



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Student Name

Student/Parent Handbook

Spring Valley
Public School
2016 - 2017

Board Motto:

We educate students
To excel in learning,
To succeed in life,
and to enrich our communities.

School Motto:

Ladder to Success

School Day

Entry Bell	9:20 a.m.
Nutrition Break	11:00 a.m.
Morning Recess	11:20 a.m.
Nutrition Break	1:20 p.m.
Afternoon Recess	1:40 p.m.
End of School	3:40 p.m.

Procedures at our school:

Spring Valley School Council

The School Council meets at least four times a year at the school. Agenda items are finalized one week prior to the meeting. Parents wishing to add items for discussion are asked to email the Chair. Please check school newsletters for dates of Council Meetings.

Nut Safe Classes

In order to protect students and staff from an anaphylactic reaction (which could result in death) all classes are nut safe classes. Please do not send peanut butter or any foods that contain nuts, nut oil etc. to school. Soy butter products must be labelled to identify them as such. Your co-operation in this regard is greatly appreciated. The safety of every child is our utmost concern.

Scent Free

To protect all parties in the school with scent sensitivity, we ask that students, staff, and visitors refrain from using scented personal care products whenever possible.

Visitors

Under the Safe Schools Act, all visitors to the school **MUST** report to the office and sign in before proceeding elsewhere in the school. All visitors need to be buzzed into the office by the staff. Visitors should enter and exit the building through the front doors. Parents and guardians picking up their child at the end of the day are asked to wait outside or to come to the office to have their child called down.

Volunteers

Volunteers in the school provide additional human resources for improving instruction and assist in the support of student achievement. Volunteers can enhance the development of student attitudes and skills. Throughout the school year, parents, community members and secondary school students are encouraged to assist the staff and the students in a variety of ways: in the school library resource centre, typing stories, listening to students read, supervising on class excursions or special events and preparing learning resources.

Your assistance on either a scheduled basis or on occasion is welcome. Volunteers require an annual Police Records Check with a Vulnerable Sector Screening. Stop by the office to complete the paperwork; we do the rest for you. Police Record Checks are good for one calendar year and are submitted to the school to be entered in the Board-wide database.

Attendance/Safe Arrival System

In order for children to receive the most benefit from the school program, students must attend school daily, unless they are ill or have received permission from the principal. Frequent and/or lengthy absences may affect individual student progress. A note to the teacher upon the child's return is necessary. If your child will be late or absent, please call the school at any time during the day or night (voice mail) to inform us. If we have not heard from you, we will call your home and cell number.

Children who are ill should stay at home so that they don't expose other children to their illness. If a child is well enough to attend school but shouldn't go outside, a doctor's note is necessary to support your request.

The bell rings at 9:20. Students who are late must report to the office to be admitted to class. Yard supervision begins at 9:05 am. Students should not arrive prior to this time.

Students will only be permitted to leave the school when picked up by a parent (other than normal dismissal times). If your child is being picked up by a relative or friend, a note signed by the parent is required. Send a note to the teacher and report to the office if you are picking your child up early. We will not release your child into the care of anyone other than parents without permission.

In cases of illness or serious injury in school, the school will notify: the parents, or the emergency contact person(s) and/or the ambulance (if emergency). Therefore, it is important that all student records regarding residence or phone numbers be kept up to date. Inform the school office as soon as any changes take place. All such information is kept confidential. Parents must provide a local emergency contact name and phone number.

Students will not be allowed off school property during the breaks unless they are going to their own home to eat lunch. A child going home for lunch needs to have a permission form signed by their parent or guardian.

Busing

It is the policy of this Board to provide within the Board's regulations and operating procedures, transportation for pupils who, because of a lack of public transportation, distance from school, hazardous walking conditions, physical disabilities or emotional problems would suffer undue hardships as a result of traveling to and from school on foot.

A child may ride only the bus to which they are assigned. Students are not allowed to switch buses without permission from the transportation department at the Board Office.

REMEMBER: Riding on a school bus is a privilege, not a right.

RULES OF CONDUCT FOR PUPILS RIDING ON A BUS

PUPILS MUST:

1. Line up and board the bus promptly in single file without crowding or pushing.
2. Be picked up and discharged only at designated stops (students may only ride their assigned bus.)
3. Take seats on the bus as directed by the driver. The bus driver is in complete charge of his/her bus and passengers, at all times, subject to regulation.
4. Keep all belongings under the bus seat.
5. Not eat or drink on the bus.
6. Remain seated at all times and refrain from opening door and windows unless authorized by the driver.
7. Refrain from creating a disturbance through the use of dangerous toys, bothering other students or using inappropriate language.
8. Not have in their possession or use any contraband substances.

A student guilty of any misconduct may lose the privilege of riding a Board bus. Restoration of this privilege will be at the discretion of the Supervisor of Student Transportation after consultation with the Principal, student and parent or guardian.

Bus operators are responsible for cancelling, shortening or delaying bus runs. Bus changes are broadcast on local radio stations. As well, you will find any changes on the Board's website: [www. STSCO.ca](http://www.STSCO.ca)
If a school bus does not run in the morning due to inclement weather, it will not run at night. Therefore, if you choose to bring your child to school when the buses are not running you must pick them up after school. The decision about whether or not the student is sent to school in bad weather rests with the parent.

Bus	Company	Driver
231 B	CENTURY PH 905 885 9408	BRIAN
234 B	CENTURY PH 905 885 9408	PAUL
235 B	CENTURY PH 905 885 9408	STEVE
248 B	CENTURY PH 905 885 9408	NICOLE
281 B	FREEMAN BUS LINES 613 392 9473	NORBERT

Transportation questions can be address to our transportation department at 1-800-757-0307.

Promoting Respect through Student Clubs/Groups/Activities

In keeping with the Board's Equity, Diversity and Inclusive policy (B-3.2) and administration regulation (B-3.2.1), all schools within the Kawartha Pine Ridge District School Board, including Spring Valley, 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 (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

Bicycles, Scooters, Skateboards

Parents who permit their child to ride their bikes, scooters, and skateboards to school should be satisfied that the equipment is in good riding condition and know their child knows what is safe. Helmets must be worn when appropriate (for example on a bicycle). A lock for the bike to be secured at the school should be provided. Scooters and skateboards are to be left in the office at all times during the school day. Neither the school nor the school board accepts any responsibility for bicycles parked on school property. Wheelie shoes and roller blades **MUST** be left at home.

(No) Garbage Policy/Litterless Lunches

Spring Valley school encourages a Litterless Lunch. Parents are asked to pack their child's lunch so that they do not contain any garbage that is not recyclable or compostable. This can be accomplished with reusable containers (please label with child's name and teacher). Any food not consumed or packaging brought to school will be returned home. Food will be eaten during nutrition breaks and not during outside recesses.

Telephones

Unless a student is ill, personal calls are discouraged. Parents are requested to send notes with their children to school to inform us of any changes to their child's normal routine (appointments, early dismissal, etc.). Cell phones are not needed and should not be used during the school day, unless in an educational capacity with staff supervision. While cell phones may be kept for emergencies before or after school, students do not need to use them during school time. If cells are observed being used inappropriately in school they will be kept by the staff and returned at the end of the day or to the parent/guardian. In the event of illness or other circumstances where a phone is necessary, students and/or teachers will use the office phone to contact home.

Head Lice (Pediculosis)

Head lice are a social problem that becomes a school problem when live lice are discovered among the students. It is the responsibility of the parent/guardian to ensure, through regular examinations, that each child's hair is free of lice. If we are aware of a problem, you will be informed. The school will provide information on the care and treatment if requested.

Character Education at Spring Valley

Spring Valley is a school where every individual is valued. Our Code of Behaviour is rooted in the 10 Character Attributes of KPRDSB: respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage, and optimism.

Code of Behaviour for Elementary Schools

The KPRDSB has adopted a code of student behaviour for all schools.

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

The intent of this policy is that:

1. Discipline should be a progressive growth process leading to self-control and co-operation.
2. Students should develop basic values & accept the responsibility and consequences of their actions.
3. Young people should develop the ability to distinguish between socially acceptable and unacceptable behaviour, and make the right choices.

Spring Valley school recognizes the partnership that exists between the home and the school in establishing consistent patterns of self-discipline and appropriate behaviour. Simple rules are established to ensure safety, common courtesy, and maximize learning in the classroom.

1. Treat all people with respect and consideration.
2. Work to the best of your ability.
3. Attend classes regularly and punctually.
4. Exercise self-discipline and accept responsibility for your actions.
5. Treat school & other people's equipment/ property with respect.
6. Contribute positively to the learning environment.

The staff at Spring Valley believes that the school environment should be positive and supportive and that student-teacher interactions should be based on an attitude of mutual caring and respect. The discipline for which we strive is an inner self-discipline rather than one that is externally imposed.

The **complete Code of Conduct can be found in Appendix 1.**

Dress Code

We support the view of families that school is a place to learn and is not a place where clothing is competitive or where clothing is used to make exaggerated statements. Appropriate clothing for school, therefore, is expected. Clothing with minimal body coverage or clothing with obscene or inappropriate writing are not permitted. Hats are not worn in school. Shoes for inside use are required for cleanliness and for gym classes, fire drills and/or emergencies.

Learning Alternatives to Aggression

Our students will learn that there are alternatives to aggression and that life is much more pleasant when relationships are based upon trust. Aggression is seen by students in many areas of their lives, for example in movies and on television. Aggression can be a lifestyle, a series of defense postures, modeling behaviour on T. V. shows, or a form of put downs which serve to make the aggressor feel bigger or superior. It can be simply a form of attention-seeking. Regardless of the reasons, its effect is to create and/or escalate interactions into problems. Our message to pupils when potential problem situations arise is that individuals **always have a choice about their actions and reactions.** They can choose to try and make others feel good or they can attempt to put them down. If they are tripped in the yard they can assume it was an accident and accept an apology or they can retaliate. **We will talk to pupils about the right choice.** Choosing to repeat actions of others (such as tripping, name calling, hitting) and using those actions as an excuse for aggression will not be tolerated. Making choices and being accountable is our focus.

All students are accountable for what they say and do. Staff is available to listen and assist when a student has concerns. Students are encouraged to seek staff support when there are social problems they cannot solve independently.

Students learn the difference between tattling and telling, teasing and bullying. Tattling is a purposeful attempt to get someone in trouble. Telling is an attempt to prevent someone from being hurt - either physically or emotionally. Teasing is friendly - a part of positive relationships. Bullying happens when teasing is negative and hurtful.

Students will not be allowed to violate the safety, rights or property of others or to interfere with the learning of their fellow students. Consequences shall be appropriate to the individual and the circumstances and may include the following actions:

- reminder or warning
- reflection time
- conference with student (s)
- Restorative Practice
- contact with parent/guardian
- removal of privileges, inside and outside school, including out of school trips
- preferential seating within classroom
- removal from class
- in-school suspension
- pupil/teacher contract
- restitution
- involvement of outside agencies
- suspension
- expulsion (Board action)

Progressive disciplinary measures will be imposed to improve behaviour and support a positive school climate. The Provincial Code of Conduct clearly states which infractions are punishable by suspension and/or expulsion. Students are thoroughly informed of expectations.

Prevention Strategies

- Positive school climate
- Behaviour introduced, discussed, and reviewed with student input by staff
- Effective classroom management, use of Kelso's Choices, and/or Restorative Justice questions
- Use of encouragement, reinforcement and rewarding
- At risk reviews for the identification of risk in areas of academics, behaviour, social/emotional health.
- Parent contact (early and regular)
- Activities - extra help, classroom activities, D.A.R.E.
- Teach and model social skills

Supportive Intervention Strategies

- Use of teachable moments, strategies from Kelso's Choices and/or Restorative Justice Questions
- Use of verbal redirection, reminders, reinforcement
- Use of active listening
- Use of choices
- Resource support
- Detention: recess or lunch to reflect/problem solve inappropriate behaviour
- Behaviour contracts
- Time-out: to calm down and relax between initial conflict and resolution and to write student's version of incident
- Student/group counselling possibly involving Board Counsellor, school staff or community organization
- Case Conference (principal, community organization rep., parents/guardians, Board Counsellor, student)

Homework

Homework can be a part of the learning process. Classroom teachers determine whether they will assign homework and which work is deemed homework. Homework can assist in teaching students to be responsible for their own work, prepare them for upcoming tests, and support achievement of expectations. It can help develop organizational and time management skills.

For students in the Primary Division, although no regular homework may be assigned, time (10 - 20 minutes) may be set aside for:

- parents to read to their children
- children to read to their parents
- family discussions as a follow-up to a special event or TV program
- family participation in games or sports activities.
- completing work from class

Students in the Junior Division may complete up to 30 minutes each evening on homework, while students in the Intermediate Division may spend between 45 and 60 minutes on homework. If homework is not assigned by the teacher, students may read during this time. Homework may include any of the following activities:

- completing work started in class
- doing research for projects
- reviewing for tests and quizzes
- reading for pleasure and/or to improve fluency and comprehension
- writing/revising pieces of writing
- completing additional math exercises in areas of difficulty or enrichment

In developing the 'homework habit', parents are asked to support their child by providing an atmosphere conducive to the successful completion of assignments. Parent involvement and interest in their child's school work is desirable. Teachers will keep parents informed as to what curriculum units are being covered and what skills are being taught.

Administration of Medication

Generally, administration of medication shall be conducted outside of school hours by parent(s)/guardian(s). If a child requires long term oral medication to be administered at school, parent(s)/guardian(s) **MUST** complete the Administration of Medication form available at the school office. This form must also be signed by your doctor. School staff will not administer medication without the appropriate documentation. Medication **MUST** be in original containers.

Report Cards

Report cards are issued to Kindergarten, Grade 1 to 8 in Feb. and June. A progress report will be sent home in November and interviews will be held relating to this report.

Co-Curricular Activities

At times, co-curricular activities (such as sports practice or club meetings) may be offered to students before, after or during regular school hours. For bus students, parents will need to make alternative transportation plans. Co-curricular activities add to student life. Students whose curriculum obligations are being met and who demonstrate positive behaviours will have the opportunity to represent the school in a wide variety of activities.

Field Trips and Excursions

Class trips are approved through the school office as worthwhile, safe, learning experiences. Adult supervision is mandatory on all excursions. Permission forms for all excursions off school property **MUST** be signed by a parent/guardian and returned to the school or the child will not be allowed to participate. **NOTES WILL NOT BE ACCEPTED - MUST BE ON SCHOOL-ISSUED FORM.** Non-participating students will attend school as normal and work under supervision in a class. Every effort will be made to ensure that students wishing to participate will not be excluded. No child will miss out on a trip or special event due to financial constraints. Please contact the principal, or vice principal, if you have any concerns.

Parent volunteers are often required to assist with supervision on school trips. Supervising parents **MAY NOT** bring other siblings on school trips. Please be sure you have an up to date Police Record Check, with a Vulnerable Sector Screening, if you plan to volunteer. Police checks must be completed on an annual basis.

Personal Items

In order to reduce the loss of items brought to school, articles of clothing should be clearly **LABELED** with the child's first and last names. Students should leave valuable items (such as electronic games) at home. As well, lasers, personal cameras, and walkie-talkies are not permitted on school property. The school will not assume responsibility for the security of any personal items brought to school. It is impossible for us to police alleged infractions when valuable items go missing. Labeled clothing assists in returning misplaced items to their rightful owners.

Personal Electronic Devices (PEDs)

While the Board recognizes the need for students to have PEDs on their person before and after school hours, the Board's policy is the PEDs (such as cell phones and iPods) are not to be used during school time, unless directed and supervised by a staff member for educational purposes. Any time a PED is being used inappropriately or at an inappropriate time, school personnel will confiscate it until the end of the day.

Nutrition Program

Spring Valley accommodates and provides supervision for students during nutrition breaks. The students eat lunch at their own desk/table within their own classroom. Students have a staff member supervising, who circulates from classroom to classroom.

Newsletters

Your child's teacher may send home information in order to provide you with curriculum and student expectations and news about special activities which are happening in the classroom. At the beginning of each month, a school newsletter will be sent home from the office which contains reports about school-wide events and community information. This newsletter is also posted on the school website.

Student Records

A Student Information Sheet is sent home for each child in September. If there are changes in job, emergency contact person, doctor, custody, etc., this information should be reported to the school secretary so that our records are accurate and up to date.

The Ontario Student Record (O.S.R.) for elementary school pupils consists of an O.S.R. folder, report cards, documentation in French, and an office index card. Other materials may be included at the discretion of the principal. The O.S.R. is an important record of a child's progress in school, parts of which are retained from 5 to 55 years after a pupil retires from school. Parents and students have the right to examine the Ontario Student Record. The O.S.R. may not leave the office area.

Sickness or Injury at School

In the event of illness or injury parents/guardians will be contacted, as per the Student Information Sheet by office staff or a teacher.

In the case of a serious injury a staff member may take the child to the hospital or an ambulance may be called. In all cases we will do our best to contact you or the emergency contact you have indicated on the Student Information Sheet. It is critical that the information provided on the Student Information Sheet, including emergency contact and medical needs, be kept up to date.

Lost & Found

Children should be encouraged to bring a minimum of personal belongings to school. What is brought should be well marked with the student's name or initials. Students are encouraged to check their class regularly for lost articles. Unclaimed clothing will periodically be given to a charitable organization. Money and small articles are to be taken to the office.

Library Information Centre

Students are encouraged to use the Library for research and pleasure reading. Encourage your child to take care of the books and to return books promptly. Any books damaged or lost must be replaced. Parents will be notified of the cost in order to make restitution.

Computer Technology

Computers have become an integral part of learning. It is our goal to provide every student with a wide range of computer skills and knowledge. Students from K to Grade 8 use computers across the curriculum. Students are taught their legal and ethical responsibility when using this form of technology. Inappropriate use of the computer will result in the loss of computer privileges and if necessary the use of progressive discipline.

Parents and Guardians:

Please read this over with your child to ensure familiarity with school routines and rules. If at any time you would like or need another copy please call the office. If you have suggestions, concerns, or questions please call to talk to the principal, Ms. Adams, or vice principal, Doreen Van Egmond. Thank you for all the time and effort you put into helping us with your child's education.

APPENDIX 1: SCHOOL CODE OF CONDUCT

Rationale

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

The Ministry of Education requires that all schools develop a code of conduct which communicates the standards of behaviour to all the members of the school community the types of behaviour expected from them. Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors, volunteers.

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.

Codes of Conduct must be reviewed at least every three years. School principals must consult with students, staff, the School Council and the superintendent in this review.

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 behavior that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings, to suspension or expulsion.

1 Responsibilities

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 student 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

In order to uphold the right of all school members to access a safe school community, there are a number of responsibilities for which all school members must be accountable to ensure a safe and/or positive learning environment.

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

Each student has the additional responsibility to:

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

2.3 Additional Staff Responsibilities

Staff has the additional responsibility to:

- help students work to their full potential and develop their self-worth;
- assess, evaluate and report student progress;
- communicate regularly and meaningfully with parents and 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 & prepared for all classes and school activities;
- prepare students for full responsibilities of membership in their community/society; and
- safeguard students from persons or conditions which interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships

2.4 Additional Parent(s)/Guardians(s) Responsibilities

Parent(s)/guardians(s) has/have the additional responsibility to:

- attend to their child's physical, social, academic and emotional well-being;
- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, clean, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly, is on time, and gets to and from 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; and
- 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 (or 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, including but not limited to firearms;
- use of any object to threaten or intimidate another person; and/or
- causing injury to any person with an object.

Alcohol and Drugs - The following will not be tolerated:

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

Physical Aggression - The following will not be tolerated:

-inflicting or encouraging others to inflict bodily harm on another person; and/or intimidation.

Non-physical Aggression - The following will not be tolerated:

-emotional, sexual, homophobic, racial, sexist, faith-based, ability-based or social status-based actions that hurt an individual or a group of individuals, whether intentional or not

-threatening physical harm, bullying or harassing others; and/or

-using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act

Further to all these standards of behaviour, it is expected that all school members will 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 behavior by a pupil where:

-the behavior is intended by the pupil to have the effect of, or the pupil ought to know that the behavior 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, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education

-the behavior 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 (oral or written), electronic 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 (Human Rights Code, R.S.O. 1990, c. H.19, s.1.) is not permitted.

-damage to property in the school environment (including school grounds, school buses, on school excursions) is not permitted.

NOTE: The principal may also apply these rules to a pupil when the pupil's conduct outside the school environment negatively impacts on the school.

5 School **Code of Conduct Procedures**

Common practices and procedures, as noted in initial sections of this handbook.

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 Acceptable Behaviour**

6.1

Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibilities, 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;
use of encouragement, reinforcement, and rewarding positive behaviour;
promote social skills development;
provide information regarding anger management programs;
utilize peer counseling and conflict resolution;
use of effective, respectful home-school communication.

6.2 Supportive **Intervention Strategies**

-use of teachable moment (using a current situation or news story to teach students a valuable skill or lesson);
-use of verbal redirection, reminders and reinforcement;
-use of interviews, discussions and active listening;
-use of positive choices to support positive behavior/citizenship;
-use of restorative practices and other problem solving techniques;
-use of behavioural contracts for expected behaviour;
-use of outside agencies;
-use of 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 to the principal for further information on this protocol.

7 **Consequences for Unacceptable Behaviour**

Consequences shall be appropriate to the individual, related to the circumstances and/or actions & progressive when appropriate. 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 student make good choices. For students with special education

needs, consequences and supports are consistent with 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. *(Consequences will be most successful in changing behaviour when combined with the Supportive Intervention Strategies. The principal, in consultation with school community members, may outline consequences similar to the following:)*

7.1 **Consequences** may include the following:

- restorative practice;
- warnings;
- time-outs;
- time-owed;
- restricted privileges/area;
- apology
- restitution, i.e. financial, community service;
- suspension; and/or expulsion

7.2 In accordance with provincial directives, parent(s)/guardian(s) and pupils are advised that, the principal, or their designate, will **consider suspending a student** if they believe that the pupil has participated in any one or more of the following infractions while at school or engaged in a school-related activity:

- uttering a threat to inflict bodily harm on another person
- possessing alcohol or restricted drugs,
- being under the influence of alcohol,
- swearing at a teacher or at another person in a position of authority, and/or
- 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 behavior by a pupil where:

- the behavior is intended by the pupil to have the effect of, or the pupil ought to know that the behavior 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, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education
- the behavior 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.

In addition, the Kawartha Pine Ridge District School Board will also **consider a suspension** for the following infractions:

- persistent opposition to authority,
- habitual neglect of duty,
- the willful destruction of school or Board property,
- the use of profane or improper language,
- being involved in a physical altercation,
- conduct injurious to moral tone 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 restricted drugs
- committing robbery, and/or
- 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, parent(s)/guardian(s) and pupils are advised that the following additional infractions may **result in a suspension and may be considered for expulsion**:

- the pupil commits an infraction in the school community, and the infraction has an adverse effect on the school;
- pupil's pattern of behavior is so "refractory" (unmanageable) that pupil's presence is harmful to effective learning environment;
- the pupil has engaged in activities that:
 - cause the pupil's presence in the school to be harmful to the physical or emotional wellbeing of other pupils or persons in the school, and/or
 - cause extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school; and
 - the pupil demonstrated, through a pattern of behaviour that the pupil has not prospered by the instruction available and that the pupil is persistently resistant to making the changes in behaviour which would enable the pupil to prosper.

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.

School Code of Conduct Expectations of Staff

If staff contravenes the school Code of Conduct, consequences will follow Board personnel policies, and professional standards.

For others unable to follow the school Code of Conduct, the principal, in consultation with the supervising superintendent, may exclude the individual through Section 265(m) of the Education Act.

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)