



Edmison Heights Public School Handbook

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Where Learning Takes Flight!

Principal's Message

It is with great pleasure that we take this opportunity to welcome partnership with you at 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 to help both students and parents learn as much as possible about school policies and procedures and the services we offer our 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 1-844-434-8119
(studentabsence.kprdsb.ca)
Principal, L. Haley-Twiss ... 705-745-0722
Vice-Principal, B. Pazari ... 705-745-0722

Bell Schedule

Entry Bell 8:55
Instructional Time. 8:55-10:35
First Nutrition Break 10:35-11:15
Instructional Time 11:15-12:55
Second Nutrition Break..... 12:55-1:35
Instructional Time 1:35-3:15
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. Twenty minutes will be for eating and twenty for recreation.

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 to ensure that all our children are safe.

EDMISON HEIGHTS P.S. - 2022/2023

TEACHER	GRADE	Room#
Sarah Chambers / Val Goodfellow	Y1/Y2	100
Patricia Osborne / Deleta Haughton	Y1A	31
Liz Maxwell / [Jeanna Jones (LTO Erica Carveth)]	Y1B	32
Tracey Leeson	1/2	4
Nadera Gage	2/3	5
Julie Bagshaw	4/5	P2
Jodie Rennie (LTO - TBD - Sept-June 30th)	5/6	12
Jaclyn Mercer / Nicole Shill	Y2FI A	2
Robyn Smith / Julie Crego	Y2FI B	1
Amelia Merrill	Y2FI C	3
Kathryn Toupin	1FI A	7
Holly Hogle	1FI B	8
Jessica Ironside	1FI C	11
Cecile Berodier (LTO- Carrieanne Dyson- Sept.- Feb. 17 th /23)	2FI C	6
Crina Soimu	1/2FI A	9
Anne Gilbert	2FI B	10
Mandy Dufresne (LTO- Oct- June 30 th)	2/3FI	17
Jean Pierre Chenier (LTO- Souleymane Sane- Sept.- Mar. 20 th /23)	3FI A	18
Sarah Young	3FI B	16
Emily Scott (LTO- Shelley Boulton- Sept-June 30 th /23)	4/5FI	P1
Sarah Scholten	4FI A	P7
Jessica Poliquin	4FI B	15
Sheila Potter	5FI B	P6
Andrea Blackburn	5FI A	P3
Laura Smith	6FI C	P11
Dominique Gregory	6FI A	P4
Mariana Cotarelo	6FI B	P5
SERT (2.0)	Nicole Stevenson Brikena Pazari Janet Faurshou Lisa Plouffe	14B 14B
FSL (1.43)	Martha Hunter Krista Lavery (LTO- Jan. 30 th -Jun)	P9 P9
Lib X (3.77) + .24 = (4.01)	Krista Lavery Martha Hunter (F) Kim MacDougall (E) (LTO L. Plouffe) Kristie Tripp (E) Jennie Millard Janet Faurshou (F) Lisa Plouffe Brie Plante	P9 P9 P9 P9 P9 14B P9 P9
PCA Melissa Van Engen		
EA Heather Kearns		
EA Jennifer Byrnes		
CYW Nick Sheppard		
Custodian: Rose Mackenzie (Head), Ryan Elgeti, Scott Finnegan		
Secretaries: Nadine Norton, Kathryn Coleman		
Vice Principal: (0.80) Brikena Pazari		
Principal: Lorena Haley-Twiss		

ACCIDENT / ILLNESS

When a child becomes ill or is injured during the school day, they will be attended to and made comfortable by school staff. Every effort will be made to contact parents/guardians (or emergency contacts) to alert them to the child's condition. In the event of serious injury, the school will call an ambulance and then notify parents.

ARRIVAL / DISMISSAL

Students are requested to time their arrival with the start of yard supervision at 8:30 in the morning. They are to enter and leave by using the doors assigned to their class. The front doors or main entrance should only be used when students are late. Please remember that doors are locked at 8:55 am once the entrance bell rings. Students who arrive after 8:55 am are required to enter via the main door and sign in at the office.

School hallways are very busy when students are entering and leaving the building. Teachers have responsibilities with their students during these transition times. We request that anyone bringing children to school, leave them at their gate. This helps to keep our students safe.

During morning drop off, parents are encouraged to drive through the Kiss n' Ride between 8:30-8:55 am. Students are encouraged to exit vehicles on the left-hand side and walk around the school to their entrance / exit doors. The Kiss n' Ride is only in use for morning arrival and not at dismissal time.

When picking up at the end of the day, parents may need to park on the street as parking lot spaces are few and designated for school staff only. After school, parents may use the designated "Parent Zone" on the back field for pick up.

When picking up students during the school day, parents will wait outside the main entrance.

All students are expected to leave school property after dismissal unless other arrangements have been made. Any student who feels threatened or unsafe on the way home is welcome to return to the school and report their concerns to the office.

ATTENDANCE PROCEDURES

Edmison Heights participates in the **Safe Arrival program**. *This is not intended to be an attendance check.* **It is the responsibility of parents to contact the school if a student will be absent/ill or late for the day.** Messages can be left using the Safe Arrival Line at 1-844-434-8119 or by registering for and logging into the Student Portal at studentabsence.kprdsb.ca.

Students who arrive after the entry bell at 8:55 am are considered late and are required to report to the office to sign in. If a student is significantly late due to an appointment or family circumstance, please send a note explaining the reason for the delay in arrival.

Students who need to leave the school early, should bring a note. Students should report to the school office so that a parent/guardian may sign the student out before they leave the school. Parents are asked to wait outside the main entrance doors when picking up during the school day.

BICYCLE / SKATEBOARD / SCOOTER SAFETY

A significant number of our grade 1-6 students are riding their bikes / skateboards / scooters to and from school. To help ensure safe traveling for everyone, it would be appreciated if parents could take some time to review proper riding practices with their children, including legal requirements for helmets. Also, students are reminded that for safety reasons **bicycles, skateboards and scooters should be walked/carried while on school property.** Although bicycle and scooter racks are available at the front of the school and on the yard, they are not monitored, and students are encouraged to use a lock.

BULLYING AND CYBERBULLYING

Bullying is a serious issue and is not acceptable on school property, on school buses, during school-sanctioned activities or online (cyberbullying). Bullying, including cyberbullying, has now been added to the list of activities that may result in a suspension from school.

According to the Ministry of Education, bullying is defined as follows:

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying takes many forms including physical, verbal, social and electronic. Below are examples of each form of bullying.

- **Physical** bullying is defined as hitting, shoving, and tripping, stealing or damaging property.
- **Verbal** bullying involves name calling, mocking or making racist, sexist or homophobic comments.
- **Social** bullying often involves excluding others from a group or activity (shunning) or spreading gossip or rumours about them.
- **Electronic** bullying or **cyberbullying** entails spreading rumours, hurtful comments, images and/or gossip through the use of personal electronic devices or technology, including but not limited to email, cellphones, the Internet and text messaging.

No form of bullying is acceptable, and when bullying occurs, principals will consider the most appropriate way to respond to each situation based on a number of factors including the students' ages and their academic, personal and behavioural histories.

COMMUNICATION / REPORTING ACHIEVEMENT

Teachers will communicate regularly with students and parents to ensure they are informed of student progress. This ongoing dialogue between teachers, students, and parents about student achievement will be both informal and formal (e.g., phone calls, notes, emails, agendas, report cards and interviews). School Progress Reports are sent home in November and Term I Report Cards will go home in February, while Term II Report Cards will go home in late June. If you have any questions or concerns regarding your child's progress, please feel free to contact your child's teacher to request an interview in person or via phone.

The school will prepare a monthly newsletter that will be accessible digitally on the Edmison Heights

webpage/Edsby at the beginning of each month. It will also be shared through School Messenger with all families. This important method of communication provides parents / guardians with a wealth of information including past and coming events. To receive a paper copy of any newsletters, please contact the main office.

DRESS CODE

The school requests the co-operation of students and parents in ensuring that clothes worn to school are suitable for the learning environment. Students should dress cleanly and neatly in a manner that allows them to participate fully in all school activities. Outdoor clothing, including hats and caps, are stored on classroom hooks.

We appreciate your support to ensure that the clothing the students wear displays no offensive messages, symbols or pictures. Alcohol, drug, and tobacco advertisements are deemed inappropriate. Any clothing that is deemed immodest is unsuitable.

Oops. Not dressed appropriately? Here are your choices:

1. **Change if you have extra clothing at school.**
2. **Wear alternate clothing provided at school over clothing.**
3. **Call home to have a change of clothing brought to school.**

***Due to allergies, we request that perfumes, colognes, after shave lotions and other perfumed products not be used.**

EMERGENCY PROCEDURES

Edmison Heights has procedures in place for both on-site and off-site emergencies. Fire drills and lockdown drills are conducted at various times throughout the year and classes have clear direction regarding their procedures for building evacuation. **When lockdown drills are in session, the doors will be locked, and a note will be left on the front door to indicate a practice session is taking place.** Please wait patiently during these times.

FOOD PROGRAMS

After Covid, we hope to return to breakfast bin delivery to classes each Monday. A variety of nutritious food is always offered.

HOMEWORK POLICY

Homework is an important part of a child's education. It encourages them to develop skills and attitudes for life-long learning. Homework also offers parents the opportunity to support their children's learning and to stay informed on what is happening in their child's classroom.

Rationale

Teachers give homework for students to practise the skills they have learned in the classroom and to prepare for learning the next day. *The Board stresses that homework is not used to teach new skills.* Instead, it supports the learning that occurs in class, during school time, under a teacher's guidance and supervision.

Amount of time

The Board's policy no longer sets a standard amount of time that students should spend on their homework. Instead, each teacher assigns homework according to the specific learning needs of the student. In assigning homework, teachers consider the following question: *What, and how much, does this student need to do to progress with learning?*

Will students' homework be marked?

Teachers do not assign marks to students' homework. Homework completion is not part of the student's final grades. Teachers do, however, comment on students' homework completion in the learning skills and work habits section of the report cards that go home to parents and guardians.

What type of homework may my child receive?

- reading daily, with or without parents
- reviewing vocabulary and math facts
- completing work not finished in class
- studying for tests
- doing research for projects and assignments to be completed in class
- preparing presentations on knowledge or skills learned in class

Tips for parents and guardians:

Encourage your child or teen to:

- bring home all information from the school, and put it in a consistent place
- return order forms and library books to school on time

- be prepared by having permission forms, gym clothing, and other special items when necessary

INCLEMENT WEATHER DAYS

During the winter and prior to the beginning of the school day, inclement weather and poor road conditions may lead to the delay or cancellation of school transportation services. On such days, bus delay and cancellation information will be posted on the www.stsco.ca website, as a primary means of communicating about busing. Also, area radio stations and media outlets will broadcast related information. The school will remain open when buses are not running, unless otherwise communicated by the school board. Please do not call the school to inquire about bus cancellations and/or school closures.

INDIVIDUALIZED EMERGENCY RESPONSE PLANS

Parents of students with potentially life-threatening illnesses or medical conditions must complete an emergency response plan of care package (provided by the office). When creating a new plan or revising an existing plan, parents and administration will review procedures and sign annually.

INTERNET ACCESS

Students have teacher supervised Internet access with parent permission. Internet forms are sent home early in the first term for signature. The school is wi-fi accessible.

KPR ASSESSMENT, EVALUATION AND REPORTING GUIDELINES

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and the learning skills and work habits.

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of instruction.

Our teacher practices reflect:

- use of equitable practices and procedures that meet the needs of all students and may not necessarily be the same for all students

- assessing, evaluating and reporting on the achievement of curriculum expectations and the demonstration of learning skills/work habits separately
- gathering evidence of student achievement for evaluation collected over time in the form of observations, conversations and student products to inform professional judgement
- determining the final grade on a student's report card using professional judgment and interpretation of evidence that reflects the student's most consistent level of achievement, with special consideration given to more recent evidence. The averaging of marks is not the *sole* determinant of a final grade.

Students must:

- be responsible for their behaviour in the classroom and for providing evidence of their achievement the overall expectations within the time frame specified by the teacher, and in the form approved by the teacher.

Learning Skills and Work Habits:

Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation will be intentionally taught, assessed and evaluated separately from the curriculum. They are strong indicators of potential successes and difficulties. These Learning Skills are very visible and demonstrated when students:

- complete homework on time and with care
- come to class prepared for learning
- use time wisely to complete tasks
- follow directions, always resisting distractions
- put forth a steady, consistent effort
- show attention to detail
- demonstrate interest and enthusiasm in assignments
- organize materials and equipment effectively
- begin work promptly
- choose and use materials/equipment safely, creatively, and appropriately
- persevere with complex or challenging tasks
- show flexibility and adaptability
- build peer-to-peer relationships to work with others in resolving conflicts

- accept various roles and an equitable share of the work in a group

Missed/Late Assignments for Evaluation:

The teacher will clearly indicate the due date for completion of an assignment for evaluation and the success criteria for the assignment. A number of strategies may be used to help prevent and/or address late and missed assignments. Teachers will use a variety of strategies before considering deducting marks or ultimately assignment a mark of zero, including parent contact.

A missed *assignment for evaluation* is one that is not submitted or completed. The teacher will clearly indicate the due date for completion of an assignment.

Before an assignment can be considered missed:

- the student must be given an opportunity to explain the missed assignment
- students and parents must have been informed of the impending missed assignment and the consequences for missing the assignment.

If marks are deducted on an assignment for evaluation, teachers will ensure that mark deductions will not result in a final percentage grade that misrepresents the measurement of a student's attainment of the overall learning goals.

LOST AND FOUND

Students should not bring valuable items to school as the school will not be responsible for lost or stolen items. A lost and found box is maintained at the school. There is one located near the central staircase and one at the entrance of the Kindergarten doors. Items found in the school yard, hallways or change rooms will be placed in these boxes. Students are encouraged to visit this box often to search for and claim personal belongings. Throughout the year, the articles from the lost and found will be displayed so students and/or parents may claim them. Items not claimed at these times will be given to a charitable organization.

LUNCH TIME ARRANGEMENTS

Students have two 40 minute breaks during the balanced day, at **10:35 am-11:15 am** and **12:55 pm - 1:35 pm**. During these times students will have one 20 minute nutrition break and one 20 minute recreational break.

MEDICATIONS

Although it is preferable to have medication given to a child by the parent, there are exceptional circumstances when students require the administration of medication during the school day. In keeping with Board policy, the staff is not allowed to keep or administer any medication to a student without first receiving a medical form signed by the parent and doctor. This form can be obtained from the school office. A record is kept of all medications administered at school, including those administered by students. **Medications will be stored at the office, unless a plan of care indicates otherwise.**

NUT AWARE SCHOOL

Our school has several students who have life-threatening allergies to nuts. We are asking for your support and co-operation in refraining from sending nuts or nut products to school. We need to maintain the safety of these students by ensuring they do not come in contact with nuts, nut products, and surfaces with nut products on them (e.g., door handles, water fountains). Due to these reasons, there is no food sharing or swapping at school. Your help in promoting a safe environment at our school is greatly appreciated.

PEDICULOSIS

We believe in supporting families understanding pediculosis and its impact on students, their families, and school life. We recognize that head lice is not a disease or health issue, but is defined as a social nuisance. The treatment and eradication is ultimately the parents' responsibility. We suggest families conduct regular examinations to ensure that each child's hair is free of lice and nits. ***If you find these unwanted guests, please alert the school as soon as possible.***

PERSONAL ELECTRONIC DEVICES (PEDs)

The use of technology for student learning is a key 21st century skill to enable all of our students to learn and succeed. Under staff direction, Personal Electronic Devices can be used effectively as an educational resource, support or aid for teaching and learning. Furthermore PEDs, when used appropriately, can provide a safety net for students

and staff. In our school community, PEDs are to be used respectfully and conscientiously.

In order to ensure a safe and positive climate for all stakeholders, school principals with their teaching staff will monitor and regulate the use of Personal Electronic Devices.

Guidelines include:

- The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices both on school property and during off site school events.
- The teacher will determine and authorize the usage of a PED during instructional time.
- The usage of PEDs is restricted in some areas of school including washrooms & change rooms.
- When the usage of a PED is inappropriate, the school principal or designate will apply progressive discipline strategies. Depending on the infraction, strategies may include, but are not limited to speaking with the student, parent meeting, detention, confiscating the PED, removal of privilege to have a PED at school or suspension.
- PEDs are not to be used during recess/lunch time without prior permission from a teacher.
- PEDs will be POWERED OFF and PUT AWAY for the day, unless otherwise directed by a staff member.
- Students will not use their Smartphone to contact parents without express permission from office staff. It is important that the office be aware of illness and plans for pick-up.

As with other personal property items, schools are not responsible for lost, stolen or damaged PEDs.

MESSAGES AND OFFICE TELEPHONE

The use of the office telephone will be limited to student use for school related changes in plans (e.g., co-curricular activities, detentions, extra help). The school phone is not available for making changes in social plans.

Parent note:

Please talk to your children and review family plans for the day; for example, appointments, pick-up after school, and other special arrangements. Changes in your child's regular routines can be communicated to the teacher through this agenda and/or by a

handwritten note to the office. **Calls should be of an emergency nature only.**

PHYSICAL EDUCATION ROUTINES

For comfort, ease of movement and skill development, it is strongly recommended that students wear comfortable clothing for gym. Their expectations will be clearly communicated with students and families at the beginning of the school year. **All students are required to have no-marking indoor running shoes for gym and indoor classroom use that are kept at school.** Exemption from Physical Education activities is permissible only upon the recommendation of your doctor. A note will be required.

RELEASING A STUDENT

We request that parents send a note to the teacher should you wish your child to be released early. Telephone calls during the day to make these arrangements cause unnecessary interruptions in classrooms (emergencies are unavoidable). The note should indicate the time, date, and reason for the release. When picking up a child at school for an appointment or to take them out for lunch, we request that the **adult report to the office for their child to be signed out.** It is also important to note that students will only be released to designated contacts listed on the verification form (provided in September). Should someone else be picking up your child, you will need to inform the office.

SCHOOL COUNCIL

This elected group is an advisory body which meets monthly. The level of additional involvement is left up to each participant. School Council membership will be established during the first fall meeting. The school's September newsletter will include the actual date of the meeting. We encourage parents to attend our first meeting to either put their name forward as a potential member or to merely attend to gain insight into the operation of our Council. Meetings will be announced each month in our school newsletter as parents are always welcome to attend any of the sessions. Goals and priorities for the upcoming year will be established early in the school year.

TEXTBOOKS AND LIBRARY BOOKS

Students are expected to maintain textbooks and library books in good condition and return the books that have been assigned when requested. If books are lost or damaged, the parent/guardian will be billed for the cost of replacement. The average cost of a textbook is \$45.00

VALUABLES

Students are advised not bring valuable articles to school since we cannot be responsible for their safe-keeping.

VISITORS TO OUR SCHOOL

Parents and community members are welcome to visit the school. To ensure the safety of everyone in the building, the Board requires that **all visitors/volunteers begin their visit at the main office to sign in and obtain an identification badge.** It is recommended that an appointment be made to meet with administrative staff or educators in the building.

VOLUNTEERS

Volunteers in the school provide additional human resources for improving instruction and assisting in the development of better understanding and support for student achievement. All volunteers who interact directly with children are required to provide the Board with a recent police check (within a year), **including a vulnerable sector search.** In order to begin this process, please come to the school to receive a letter signed by the principal as it is required at the Police Department.

CODE OF CONDUCT

School Code of Conduct - Summary 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.

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

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress
- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline, Promoting Positive Student Behaviour 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 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 other circumstances (e.g. online) where bullying has a negative effect on school climate.

4. School Code of Conduct Rules

- Students must be allowed to learn.
- Teachers must be allowed to teach.
- The following behaviours are **not acceptable** for anyone in the school community:
 - physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g. sarcasm, ridicule, humiliation)
 - assault
 - bullying

- actions motivated by hate, bias or discrimination (e.g. on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).
- damage to property in the school environment (including school grounds, buses, trips.)

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

5. School Code of Conduct Procedures

5.1 Search and Seizure

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

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

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

In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, 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, as required by legislation.

Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

7.1 Consequences may include one or more of the following:

- discussion/ warnings
- parental contact
- time-outs
- time-owed
- restricted privileges (e.g., school trips, school teams, recesses)
- apology
- student behaviour contract
- restitution (e.g., paying for damage, community service)
- school 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, as defined on the previous page

- persistent opposition to authority
- habitual neglect of duty
- the willful destruction of school or Board property
- the use of profane or improper language
- conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school
- being involved in a physical altercation
- inappropriate physical contact
- failing to complete medical immunizations as required by the Public Health Department.

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

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

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

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

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

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

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

September 2022