



**Charles Bowman  
Public School**

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## **PROCEDURES TO ENSURE A SAFE AND ORDERLY SCHOOL ENVIRONMENT**

The following procedures have been put in place to create a safe and orderly environment where teaching, learning and working can be a priority.

### **SCHOOL DAY**

Charles Bowman P.S. operates on a balanced day format. The day is divided into 3 with a 20-minute Nutrition Break/20-minute recess between each session.

### **SCHOOL YEAR CALENDAR**

August 31	PA Day
September 1	PA Day
September 5	Labour Day
September 6	Classes Begin
October 10	Thanksgiving
October 24	PA Day
Dec 23- January 9	Winter Break
January 9	Classes Begin
February 3	PA Day
February 20	Family Day
March 10-17	March Break
April 7	Good Friday
April 10	Easter Monday
April 28	PA Day
May 22	Victoria Day
June 9	PA Day
June 28	Last Instructional Day
June 29	PA Day

### **VISITORS TO OUR SCHOOL**

Parents and community members are welcome to visit the school. To ensure the safety of everyone in the building, the Board requires all visitors to begin their visit at the main office. Our number one goal is to provide a safe and secure learning environment for staff and students, free from as many distractions and interruptions as possible. This will ensure the most effective and productive use of class instructional time.

In this light, we must insist that you do not go directly to your child's classroom when visiting the school (dropping off homework, lunches, dropping off or picking up students, etc.). Your visit can be very disruptive to the teacher who may be in the middle of a lesson and to students who may be working. If you need to see your child, please come to the office and s/he will be called to the office to see you. This is far less disruptive to the class. If after-school plans change during the day and you need to leave a message for your child, please leave your message with the office prior to 3:15 pm and we will ensure that the message is passed along to your child. We will not call a child out of class to take a phone call except in the case of dire emergencies. We also ask that parents not call or text students during the school instructional day.

Parent volunteers and classroom visitors are required to sign in at the office and will be provided with a Volunteer Badge. All volunteers are required to provide the principal with an up-to-date police records check prior to commencing their volunteer assignment, including school trips and classroom support. A receipt indicating payment is not acceptable for this purpose. Original copy must be viewed by Principal or Vice Principal.

### **ARRIVAL AND DEPARTURE**

Students are requested to time their arrival with the start of yard supervision at 9:00 a.m. Bus students are supervised from the time of their arrival at school. Students should enter and leave by their designated class entry/exit door.

All students are expected to leave school property after dismissal unless other arrangements have been made. Any student who feels threatened or unsafe on the way home, is welcome to return to the school and report their concerns to the office.

## ATTENDANCE PROCEDURES

Our school participates in the SAFE ARRIVAL PROGRAM. It is the responsibility of parents to use the Safe Arrival program to indicate if a student will be absent or late for the day. Our current program "School Connects" allows parents/guardians to report their child's absence quickly and conveniently in any of the following ways:

- ▣ by calling 1-844-434-8119 toll free
- ▣ by logging into the School Messenger website at [studentabsence.kprdsb.com](http://studentabsence.kprdsb.com) to set up the ability to report absences online or
- ▣ by downloading an app from the Parent Portal onto your cell phone/IOS or Android device to report absences.

Parents may use whichever of these methods they prefer to report their child's absence 24 hours a day, 7 days a week. Parents are also able to report future absences at any time. Students should bring a note upon return to the school explaining the reason for the absence. Students with numerous absences/lates will be referred to the Board's Attendance Counselor for support.

Students who arrive after the entry bells are considered late and are required to report to the office. If a student is significantly late due to an appointment or family circumstance, please send a note explaining the reason for the delay in arrival. Students who need to leave the school early, should bring a note and sign out at the office.

## MESSAGES AND THE OFFICE TELEPHONE

The use of the office phone will be limited to student use for school related changes in plans (i.e., co- curricular activities, extra help). The school phone is not available for making changes in social plans.

Changes to end of day routines must be communicated to the office by phone call from the parent or guardian, unless of an emergency nature.

Please talk with your children and review family plans for the day, for example, appointments, pick-up after school, and other special arrangements. Changes in your child's regular routines can be communicated to the teacher through this agenda and/or by a handwritten note to the office.

When picking up students prior to the regular day's end (no later than 3:15 pm), students will be called down to the office upon parent arrival. Students will not be called down prior to arrival due to delays in parent travel, and subsequent loss of instructional time.

## STUDENT ILLNESS AND ACCIDENTS

When a child becomes ill or is injured during the school day, the child 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 as to their child's condition so that they can take the child home or seek medical services. In the event of serious injury, the school will call an ambulance and then notify the parents.

## 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. They must have a Plan of Care form on file at the school. This form is available from the office and requires the signature of the supervising health care professional. It is required for all forms of medication including inhalers and EpiPens. If a student has a medical concern or a severe allergy, a Plan of Care form may be completed by the parent/guardian. These forms must be updated and completed annually.

## NUT SAFE SCHOOL

We endeavour to be a "nut-safe" school in the interest of safety and wellness for all students. Parents and guardians often ask us how they can contribute to special events such as birthday celebrations, special occasions and on

holidays. We appreciate our families' thoughtfulness and generosity!

Given the fact that we have students with life-threatening allergies, we request that only pre-packaged, labelled items come to school with students for sharing.

We need your help in understanding that since some students' allergies are so severe, parents and guardians must be careful to avoid the possibility of cross-contamination with nut products. Even if the food sent to school does not contain any nuts, it still can pose a risk if it came in contact with nuts; for example, if the ingredients, bowls, utensils or cutting boards used to make them also came in contact with nuts and were not cleaned thoroughly between uses. If you are buying prepackaged items, we also ask that you ensure they indicate that they were made in a nut-free facility as indicated in this visual.



As always, student safety is our highest priority. We deeply appreciate your support

in ensuring our school remains a healthy environment for all.

#### LUNCH TIME ARRANGEMENTS

All students eat lunches in classrooms during the first Nutrition Break.

The school staff provides supervision for students remaining at school during nutrition breaks.

Students at school for lunch should:

- eat quietly; follow lunchroom rules
- remain seated until dismissed by staff
- tidy their own area

From time to time, the School Council offers special Hot Lunch days. Please note deadlines for orders.

Late orders cannot be accepted due to advanced ordering practices. Should your child be absent the day of the special lunch, we cannot refund your money as we have pre-ordered and pre-paid. This includes bus cancellation days. You are welcome to come to the school at the first Nutrition Break to pick up the order in the event of an absence.

#### SCHOOL APPROPRIATE DRESS

Students should dress in a manner that lets them participate fully in all school activities. Students change into indoor shoes after each entry. We ask that these indoor shoes have non-marking rubber type soles.

During the winter season students should be dressed appropriately for the cold weather. Students go outside every day and should be prepared appropriately. Hats, scarves, mitts/gloves and warm coats are strongly

recommended. When the weather becomes extremely cold, warm winter boots, heavy coats, and snow pants should be worn. It is also advisable for the younger students to have extra dry clothes at school, especially mittens and socks.

We appreciate your support to ensure that all clothing the students wear displays no offensive or oppositional messages, symbols or pictures, alcohol, drug and tobacco advertisements.

Due to scent sensitivities, we request that perfumes, colognes, after shave lotions and other perfumed products not be used. We are a Scent Sensitive School.

#### GETTING TO SCHOOL

Skateboards, bicycles, scooters, etc., must be dismounted and walked on school property. It is highly advisable that bicycles be locked at the provided bike racks at school and helmets worn when riding. The school is not responsible for lost or stolen bicycles.

#### TRIPS AND TRANSPORTATION

It is the intention of the Kawartha Pine Ridge District School Board to provide the safest possible transportation in an efficient and economical manner. Bus transportation is a privilege and when students interfere with the safety and efficient travel of others on the bus, this privilege may be lost for a period of time whereby a bus report/phone call is sent home.

If students are experiencing difficulties with the expectations of the bus driver, the parent/guardian will be contacted. In the event of withdrawal of bus privileges, parents/guardians are responsible for transportation to and from school. Amongst behaviours which are not appropriate on a bus are getting out of seats while the bus is in motion, fighting, throwing articles in and out of the bus windows, obscene language, and not following the bus driver's instructions.

Bus students are assigned to a particular bus and the Board incurs the cost of insurance for those students. Bus students may NOT take friends onto the bus or change buses to ride to a friend's home.

From time to time, students take field trips. The same bus rules apply during these events. The cost of busing on trips is divided amongst all students participating and cannot be avoided by parents/guardians providing their own transportation. Parent volunteers on field trips are expected to ride the provided transportation to assist with supervision and meet Ministry and Board established ratios for out of classroom programs.

#### INCLEMENT WEATHER

In the event of inclement weather, the Board does endeavour to keep all elementary and secondary schools open, even in the event of bus cancellations. Bus students (only) not in attendance due to bus cancellation are not marked absent. Parents and students are urged to tune into local radio stations for possible bus cancellations or visit [www.stsco.ca](http://www.stsco.ca).

#### PERSONAL ELECTRONIC DEVICES (PEDs)

Although students are not prevented from bringing cell phones to school, the school is not responsible for lost/stolen or damaged cell phones or electronic devices.

Students' use of cell phones will be limited during instructional time. Instructional time is defined as time spent in the classroom, gym, in assemblies and in other school related activities. There are times when a teacher may invite students to use a personal electronic device (e.g., part of an individual education plan or an accommodation supported by the classroom teacher/principal or designate) or when purposeful in the specific learning task students are engaged in. They may also be used for medical or health purposes. At no time will PEDs be used in washrooms or changerooms or in any other location where a person would have a reasonable expectation of privacy.

Parents of students who are repeatedly reminded of school routines and procedures around cell phone use, will be contacted by the school to develop a positive plan of action.

If a student requires the use of a phone while at school for academic reasons or emergencies, they will be permitted to use the office phone. Students will follow regular school procedures if they need to call home, (i.e. permission from a teacher or from administration, and then proceed to the office to use the school phone.) The student is solely responsible for the phone and for the choices made in its use.

#### LOST AND FOUND

The student Lost and Found box is located on the main floor entrance and upstairs near the Library. Many teachers also maintain a classroom Lost and Found. Careful labeling of items such as clothing and lunch bags will most likely ensure their return. At the end of each term, the contents of the Lost and Found box are put on display for students to peruse. Items deemed suitable for re-use are donated to a local charity. Please do not send any items of a valuable nature to school.

#### PEDICULOSIS (Head Lice)

We support families in addressing this health nuisance. We suggest families conduct regular checks to ensure that each child's hair is free of lice and nits. If you find that your family is host to these unwanted guests, please alert the school as soon as possible. Children who have head lice will be readmitted to class once they have had treatment.

#### EMERGENCY PROCEDURES

Charles Bowman has emergency procedures in place for both on-site and off-site emergencies. Fire drills are conducted six times and lockdowns twice throughout the school year, and classes have clear direction regarding their procedures for building evacuation. Please inquire at the office if you wish further information.

#### VALUABLES

Students are advised not to bring valuable articles, such as jewelry, money, handheld gaming devices, walkie talkies, cell phones and audio players, to school. Charles Bowman or Kawartha Pine Ridge DSB cannot be responsible for the safe keeping of personal belongings.

#### LIBRARY BOOKS

Students are expected to maintain library books in good condition and return the books that have been assigned when requested. If books are lost or damaged, the parent/guardian will be billed for the cost of replacement.

#### INTERNET ACCESS

Students at Charles Bowman have teacher supervised Internet access with parent permission. Internet forms are sent home early in the 1<sup>st</sup> term for signature.

## SCHOOL CODE OF CONDUCT

### Rationale

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

### 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.

### 1. Standards of Behaviour

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 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.

### 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.

### 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.

#### Additional Parent/Guardian Responsibilities

- ▢ attend to their child's physical, social, academic, and emotional well-being
- ▢ show an active interest in their child's schoolwork 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

## 2. School Code of Conduct

- ▢ 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.

## 3. 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: "Bullying is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual/s that is intended to cause (or should be known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context when there is real or perceived power imbalance."

Simply put this means:

- Bullying is a deliberate act
- There is an intent to harm
- It is persistent overtime
- There is an imbalance of power

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 Procedures

- Signs are posted directing visitors to begin their visit at the office. ALL visitors, including parents/guardians MUST sign in at the office each time attending the school.
- Visitors may not proceed directly to classrooms. If staying for any length of time the visitors/volunteers must wear a visitor's badge.
- Staff will approach unknown persons on school property or entering the school.
- Students must adhere to the School Bus Guidelines.
- Students must enter the school via designated doors upon the first morning and recess bells and move promptly to home room with necessary materials.
- All outside garments including hats and book bags must remain on coat racks during class time.
- Students will move in the hall promptly and safely in the most direct route between classes.
- Students must have a teacher's permission (e.g., hall pass) to leave the classroom. All students are asked to sign out/in when leaving/re-entering the classroom.
- Students are to remain in designated areas to eat lunch.
- Students will exit the building for lunch recess and afternoon recesses and re-enter via designated doors on the bell.
- Students must ask for permission to use the washroom during nutrition breaks.
- Food or drink is not allowed on the yard at any time during the day because of hornets/bee stings, seagulls, and garbage.
- Students are asked to bring 'garbage-less' lunches and snacks.
- Students must remain on school property during the lunch break unless parental

permission has been granted to go home (during 1st nutrition break only). Students are NEVER to leave the school property without permission once they have arrived on property.

## **5. Strategies to Promote Positive Student Behaviour**

### **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.

- ▢ 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.

### **Supportive Intervention Strategies to 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. 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.

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.

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 (see section 3)
- 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.

As required by law, a student shall be considered for suspension or 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).

In accordance with provincial directives, a student may be suspended, and expulsion may be considered:

- 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:
  - causes 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.

## **8. Promoting Respect through Student Clubs/Groups/ Activities**

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within the Kawartha Pine Ridge District School Board, including Charles Bowman, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

## **9. KPR Assessments, Evaluation and Reporting Guideline**

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 based on 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 and 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. Several 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 judgment, 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 Learning and 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.

Resources:

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)

ASSESSMENT, EVALUATION AND REPORTING POLICY (Code Reference: ES – 4.1)

## **CHARACTER EDUCATION**

### **RESPECT**

I am polite, courteous, and caring. I value myself and others. I treat all people with dignity and uphold their rights. I protect property and our environment.

### **RESPONSIBILITY**

I am responsible for my thoughts, words, and actions. I am accountable for my mistakes and work to correct them. People can depend on me to honour my commitments. I demonstrate active citizenship.

### **HONESTY**

I am sincere, truthful, and trustworthy.

### **INTEGRITY**

I behave in an ethical and honourable manner even when no one else is around. I am genuine, in that my actions consistently match my words.

### **EMPATHY**

I respect the feelings of others. I seek to understand what others are thinking to appreciate their perspectives. I listen and consider their views, even though we may not agree. I act with kindness and compassion.

### **FAIRNESS**

I am sensitive to the needs of individuals. I include others and value their uniqueness. I celebrate diversity. I treat people with the dignity and consideration with which I would like to be treated. I gather as much information as possible in order to make a decision that is just.

### **INITIATIVE**

I am eager to do what needs to be done without being prompted by others. I seize opportunities and willingly take the steps necessary towards achieving a goal.

### **PERSEVERANCE**

I finish what I start even when it is difficult. I do not give up when faced with challenges or obstacles. I complete all tasks and assignments to the best of my ability.

### **COURAGE**

I face challenges directly. I speak up for myself and others even when it may be unpopular. I ask for help when necessary.

I recognize risks and dangers and do not take unwise changes to please others.

### **OPTIMISM**

I have a positive attitude. I see challenges as opportunities. I think, speak and act to make the world a better place. I have hope for the future.