

# **Edmison Heights Public School**

2018/2019

1111 Royal Drive  
Peterborough, ON  
K9H 6P9

**Telephone:** 705-745-0722

**Fax:** 705-745-3707

**Safe Arrival:** 705-749-1598

**Principal Dave Crawford :** 705-745-0722

**Vice Principal Lynn Kostuch:** 705-745-0722

**Website:** <http://edmisonheights.kprdsb.ca>

## Principal's Message

It is with great pleasure that we take this opportunity to welcome you to Edmison Heights Public School. We are extremely proud of the dual track programs we offer our students. We value the partnership between home and school and invite you to participate in your child's education. This handbook has been developed by our staff to help both students and parents to learn as much as possible about school policies and procedures and the services we offer students. With the consistent use of Edsby we can have effective communication between home and school. It is important that parents check their child's homeroom page or emails that may be sent on a regular basis. We appreciate your support and would ask that if you ever have any questions or concerns to please drop in or call the office. We look forward to working collaboratively with you to ensure the success of all students and the school community as a whole.

### General School Information

Telephone . . . . . 705-745-0722  
Fax . . . . . 705-745-3707  
Safe Arrival . . . . . 705-749-1598  
Principal, D.Crawford . . . . . 705-745-0722  
Vice-Principal, L.Kostuch . . . . . 705-745-0722

### Bell Schedule

Entry Bell . . . . . 8:55  
Instructional Time . . . . . 8:55-10:55  
First Nutrition Break . . . . . 10:55-11:35  
Instructional Time . . . . . 11:35-1:15  
Second Nutrition Break . . . . . 1:15-1:55  
Instructional Time . . . . . 1:55-3:15  
Dismissal . . . . . 3:15

Edmison Heights Public School operates on an organizational structure referred to as "Balanced Day". This structure allows larger instructional blocks for literacy and fewer transitions throughout the day. Students will get two forty minute nutrition breaks throughout the school day.

**Parents are reminded that supervision does not begin on the yard until 8:30 a.m. each day. Please do not drop your child off at school or allow him/her to walk to school prior to this time.**

All students must go directly home at the 3:15 p.m. dismissal bell. Students may not stay and play on the school yard at dismissal as there is no supervision after 3:15 p.m. Thanks for your support in ensuring that all our children are safe.

### Character Education

Character education encourages all members of our school community to be the best they can be. Through intentional teaching of the ten character attributes, staff, students and parents develop a common language in which to interact, communicate and solve problems in a responsible and respectful manner. The ten attributes are:

Respect	Responsibility
Courage	Empathy
Optimism	Fairness
Integrity	Perseverance
Honesty	Initiative

# KPRDSB – EHPS

## School Code of Conduct

### Rationale

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

### Responsibilities

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

### Standards of Behaviour

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

## 1. School Code of Conduct

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

### Procedures at our school

#### Safe Arrival:

##### Absences

Safe Arrival Monitor is a mandatory program in all Ontario schools. If your child is ill or will not be attending school, please phone the Safe Arrival Monitor and leave a message. The phone number is **1-844-434-8119**.

If your child becomes ill while at school, we will attempt to contact parents. If we are unable to reach parents, we will contact the people listed on the emergency contact form to take the child home. The form listing emergency contact people will be sent home to fill out the first day of school.

##### Late Arrival

If your child is going to be late for school, it is necessary for parents to call the Safe Arrival Monitor and leave a message. Upon arriving at the school, students must report to the office prior to going to their classroom.

##### Leaving Early

Students who need to leave school early are required to bring a dated note signed by their parent/guardian.

##### Arrival and Dismissal Procedures

Our parking lot is an extremely busy place during arrival and dismissal times. **The bus zone on the East side of the school is for bus students and emergency vehicles only.** To ensure student safety, parents are requested to park only in the South parking lot or at the side of the driveway. Please do not park your vehicle in the flow of traffic as this presents safety issues and obstructs other vehicles which are trying to leave. When you enter and exit the driveway, vehicles must not use the bus loading zone. Walking students must walk on the sidewalk and not cut across the parking lot when arriving or leaving school property. Walking students should cross Royal Drive or Marina Drive at the supervised crosswalk. At dismissal time, parents should designate a spot to meet their child(ren) outside the appropriate exit doors to the building. We request that parents not stand in the hallways to wait for their child as the halls are very congested at entry and dismissal times and it also raises safety concerns about unauthorized adults in the building.

## **Bus Expectations**

### **Student Behaviour**

Riding the bus is a privilege. Students are expected to remain seated at all times and refrain from yelling, throwing things and/or eating on the bus.

Students are required to abide by all the expectations outlined in the School's Code of Conduct while on the bus. Failure to do so will result in progressive discipline and/or possible removal from the bus.

### **Bus Cancellations**

If there are bus cancellations due to inclement weather, it will be announced locally on FM bands 101.5, 97.7 and 105.1 and on AM bands 980 and 1420 before school, and on the STSCO website at [www.stsco.ca](http://www.stsco.ca). Keep your bus route number handy to identify if your bus is canceled. If buses are canceled in the morning, they will not run in the afternoon. Therefore, if you drive your child to school when the buses are canceled, you must arrange transportation for your child to return home at dismissal.

### **Bus Policy**

Students who do not travel by bus to get to school will not be given permission to ride on the bus to go to a friend's house. Parents/guardians will need to make their own transportation arrangements in these circumstances.

### **Dress Code**

Staff and students are expected to dress in a neat, clean, modest and inoffensive manner which is deemed acceptable within the school's learning environment. **Clothing with offensive messages or revealing clothing, such as clothing that shows undergarments or exposes the midriff is inappropriate.** Students wearing inappropriate clothing will be asked to change or to go home to change. Hats may be worn outside only. Indoor footwear is required for hygiene, safety and emergencies and must be worn at all times. Proper running shoes must always be used in the school's gymnasium.

### **Wheeled Devices**

For safety reasons, skateboards, scooters, roller blades, wheeled shoes and other wheeled devices are not allowed on school property. Students bring bicycles to school at their own risk. If parents allow students the privilege of riding their bicycles to school, it is expected that students will wear a helmet and dismount their bicycles immediately upon arriving at the boundary of the school property. Students will bring their own lock to secure their bicycles to the bike rack at the main entrance. There is no supervision of bicycles on school property. The school will not assume responsibility for stolen or damaged bicycles.

### **Homework**

Our Board believes that homework encourages the development of skills and attitudes for life-long learning and is one of the ways of supporting and building upon the critical role that parent(s)/guardian(s) have in a student's education. Our Board's Policy No. ES-4.1, Assessment, Evaluation and Reporting, references the manner in which information gathered through the completion of homework will be used.

Homework is defined as work that students do at home to practise learned skills, and/or prepare for learning in the next class. Homework is one means of building and demonstrating the partnership between home and school as it provides parent(s)/guardian(s) with an opportunity to engage, discuss and stay informed of the learning taking place in their child's class.

Homework completion can be used to support final Learning Skills and Work Habits evaluation on report cards, however, the completion of homework will not be reflected in the determination of students' academic achievement. Assignments for evaluation will be worked on under the supervision of the teacher. Such tasks will be instructed upon by the teacher, worked on largely in class, and students will be provided with ongoing descriptive feedback. At times, assignments for evaluation may be refined at home, but the content of such work, in these circumstances, is expected to continue to reflect the work and learning completed under teacher supervision.

## **Promoting Respect through Student Clubs/Groups/Activities**

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within the Kawartha Pine Ridge District School Board, including Edmison Heights, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions.

## **2. School Code of Conduct Responsibilities**

### **2.1 Common School Community Member Responsibilities**

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

### **2.2 Additional Student Responsibilities**

- exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability
- come to school prepared, on time, ready to learn and support a positive learning environment
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community.

### **2.3 Additional Staff Responsibilities**

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

### **2.4 Additional Parent/Guardian Responsibilities**

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

### 3. Standards of Behaviour

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

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

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

#### 3.2 Physical and Emotional (Psychological) Safety

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

##### **Weapons**

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

##### **Alcohol and Drugs**

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

##### **Physical Aggression**

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

##### **Non-physical Aggression**

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not
- threatening physical harm, bullying or harassing others
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

**Bullying and harassment** in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.

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

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
  - causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
  - creating a negative environment at a school for another individual

- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.
- the behaviour includes the use of any physical, verbal, electronic, written or other means.

**Cyber-bullying** includes bullying by electronic means, including:

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

**Bullying**, in any form, has negative effects on:

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

We **will not accept bullying** on school property, at school-related activities, on school buses, or in any another circumstances (e.g., online) where bullying has a negative effect on school climate.

#### 4. School Code of Conduct Rules

*(Every school will include the following rules in its Code of Conduct. The principal, in consultation with the school community, may add rules to reflect the uniqueness of the school.)*

- Students must be allowed to learn.
- Teachers must be allowed to teach.
- The following behaviours are **not acceptable** for anyone in the school community:
  - physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
  - assault
  - bullying
  - actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).
  - damage to property in the school environment (including school grounds, buses, trips.)

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

#### 5. School Code of Conduct Procedures

##### 5.1 Search and Seizure

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

##### 5.2 Signage

- Signs will be posted directing visitors to begin their visit at the office.

## **6. Strategies to Promote Positive Student Behaviour**

### **6.1 Prevention Strategies**

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

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

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

### **6.2 Supportive Intervention Strategies** use:

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

### **6.3 Community Threat Assessment Protocol**

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

## 7. Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student's age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student's Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, in accordance with the Education Act, Ontario Regulation 472/07 - Behaviour, Discipline and Safety of Pupils. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

Consequences for misbehaviour will be appropriate to the needs of each individual student and *will be most successful in changing behaviour when combined with the Supportive Intervention Strategies.*

### 7.1 Consequences may include one or more of the following:

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

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

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying
  - Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:
    - the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property, or creating a negative environment at a school for another individual.
    - the behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.
    - Behaviour includes the use of any physical, verbal, electronic, written or other means.
  - Cyber-bullying includes bullying by electronic means including:
    - creating a web page or blog in which the creator assumes the identity of another person,
    - impersonating another person as the author of content or messages posted on the internet, and
    - communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
    - bullying adversely affects a student's ability to learn.

- bullying adversely affects healthy relationships and the school climate.
  - bullying adversely affects a school's ability to educate its students.
  - bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances(e.g. on-line) where engaging in bullying will have a negative impact on the school climate.
- Persistent opposition to authority.
  - Habitual neglect of duty.
  - The willful destruction of school or Board property.
  - The use of profane or improper language.
  - Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
  - Being involved in a physical altercation.
  - Inappropriate physical contact.
  - Failing to complete medical immunizations as required by the Public Health Department.

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

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

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

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

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

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