Plainville Public School

Name: _____

STUDENT HANDBOOK 2016 - 2017

4877 Burnham St. N.
Gores Landing, ON
K0K 2E0

905-342-5567

Name:_____ Teacher:_____ Grade:_____

PLAINVILLE CODE OF CONDUCT
Motto: "Educating the whole child socially, emotionally & intellectually"

Rationale

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

Responsibilities

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

Standards of Behaviour

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

1. School Code of Conduct

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

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities

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

2.2 Additional Student Responsibilities

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

2.3 Additional Staff Responsibilities

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress

- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, 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 or bus stop safely
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child.

3. Standards of Behaviour

3.1 Respect, Dignity, Civility, Equality and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property
- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

3.2 Physical and Emotional (Psychological) Safety

To protect the physical and psychological safety of everyone at school, we will not tolerate:

Weapons

- possession of any weapon or replica weapon, such as firearms
- use of any object or means to threaten or intimidate another person
- causing injury to any person with an object

Alcohol and Drugs

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

Physical Aggression

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

Non-physical Aggression

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

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

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

Bullying, by definition: *is aggressive and typically repeated behaviour by a pupil where:*

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

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

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

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

4. **School Code of Conduct Rules**
- Students must be allowed to learn.
- Teachers must be allowed to teach.
- The following behaviours are **not acceptable** for anyone in the school community:
    - physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
    - assault
    - bullying
    - actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).
    - damage to property in the school environment (including school grounds, buses, trips.) The principal may

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

5. **School Code of Conduct Procedures**

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

5.2 Student Information: A **Student Verification Sheet** is sent home for each child in September to be verified, signed and returned ASAP. If there are changes in a job, an emergency contact person, custody, etc., this information should be reported to the school secretary so that our records are accurate and up to date. **It is critical that the information provided on the Student Verification Sheet, including emergency contact and medical needs, is kept up to date.**

5.3 Signage

- Signs will be posted directing visitors to begin their visit at the office.
- Signs will be posted explaining the use of the Safe Welcome door bell. All other doors will remain in a locked position throughout the school day.

5.4 Entrance and Exits

- Students will use the entrance assigned to them at the beginning of the year by teachers
- Doors will be locked during instructional times
- Students may enter the front door when picking up a late slip
- Students will remain outside at recess unless given permission to be inside the school and must be supervised while inside

5.5 Visitors Under the Safe Schools Act, all visitors to the school **MUST** report to the office before proceeding elsewhere in the school. Visitors must sign in and wear a badge while in the school. Visitors should enter and exit the building through the front doors since other doors are locked during the day.

5.6 Dress Code

- Straps should be three fingers wide
- Undergarments shall be covered
- Tops should cover the torso
- Shorts and skirts should reach the end of the finger tips when arms are at your side
- Clothing with suggestive or offensive slogans or drawings are prohibited
- Hats are for outdoor wear
- Students shall have a pair of indoor shoes (e.g. running shoes for gym)

5.7 Absences and lates In order for children to receive the most benefit from the school program, students must attend daily, unless they are ill. Frequent and/or lengthy absences may affect individual student progress. A note to the teacher upon the child's return is necessary. **If your child will be late or absent, please call the school at 905 342-5567 any time during the day or night (answering machine) to inform us**. Students who are late must report to the office to be admitted to class. **Yard supervision begins at 9:05 am. Students should not arrive prior to this time**. Please note that students will only be permitted to leave the school when picked up by a parent (other than normal dismissal times). If your child is being picked up by a relative or friend, **a note signed by the parent is required**. Send a note to the teacher and report to the office if you are picking up your child early. **We will not release your child into the care of anyone other than parents without written communication.**

5.8 Appropriate play spaces do not include the parking lot or the front of the building.

5.9 Recess Fresh air and exercise are important for good health. Students are expected to go outside for both recess periods unless they are involved in activities within the school. Children should come to school dressed appropriately for the weather conditions that day.

5.10 Equipment for Recess

- Appropriate equipment includes balls, skipping ropes, mini hockey sticks, tennis balls, or other equipment distributed by school staff
- Inappropriate equipment includes hard balls (e.g. India rubber), skateboards, scooters and bicycles. **Snowballs** are not to be thrown on the yard.

5.11 Personal Items shall be labelled with the students' name. These items are not the responsibility of the school staff.

5.12 School phone Parents are requested to send written notes with their children to school to inform us of any changes to your child's normal routine (appointments, early dismissal, etc.) If a student needs to contact home they are required to report to the office and seek permission to use the school phones. The school telephone is available to students for emergency purposes only.

5.13 Personal Electronic Devices

PED's shall include laptops, netbooks, tablets, phones, portable audio devices (ipods, MP3 players), handheld game   consoles, cameras, and camcorders

- Recess is for physical activity and a social time – students must keep all PED's inside the school during this   time so they can engage in appropriate recess play
- Appropriate use of PED's will be directed by staff and will include instructional purposes, as a resource or aid for learning, as an accommodation for individual students, when designated by staff for the use at school   sanctioned events e.g. for yearbook photos
- While the safest place for PED's is at home, unless otherwise directed by staff, PED's are expected to be in knapsacks during instructional time. If kept in student desks they can be distracting
- Inappropriate use will include any use that disrupts the academic day or the teaching environment, any use that violates a person's reasonable expectation of privacy – or compromises safety (e.g. the posting of   photos on the internet such as YouTube, Facebook, Instagram)
- PED's are not permitted in the washrooms or another area designated as inappropriate by the principal. It is also inappropriate to use a PED while being a lunch monitor.
- Consequences will include turning PED's over to staff until the end of the school day. Repeated and ongoing infractions will mean turning the PED over to the principal who will request that parent/guardian pick up device from school. Once turned in, school staff will make every reasonable effort to protect the PED until it is returned to the student or the parent/guardian. In some cases the principal may prohibit a student from having a PED at school.

5.14 Field Trips and Excursions: Class trips are approved through the school office as worthwhile, safe, learning experiences. Adult supervision is mandatory on all excursions. Permission forms for all excursions off school property **MUST** be signed by a parent/guardian and returned to the school or the child will not be allowed to participate. **NOTES WILL NOT BE ACCEPTED - MUST BE ON SCHOOL-ISSUED FORM** due to liability. Non- participating students will attend school as normal and work under supervision in a classroom.
Every effort will be made to ensure that all students wishing to participate will not be excluded. No child will ever miss out on a trip or special event due to financial constraints. Please contact the Principal if you have any concerns.
Parent volunteers are often required to assist with supervision on school trips. Supervising parents **MAY NOT** bring other siblings on school trips. Please be sure you have an up to date Police Record Check, with a Vulnerable Sector Screening, if you plan to volunteer.

5.15 Parking, Drop-off, Pick-up and Student Safety
Note: Parents/guardians are requested to make student safety a priority allowing sufficient time when dropping off or picking up children. Observation teaches us that rushing leads to decisions that could compromise student safety. Please extend this request to any caregivers responsible for picking up or dropping off children of how to keep all students staff.

- Cars are not allowed to use the front driveway at drop off and pick up times
- Please respect the No Stopping and No Parking signs
- Please respect the need for our buses to navigate the streets around the school in a safe and timely manner. Snow banks limit the space on the streets surrounding the school, making it difficult for them to turn and move between parked cars

5.16 Inclement / Weather Bus Cancellation

- Bus operators are responsible for cancelling, shortening or delaying bus runs.
- Bus changes are broadcast on 93.3 FM or 107.9 FM. As well, you will find any changes on the Board's website STSCO.ca
- **If a school bus does not run in the morning due to inclement weather, it will not run in the afternoon. Therefore, if you choose to bring your child to school when the buses are not running, you must pick them up after school.**

Please remember, the decision about whether or not the student is sent to school in bad weather rests with the   parent.

5.17 Communication is very important to ensure a good relationship between home and school. The most efficient and fastest way to communicate is through our school website: **plainville.kprdsb.ca**. Our monthly newsletter is posted on the website as well as the calendar of activities. All teachers will be posting their monthly classroom newsletters on the website as well as their calendars and special events. Please check the site regularly for school updates and activities. We would like to minimize the amount of paper sent home by having parents access the website. A note will be sent home surveying parents who require a paper copy. Please help us go green.

5.18 Boomerang Lunches are in place at Plainville. This means that anything that comes to school in your child's lunch (including packaging) that doesn't get eaten, comes home. This helps parents monitor what their children are eating, and helps garbage, recycling and compostable materials get to the right spot for disposal at home (which is hard for us to monitor at school). Please consider packing lunch items in re-sealable containers or sending a reusable plastic bag for taking home messier items.

5.19 Generally, administration of medication shall be conducted outside of school hours by parents / guardians. If a child requires long term medication to be administered at school, parents / guardians must complete the **Administration of Medication Form** available at the school office. This form must also be signed by your doctor. School staff will not administer medication without the appropriate documentation. Prescription drugs must be in original containers.

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.
- 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.