



Dr. Emily Stowe Public School

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Principal: Bryan Beers
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Kawartha Pine Ridge DSB



Mission Statement

We educate and empower our students to excel in learning, enrich our communities and embrace their best lives through the joyful discovery of their interests and passions.

Vision Statement

At Dr. Emily Stowe P.S. we believe in a safe, respectful, inclusive and supportive environment that encourages all students, staff, families and community partners to develop resiliency through authentic learning opportunities that prepare them for purposeful, life-long learning.

Student Name: _____

Grade: _____ **Room:** _____

PRINCIPAL'S MESSAGE

It is with great pleasure that we take this opportunity to welcome you to Dr. Emily Stowe P.S. We are extremely proud of the 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/agenda has been developed by our staff and school administration to help students and parents learn as much as possible about school policies and procedures and the services we offer students.

We also hope that students will learn to use this agenda effectively. With consistent use, the student agenda is an effective means of communication between home and school.

Students will be encouraged to record daily any homework or upcoming events. It is essential that parents check their child's agenda each night, initial it if needed and ensure that it is returned to school the next day. We appreciate your support in making the agenda an effective communication and time management tool to assist your child.

Mr. Beers
Principal

GENERAL SCHOOL INFORMATION

Telephone 905-433-8747
Fax 905-433-0800
Student Absence 1-844-434-8119
Website <https://emilystowe.kprdsb.ca/>
Twitter @DrEmilyStowePS

SCHOOL STAFF

Principal Mr. Beers
Secretary Ms. Leggo
Head Custodian Mrs. Colpitts
Night Custodian Mr. Colpitts

Kindergarten Mrs. McDonald
LTO for Mrs. Szmyr
LTO for Mrs. Steffler

RECE S. Sutherland
LTA for S. Anderson
E. Field

Grade 1 LTO for Mrs. Brouwer
Grade 1 Mrs. McCaffrey

Grade 2	Ms. Miriam
Grade 2	LTO for Mrs. Harding
Grade 2/3	Ms. Van Alebeek
Grade 3	Ms. Johnston
Grade 3/4	Ms. Usher
Grade 4/5	Mrs. Szagala
Grade 5	Mr. Fulford
Grade 6	Mrs. James
Grade 6/7	Ms. Papaleo
Grade 7/8	Mrs. Murru
Grade 8	Mrs. Luke-Hewitt
Special Education	Mr. Harper
Core French	Mme. Chartrand
Library/Planning/ SERT	Ms. Jackson
Planning/Music	Mr. Roberts

Educational Assistants, Child and Youth Care Workers are assigned before school begins in September as student needs require.

- ❖ note that staffing is subject to change based on enrolment

DAILY SCHEDULE

Supervision Begins	8:25 a.m.
Entry Bell	8:40 a.m.
Instructional Time	8:40-10:40 a.m.
First Nutrition Break	10:40-11:20 a.m.
Instructional Time	11:20-1:00 p.m.
Second Nutrition Break	1:00-1:40 p.m.
Instructional Time	1:40-3:00 p.m.
Dismissal	3:00 p.m.

Our school operates on an organizational structure referred to as a "Balanced Day". This structure allows larger instructional blocks for literacy/numeracy and fewer transitions throughout the day. Students will get two forty-minute nutrition breaks through the school day. The first twenty minutes, the students eat in their classrooms and in the second twenty minutes they go outside to play.

Parents are reminded that supervision does not begin on the yard until 8:25 a.m. each day. **Please do not drop your child off at school prior to this time.**

All students must go directly home at the 3:00 p.m. dismissal bell. Students may not stay and play on the school yard at dismissal as there is limited supervision only until 3:10 p.m. Thank you for your support in ensuring that all our children are safe.

SCHOOL COLOURS

The official school colours for sports teams, spirit days and other school events are orange and blue.

SCHOOL MASCOT

The official Dr. Emily Stowe P.S. mascot is the Phoenix. Mythically, the Phoenix rises from the ashes to overcome any obstacles, demonstrating perseverance, determination and resiliency. The Phoenix also represents our diversity as it symbolizes our varied interests and abilities.



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. Providing the office with up-to-date information is important for this reason.

CHANGING TIMES

We have all experienced changing times over the past couple of years and thank everyone for your partnership in this new world of learning. This agenda has been prepared with the hope that our school routine may somewhat go back to the way it was, with possible exceptions. Details may change dependent on what we are faced with come September, which will be spelled out in detail in our first newsletter. We are prepared to meet the challenges that lay ahead, building resiliency and perseverance, like never before. We are all in this together and will rise to the occasion, as the Stowe community has demonstrated so many times over.

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 once the entrance bell rings.

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 **and do not enter the building**. All those entering the building are required to sign in, for safety reasons. No adults should be entering the building at any time, unless previously arranged with the school.

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 must exit vehicles on the passenger 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 needing to park, they 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.** We are a walking school, so all students are encouraged to walk, overall.

All students are expected to be picked up/leave school property at dismissal unless other arrangements have been made. Any student who feels threatened or unsafe on the way home is always welcome to return to the school and report their 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. Any attendance can be reported using the Student Absence Reporting System at **1-844-434-8119** or by registering for and logging into **studentabsence.kprdsb.ca**, or using the School Messenger App.

Students who arrive after the entry bell at 8:40 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 ensure you have called the attendance line to notify the school.

Students who need to leave the school early should bring a note signed by their parent(s) or guardian(s). An email to the school is also acceptable. If you need to pick up your child, please report to the office, and we will make a call to the classroom to get your child to come to the office to meet you. 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. It is also important to note that students will only be released to designated contacts listed on the Student Verification Form (provided in September). Should someone else be picking up your child, you will need to inform the office. Planning ahead and communicating your wishes is appreciated.

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 school, they are not monitored, and students are encouraged to use a lock.

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 or by email at the beginning of each month. This important method of communication provides parents/guardians with a wealth of information including past and coming events.

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, crop tops that are cut extremely short or clothing that exposes a student's undergarments). By the same token, pants and shorts must be worn at waist level, to avoid falling down. Skirts and shorts must be of an appropriate length that does not expose the bottom. Basically, one should dress as if this is a place of business, and not the beach.

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.**

Please know that the dress code is in place to keep our students safe.

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, a note will be left on the front door to indicate a practice session is taking place. Please wait patiently during these times.

MEDICAL CONCERNS

Parents of students with potentially life-threatening illnesses or medical conditions must complete a Plan

of Care package (provided by the office). When creating a new plan or revising an existing plan, parents and administration will review procedures annually. Please call the office to schedule a meeting time. Medication will only be administered when directed by a doctor.

NUT AWARE/SCENT SENSITIVE 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. Given the variety of medical concerns and allergies in the building, we would also ask that animals not be brought into the school or onto the yard (this does not mean service animals). As well, we ask everyone to refrain from the use of perfumes and other scents as we have a number of staff and students that have reactions to these. Your cooperation is greatly appreciated in helping make Dr. Emily Stowe safe for all.

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. A record is kept of all medications administered at school, including those administered by students. Any medication that students take needs to be delivered directly to the office by an adult and not through the student. **At no time should students have medication in their backpack or lunch bags.** This includes Tylenol, Advil, Aspirin, etc. All medication must have a clear label with the name of the medication, the dose required, and the name of the physician indicated. We will administer this at the office and complete the administration of medication log. Students take their medication at the office under adult supervision. There is accompanying paperwork to be filled out for the office if we are administering the medication at school. This is an important Health and Safety matter that must be

followed. Our procedures protect all individuals involved.

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 of 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. Since students do not take the bus at Dr. Emily Stowe, we expect students to attend unless the sidewalks/roads are dangerous.

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 school. Items found in the school yard, hallways or change rooms will be placed in this box. Any found technology or jewelry 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 **10:40-11:20 a.m.** and **1:00-1:40 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 (grade sevens and eights).

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.

PEDICULOSIS (HEAD LICE)

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.*** Regular checks may also be provided by a professional company in the school, followed by notification from the office if needed.

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, the school principal, 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 and 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. Please avoid black soles as they mark the gym floor.** Exemption from Physical Education activities is permissible only upon the recommendation of a doctor.

SCHOOL COUNCIL

This elected group is an advisory body which meets regularly. 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

Depending upon any other factors, typically parents and community members are welcome to visit the school. Visits should be arranged ahead of time. 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. Depending upon any other factors as to whether this will be permitted when school starts, **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 by the Police Department.

DR. EMILY STOWE 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
- use personal mobile devices during instructional time **only** under the following circumstances:
 - for educational purposes, as directed by an educator
 - for health and medical purposes
 - to support special education needs

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/citizenship
- 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 and comply with federal, provincial and municipal laws
- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when there is disagreement
- 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
- 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 and those in need
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict

- dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message
- respect the authority of the principal or designate whether personal electronic devices usage compromises or interferes with school security, personal safety, individual privacy or integrity.
- respect the common goal and need of others 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, including but not limited to firearms
- use of any object or means to threaten or intimidate another person
- causing injury to any person with an object

Alcohol and Drugs

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

Physical Aggression

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

Non-physical Aggression

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group of individuals, 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 inappropriate 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, restorative practice
- 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 activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate:

- uttering a threat to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs or cannabis

- being under the influence of alcohol or cannabis
- 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 in this agenda
- 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, while at school or engaged in a school-related activity, or in other circumstances where engaging in the activity has had a negative impact on the school climate:

- 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 or cannabis 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:
