosphere, educational programs, school activities, or the rights of others.

Use good judgment

We expect good judgment in all situations. Behave in a way that will make you and others proud and reflect well on the school. Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

Be responsible and respectful

Always treat others in a respectful, positive, and considerate manner. Share and interact in a way that will enhance your reputation, the reputation of others, and the reputation of the school, rather than damage them.

Be a good listener

Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly, and share feedback. Be responsive to others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.

Be confidential and respect private and personal information

Do not publish, post, or release information that is considered confidential or private. Online

“conversations” are never private. Use caution if asked to share your birth date, address, and cell phone number on any website. To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations. Never share or transmit personal information of students, parents, faculty or staff online. Always respect the privacy of school community members.

Align your online image with your goals

A digital footprint is the reputation you leave online and can include material posted on blogs, and mentions on websites and videos that are uploaded onto sharing sites. Online actions leave a permanent record and remain online, even if you click “delete.” Be thoughtful about what you share online and consider how it would appear to family, friends, universities, and future employers. Because many colleges and employers search social media before making admissions and hiring decisions, you might want to use social media as a tool to demonstrate your interests in positive ways. Social media allows you to show who you are as a student online by sharing what you think about and what matters to you.

Stand behind your words

You should always take responsibility for the content you post in all social media environments. While you may think that using a fake name may prevent posts from becoming part of your footprint, there are still ways to link that information to the person who posted it (for example, through an Internet IP address or other distinguishing information linking posts). Be your best self online – post accurate information and be accountable for what you say.

Post Responsibly - Be mindful of your audience

Using social media academically is an extension of your classroom environment. When you use social media for academic purposes, such as for a school assignment, treat the platform as a digital extension of your classroom – the same rules apply online as they do at school.

Put your best foot forward

People of all ages sometimes act differently on social media than they would “face-to-face,” assuming that, because they are not communicating in person, they are not accountable for their actions. In fact, because of the nature of the digital world, you should be as responsible, if not more, when acting online. Since you never know who will ultimately be reading content online, always assume that anyone might have access. If you do not know who will be reading it, ask yourself if you would be okay with a parent or relative reviewing your content. If not, there might be a better way to get your point across.

Pause before you post

Once a comment is posted online, you cannot later say, “never mind.” It may seem funny or harmless when you post it, but it could hurt or offend someone. As guidance, take a few extra minutes to think about whether a post will be hurtful or embarrassing or whether it could negatively affect a future opportunity. For example, if you post an aggressive or inflammatory comment online because you felt heated in the moment, this may end up making you a less attractive candidate in some employers’ minds. Because online posts can never be completely deleted, it is important to make sure that each post is something you want to live with.

Consider the consequences to your online actions

While at times, it is easy to tell whether a social media use is school-related or personal, at other times, it may be difficult to distinguish fully between different uses. Sometimes, personal social media use, including off-hours use, may result in disruption at school and the school may need to get involved. This could include disciplinary action. To be safe, be in control of what you do online, even if it is during personal time.

Adjust your privacy settings appropriately

Privacy settings are automatically set by social media providers governing who can see your posts, how information is linked, and what data is available to the public. Each social media platform has different privacy setting defaults and some change those settings without making it obvious to you. As a user of social media, you should determine whether to change the default settings to make access to postings more or less private.

Take cyberbullying seriously

Cyberbullying is the use of electronic technologies to hurt or harm other people. Examples include: Sending offensive text messages or emails, posting statements that are not true and create rumors, or circulating embarrassing photos/videos of a classmate online. Sometimes, it may be difficult to draw the line between a harmless joke and one which goes too far and becomes hurtful. If you are being cyberbullied or hear about/observe someone else being cyberbullied, report the behavior and get help. You can tell a parent, school faculty or staff member, another adult family member, or a trusted adult. Students who participate in cyberbullying may be subject to discipline. It is important not to respond to, retaliate to, or forward any harassing, intimidating, or bullying content. “unfriend,” block, or remove people who send inappropriate content. It may also be a good idea to save harassing messages, as this evidence could be important to show an adult if the behavior continues. If the behavior is school-related, print out the messages and provide them to the school when you report the incident.

Social Media Policy

Social media is any form of online publication or presence that allows interactive communication, including social networks, blogs, photo sharing platforms, websites, forums and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, YouTube, G-Suite, Snapchat, iMessage, WeChat and FaceTime.

First and foremost, students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the RNS community and beyond. Students are responsible for their own behavior when communicating with social media and will be held accountable for the content of the communications that they post on social media locations. Students who participate in online interactions must remember that their posts reflect on the entire RNS community and, as such, are subject to the same behavioral standards set forth in the school's Code of Conduct.

In addition to the regulations found in the Student Handbook, students may not use social media sites to publish disparaging or harassing remarks about RNS community members, which include other students, parents, faculty, staff, and visiting guests to the school. Students who choose to post content to websites or other forms of online media should ensure that it does not reflect poorly upon the school. Cyberbullying is the use of electronic technologies to hurt or harm other people. Examples include: Sending offensive text messages or emails, posting statements that are not true and create rumors, or circulating embarrassing photos or videos of a classmate online. If you are being cyberbullied or hear about/observe someone else being cyberbullied, report the behavior and get help. You can tell a parent, school faculty or staff member, another adult family member, or a trusted adult. Students who participate in cyberbullying may be subject to discipline. It is important not to respond to, retaliate to, or forward any harassing, intimidating, or bullying content. "unfriend," block, or remove people who send inappropriate content. It may also be a good idea to save harassing messages, as this evidence could be important to show an adult if the behavior continues. If the behavior is school-related, print out the messages and provide them to the school when you report the incident.

Failure to abide by this Policy, as with other policies at RNS, may result in disciplinary action as described in the Student Handbook, or as determined by the Director of Technology and Learning Initiatives in conjunction with the Director of Student Life.

Acknowledgment and Consent

I have received, read, and understand the RNS Social Media Policy. Additionally, I understand that if I violate the Social Media Policy, I am subject to consequences for inappropriate, unauthorized, and/or illegal use provided in the Social Media Policy, and could be subject to additional consequences provided in additional RNS policies, rules, and procedures, and provided in social media and Internet service provider requirements, as well as local, state and federal laws, whether civil or criminal.

Name of Student

Signature of Student

Date of Signature



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