SCHOOL CODE OF CONDUCT – Summary

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

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

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

1. School Code of Conduct

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

Dress Code
- Students should dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message
- Students should dress appropriately for physical education activities for safety and hygiene, i.e. running shoes and socks, t-shirt, shorts or track pants
- Students should not wear "torn clothing" i.e. cut-off blue jeans
- Students should wear shoes in the school at all times unless otherwise directed by teacher
- Tube/halter tops are not permitted and all clothing must cover underwear at all times
- T-shirts, with or without sleeves, should cover the midriff

- Shorts and skirts should cover upper legs past mid-thigh
- Clothing should not display disrespectful, profane wording or graphic or inappropriate messages relating to race, religion, culture, etc.

Safe Arrival
- The safety of all of our students is always very important.
- Safe Arrival Policy is in place.
- If your child is going to be away from school, please call and leave a message. If you do not call the school we will phone you to ensure your child is safe. Please note we call all available numbers until we reach someone who can assure us the child is safe.
- There is an answering machine to take calls before and after regular office hours.
- If the student returns after the start of the school day, either morning or afternoon, the student must sign in at the office before preceding to class.

Safe Welcome Program

In addition to our Safe Arrival Program, the Ministry of Education has recently launched the Safe Welcome Program for elementary schools. This program includes the installation of front door security systems for most elementary schools. The purpose of these security systems is to increase security of access and allow office staff to be aware of who is in their building at all times. Those entering the school will now be "buzzed" in and directed to start their visit at the office. It will now be imperative that all visitors utilize the school's front door (you cannot drop your child off late and get in through the side or rear doors).

Kawartha Pine Ridge District School Board Homework Policy

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

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

Our teacher practices reflect:
- Use of equitable practices and procedures that meet the needs of all students and may not necessarily be the same for all students.
- Assessing, evaluating and reporting on the achievement of curriculum expectations and the demonstration of learning skills/work habits separately
- Gathering evidence of student achievement for evaluation collected over time in the form of observations, conversations and student products to inform professional judgement
- Determining the final grade on a student's report card using professional judgement and interpretation of evidence that reflects the student's most consistent level of achievement, with special consideration given to more recent evidence. The averaging of marks is not the sole determinant of a final grade.

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

Learning Skills and Work Habits:
Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation Learning skills and work habits will be intentionally taught, assessed and evaluated separately from the curriculum. They are strong indicators of potential successes and difficulties.

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

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

Before an assignment can be considered missed:
• the student must be given an opportunity to explain the missed assignment
• students and parents must have been informed of the impending missed assignment and the consequences for missing the assignment.

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

Homework:
Homework is work that students do at home to practise learned skills, consolidate knowledge and skills, and/or prepare for the next class. Assignments for evaluation must not include homework. Information collected through homework completion will be used as data to inform instruction.

Cheating and Plagiarism:
Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense.

Cheating is dishonest behaviour or attempted dishonest behaviour during tests, examinations or in the creation of assignments for evaluation.

Plagiarism is using words, numbers, graphics, photos, music, ideas or any work of another as one's own without proper referencing.

Students must always acknowledge others' work (writing, ideas, graphics, data, music, etc.) by citing sources, even those from the internet, correctly.

If a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student.

Remediation and/or consequences for students found to be plagiarizing or cheating may include: re-doing the assignment, completing an alternate assignment, informing parents, demonstrating their understanding of plagiarism or cheating, and/or loss of marks on the original assignment for evaluation.

Code I in Grades 1-8:
"I" is a code used in Grades 1-8 by teachers when, in their professional judgement, there is insufficient evidence of student achievement on overall expectations to determine a final grade. This may happen, for example, if a student recently moved schools or had an extended illness. Students who receive "I" on the final report card will not receive a mark for that subject area.

Communicating and Reporting Achievement:
Teachers will communicate regularly with students and parents/guardians 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, 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.

For more information about Kawartha Pine Ridge District School Board's policy supporting Assessment, Evaluation and Reporting see this link:
http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/View/Collection-55

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities
2.1.1 Safety is everyone's responsibility.
2.1.2 Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
2.1.3 Everyone is responsible for preventing harm.
2.1.4 Students, staff, parents and guardians have additional responsibilities unique to their roles.

2.2 Additional Student Responsibilities
2.2.1 Exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability
2.2.2 Come to school prepared, on time, ready to learn and support a positive learning environment
2.2.3 Show respect for themselves, for others and for those in authority
2.2.4 Refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community.
2.2.5 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
2.3.1 Help students achieve their full potential and develop their self-worth

2.3.2 Assess, evaluate and report student progress

2.3.3 Communicate regularly and meaningfully with students, parents or guardians

2.3.4 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
2.3.5 Be on time and prepared for all classes and school activities

2.3.6 Prepare students for the full responsibilities of membership in their community/society

2.3.7 Safeguard students from persons or conditions that interfere with the learning process

2.3.8 Understand and minimize any biases that may affect student-teacher relationships.

2.4 Additional Parent/Guardian Responsibilities

2.4.1 Attend to their child's physical, social, academic and emotional well-being

2.4.2 Show an active interest in their child's school work and actively support student progress

2.4.3 Communicate regularly with the school

2.4.4 Help their child be neat, clean, appropriately dressed and prepared for school

2.4.5 Ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely

2.4.6 Promptly report to the school their child's absence or late arrival

2.4.7 Become familiar with the Code of Conduct and school rules

2.4.8 Encourage and assist their child in following the rules of behaviour

2.4.9 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:

3.1.1 Respect differences among people, their ideas, opinions, experiences and perspectives

3.1.2 Treat one another with dignity at all times, especially when they disagree

3.1.3 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

3.1.4 Respect and comply with federal, provincial and municipal laws

3.1.5 Demonstrate the character attributes set out by the school board

3.1.6 Respect the rights of individuals and groups

3.1.7 Show proper care and regard for school and student property

3.1.8 Take appropriate measures to help one another

3.1.9 Address behaviours that are disrespectful, unwelcoming or that exclude anyone

3.1.10 Use non-violent means to resolve conflict

3.1.11 Dress appropriately with regard to exposure, cleanliness and message

3.1.12 Respect persons who are in a position of authority

3.1.13 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:

3.2.1 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

3.2.2 Alcohol and Drugs
- Possessing, being under the influence of, or providing others with, alcohol or restricted drugs

3.2.3 Physical Aggression
- Inflicting or encouraging others to inflict bodily harm on another person
- Intimidation

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

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

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

Bullying, by definition: is aggressive and typically repeated behaviour by a pupil where:
- The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the
- Behaviour would be likely to have the effect of:
  - causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
  - creating a negative environment at a school for another individual
- The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.
- The behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying includes bullying by electronic means, including:
- Creating a web page or blog in which the creator assumes the identity of another person
- Impersonating another person as the author of content or messages posted on the Internet
- Communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.

Bullying, in any form, has negative effects on:
- A student's ability to learn
- Healthy relationships and the school climate
- A school's ability to educate its students.

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

4. School Code of Conduct Rules

4.1.1 Students must be allowed to learn.
4.1.2 Teachers must be allowed to teach.
4.1.3 The following behaviours are **not acceptable** for anyone in the school community:
4.1.4 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 Signage
5.1.1 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:
- Warnings
- Time-outs
- Time-owed
- Restricted privileges
- Apology
- Restitution (e.g., paying for damage, doing community service)
- Suspension
- Expulsion.

7.2 The Principal, or their designate, **will consider suspending** a student if they believe that the pupil has participated in any of the following infractions:
- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying
  - Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:

- The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property, or creating a negative environment at a school for another individual.
- The behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.
- Behaviour includes the use of any physical, verbal, electronic, written or other means.
  - Cyber-bullying includes bullying by electronic means including:
    - Creating a web page or blog in which the creator assumes the identity of another person,
    - Impersonating another person as the author of content or messages posted on the internet, and
    - Communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
    - Bullying adversely affects a student's ability to learn.
    - Bullying adversely affects healthy relationships and the school climate.
    - Bullying adversely affects a school's ability to educate its students.
    - Bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances(e.g. on-line) where engaging in bullying will have a negative impact on the school climate.
- Persistent opposition to authority.
- Habitual neglect of duty.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
- Being involved in a physical altercation.

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.

8. Cell phones and other Personal Electronic Devices

The Kawartha Pine Ridge School Board & Brighton Public School and its employees, shall not be financially or legally responsible for lost, stolen or damaged Personal Electronic Devices (PEDs) that students or staff bring to school. The responsibility for PEDs possession at school or on school buses shall rest entirely with the parent/guardian and the student. *Personal Electronic Devices (PEDs) includes, but are not limited to laptops, netbooks, tablets, cellular phones, smartphones, portable audio players/recorders (iPods, MP3 players), handheld game consoles, photo and/or audio devices (cameras, camcorders).*

Students who possess and/or use PEDs at school must follow the responsibilities listed below. Any violation of the responsibilities may result in loss of the privilege, until a parent can pick up the device from the office, detention, inschool suspension, and suspension. Illegal use of a cell phone is likely to be referred to law enforcement.

The following rules must be observed in connection to any cell phone possession or use at school or any school related event:
- Students must keep their cell phones **OFF and in their backpacks or pockets or in a classroom PEDs holder ('check-in' device with teacher)** when on school grounds prior to entering the building in the morning. Cellphones therefore shall **NOT** be used before school in the morning (outside or inside);
- Cell phones are **NEVER** to be taken to the washroom, or carried in the hallways during the school day.
- Cell phones are to *be* kept in student backpacks or pockets or in a classroom PEDs holder during the school day and must be TURNED OFF.
- Cell phones shall therefore not be used during the school day anywhere in the building or on school grounds unless they are used for instructional purposes and a teacher directs the students to use them for learning.
- Students do not have permission to take pictures/videos of students/staff with their cellphone or other device.
- Cellphones may not be used to transfer or record the voice of anyone but the user. Images also may not be transferred or recorded. Any violation of this rule, including but not limited to, posting the voice or image in a public forum may be referred to local law enforcement.

Cell phones & PEDs can be used:
- During school hours students can communicate with a parent or family with a school phone or use their cell phone or any PEDs in the school office. The office needs to know if a student is ill or if a parent is coming to pick up a student or if items are getting brought to a class. We appreciate your support with communicating through the office.
- During instructional times when they are given permission by the teacher.
- After a school-related event such as a dance, club or sport activity.

Three Warnings: Students will be given three warnings if they are inappropriate with their device. On the third warning, parents/guardians will be asked to make arrangements with the office to pick up their child's device.

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 RESTORATIVESCHOOLS:

Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)

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