



Dr. Emily Stowe Public School

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Kawartha Pine Ridge DSB

Mission Statement

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

Motto

"Educating for Success!"

Vision Statement

We, at Dr. Emily Stowe PS, believe in a safe, respectful, and supportive
environment that encourages students, staff and parents to challenge themselves
while actively participating in life-long learning.



Student Name: _____

Grade: _____ **Room:** _____

ACCIDENT / ILLNESS

When a child becomes ill or is injured during the school day, s/he 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 8:25 a.m. 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 8:40 a.m. once the entrance bell rings. Students who arrive after 8:40 a.m. are required to enter via the main door and sign in at the office for a late slip.

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 or picking them up, meet them outside at their class entry/exit door or at a pre-arranged outside meeting location.

The bottom two rows of the parking lot are available for visitor parking. Currently, we have no buses using the bus lane. Therefore, we will continue to use the bus lane for our "Kiss N' Ride" drop off in the morning and pick up in the afternoon. During morning drop off, parents are encouraged to drive up to the bus loop between 8:25-8:40 a.m. Students are encouraged to exit vehicles on the left-hand side and walk around the school to their entrance / exit doors.

In the afternoon, parents in vehicles may line up in the "Kiss N' Ride" lane and wait for their child(ren) to arrive after the 3:00 p.m. dismissal bell. For parents of Kindergarten children, you are encouraged to park in a designated parking spot or on the street. Please remember, the "Kiss N' Ride" lane (in front of the school) is a fire lane and it is illegal to leave your vehicle unattended. Vehicles could be ticketed by the Municipality of Clarington when parked illegally.

Please do not line up or double park in the parking lot lanes. **We ask that all parents who must exit their vehicles park in a designated parking spot or on the street.**

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 the concerns to the office.

ATTENDANCE PROCEDURES

Dr. Emily Stowe 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 Student Absence Reporting System at **1-844-434-8119** or by registering for and logging into **studentabsence.kprdsb.ca**.

Students who arrive after the entry bell at 8:40 a.m. and 11:20 a.m., 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.

BICYCLE / SKATEBOARD / SCOOTER SAFETY

A significant number of our grade 1-8 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, 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 prepares a monthly newsletter that is accessible on the Dr. Emily Stowe webpage/Edsby at the beginning of each month. This important method of communication provides parents / guardians with a wealth of information including past and coming events. To receive a paper copy of all 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 hallway racks.

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. Some tank/tube or halter tops are too revealing and are not considered suitable. For instance, spaghetti strap tops are considered to be inappropriate at school, as are tops that are cut extremely low or ones that expose a student's midriff or undergarments/bra straps. By the same token, pants and shorts must be worn at waist level, to avoid falling down. Skirts and shorts must be longer than fingers when arms are hanging straight down the sides.

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.**

EMERGENCY PROCEDURES

Dr. Emily Stowe has emergency 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.

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 student's homework be marked?

Teachers do not assign marks to student's homework. Homework completion is not part of the student's final grades. Teachers do, however, comment on student's 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. 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 package (provided by the office). When creating a new plan or revising an existing plan, parents and administration will review procedures and sign annually. Please call the office to schedule a meeting time.

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

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 in the front foyer of the school. Items found in the school yard, hallways or change rooms will be placed in this box. Any found technology will be kept at the office. Students and parents are encouraged to visit the lost and found box often to search for and claim personal belongings. Throughout the year, the articles in this box 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 **10:40 a.m. - 11:20 a.m.** and **1:00 p.m. - 1:40 p.m.** During these times students will have a 20 minute nutrition break followed by a 20 minute recreational break.

A permission form will be sent home for parents to communicate their expectations for their children to:

1. remain at school for both breaks,
2. give permission to go home for the afternoon break only.

Students leaving during break will need to sign in and out at the office. Students who do not regularly leave for second break require a note to do so.

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. This means that no student should have any medications in their classroom or on their person, as all medications must be stored in the office.

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. This year, the school will pay for three regular checks to be done. ***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.
- PED's are not to be used during recess/lunch time without prior permission from a teacher.

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

PHYSICAL EDUCATION ROUTINES

For comfort, ease of movement and skill development, it is strongly recommended that students wear comfortable clothing in gym. Since personal hygiene and cleanliness are discussed and

taught, intermediate teachers will have further expectations for clothing (e.g., required to bring a change of clothes 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 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 a doctor.

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 September meeting in the school library. The school's September newsletter will have 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.

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.**

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 (KPRDSB) 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 (e.g., 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)

Please sign to indicate to your child's teacher that you have reviewed the contents of our handbook.

Please complete the following: ~I have discussed the contents of this booklet with my child.

Student Name (please print):

Parent Name (please print):

Parent signature:

Date:
