



**Charles Bowman Public School**

**SCHOOL INFORMATION AND SCHOOL CODE OF CONDUCT**

**2023 – 2024**

195 Bons Ave.

Bowmanville, ON

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Principal

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Vice Principal

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## School Day

Charles Bowman P.S. operates on a balanced day format. The day is divided into three blocks, with two 40-minute nutrition breaks throughout the day.

School Schedule	School Year Calendar
Office Opens – 8:30 AM	August 31 – PA Day
Period 1 – 9:15 – 9:55 AM	September 5 – Classes Begin
Period 2 – 9:55 – 10:35 AM	September 29 – PA Day
Period 3 – 10:35 – 11:15 AM	October 9 – Thanksgiving
Nutrition Break 1 – 11:15 – 11:55 AM	November 3 – PA Day
Period 4 – 11:55 – 12:55 PM	December 23 – January 7 – Winter Break
Period 5 – 12:55 – 1:35 PM	February 2 – PA Day
Nutrition Break 2 – 1:35 – 2:15 PM	February 19 – Family Day
Period 6 – 2:15 – 2:55 PM	March 8 – 15 – March Break
Period 7 – 2:55 – 3:35 PM	March 29 – Good Friday
Dismissal – 3:35	April 1 – Easter Monday
Office Closes – 4:00 PM	April 26 – PA Day
	May 20 – Victoria Day
	June 7 – PA Day
	June 27 – Last Instructional Day
	June 28 – PA Day

## Visitors to Charles Bowman

Parents and community members are welcome to visit the school. To ensure the safety of everyone in the building, KPR 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 and instructional time.

When visiting the school, we ask that families do not go directly to their child's classroom. If you are dropping off belongings, or need to talk to your child, please go to the main office and we will call your child to the office. This ensures that the learning environment is focused on student learning.

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 emergencies. We also ask that parents not call or text students during the instructional day.

## Volunteering at Charles Bowman

Volunteers have a significant, positive impact on the learning environment and student experience at Charles Bowman. We encourage parents interested in volunteering to reach out to their child's teacher or to the School Community Council.

Parent/classroom volunteers are required to sign in at the office and will be provided with a volunteer badge. All volunteers are required to provide the office with an up-to-date police record check prior to commencing their volunteer assignment, including school trips and classroom support. An original copy of the police check is required to be viewed by school office staff. We will take a photocopy and provide you with the original. Please remember to pick up a volunteer letter at the office for a special rate when applying for your police check. Police checks are valid from one year from the date of search.

## Responsibilities of Volunteers

Please.....
<ul style="list-style-type: none"><li>✓ Enjoy your time with us here at the school!</li><li>✓ Start your visit at the office and obtain a volunteer badge.</li><li>✓ Show respect –through word choice, tone of voice, actions and behaviour that sets an example for our students.</li><li>✓ Take direction from the supervising teacher about what to do.</li><li>✓ Stay in the location of where you are supervising.</li><li>✓ Seek out the assistance of a school staff member immediately if:<ol style="list-style-type: none"><li>1. You feel something is unsafe.</li><li>2. You feel student behaviour needs to be addressed.</li><li>3. You are unsure of your task at the school.</li></ol></li><li>✓ Maintain confidentiality and respect the privacy of students and staff.</li><li>✓ Do our best to make sure things are safe and prevent harm.</li><li>✓ Help us to create a positive learning environment.</li></ul>
Please do not.....
<ul style="list-style-type: none"><li>✓ Discipline students</li><li>✓ Raise your voice or use inappropriate language.</li><li>✓ Intervene in student behaviour.</li><li>✓ Circulate the school/school yard without purpose.</li></ul>

## **Arrival and Departure**

Students are requested to time their arrival with the start of yard supervision at 9:00 AM. Bus students are supervised from the time of their arrival at school. Students should enter and exit 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 Procedure**

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. To report a student absence, parents can:

- Use the SchoolMessenger App
- Visit the SchoolMessenger Website -<https://studentabsence.kprdsb.ca>
- Call the automated phone system – 1-844-434-8119

Parents may use any of these methods 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 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 to the office so that we can ensure the late is marked as 'excused'.

## **Messages and the Office Telephone**

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

Changes to the end of day routines must be communicated to the office by phone call from the parent or guardian by 3:15 PM. Please talk with your child and review family plans for the day, for example, appointment pick-up after school, and other special arrangements. Changes in your child's regular routines can be communicated to the teacher through the teacher-home communication system (e.g., Agenda, Edsby), or by handwritten note to the office.

When picking students up prior to the end of the day (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. This ensures that students are engaged in maximum instructional learning 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. If required, first aid will be administered by someone qualified in first aid. 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 a 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 endeavor to be a "nut-safe" school in the interest of safety and wellness for all students. Parents/guardians often ask us how they can contribute to special events such as birthday celebrations, special occasions, and holidays. We appreciate the thoughtfulness and generosity! Given the fact that we have students with life-threatening allergies, we request that only pre-packaged, labelled ("school safe", "peanut/nut free") items come to school with students for sharing. In the event that there is an additional severe allergy specific to your child's classroom, you will receive communication from your child's teacher.

We require your assistance in ensuring that students come to school with nut-free products, due to severe allergies that are prevalent in many classrooms throughout the school. If you are buying prepackaged items, we also ask that you ensure they indicate that they were made in a nut-free facility.

We appreciate your support in keeping all our students safe at school!

## **Lunch Time Arrangements**

All students eat lunches in their classroom during the nutrition breaks. School staff provide supervision for students remaining at school during nutrition breaks. Students should:

- Eat quietly and follow lunchroom rules.
- Remain seated until dismissed by staff.
- Tidy their own area.

From time to time, School Council offers special Hot Lunch days. Please note deadlines for orders. Late orders cannot be accepted due to the need to place orders in advance. Should your child be absent on 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 Dress**

Students should dress in a manner that lets them participate fully in all school activities. Students change into indoor shoes after morning and nutrition break entry.

Students go outside every day and should ensure that they are dressed appropriately for the weather conditions. During winter, hats, scarves, mitts/gloves, and warm coats are strongly recommended. When the weather is extremely cold, warm winter boots, heavy coats, and snow pants should be worn. It is also advisable for younger students to have extra dry clothes at school, especially mittens and socks. During the spring, hats, sunscreen, sunglasses, and extra water are recommended to keep students comfortable and hydrated.

We appreciate your support in ensuring that all clothing students wear display no offensive or oppositional messages, symbols, pictures, alcohol, drug, or tobacco references.

Due to scent sensitivities, we request that perfumes, colognes, and after-shave lotions not be used. We are a *Scent Sensitive* school.

## **Getting to School**

Physical equipment (e.g., 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/items.

## **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.

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. Inappropriate behaviours, including getting out of seats while the bus is in motion, fighting, throwing objects in and out of bus windows, obscene language, and not following the bus driver's instructions may result in a revocation of bus privileges.

Bus students are assigned to a particular bus and KPR incurs the cost of insurance for those students. Bus students may not take friends onto the bus or change busses to ride with a friend 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 KPR established ratios for out-of-classroom programs, unless otherwise agreed with the trip organizer.

Should you wish to transport your child to/from an event, please speak with the organizer of the event to have a Departure from Itinerary form filled out.

## **Inclement Weather**

In the event of inclement weather, KPR does endeavor to keep all elementary and secondary schools open, even in the event of bus cancellations. **Students who are bussed are not marked absent. If students who take the bus will be absent, please call in their absence.**

Parents/guardians are urged to tune into local radio stations for possible bus cancellations or visit [www.stsco.ca](http://www.stsco.ca). You can also sign up for a notification alert on STSCO's website.

## **Personal Electronic Devices**

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. Charles Bowman allows the use of personal devices **only during instructional time, with educator permission.**

- Personal devices are permitted to support academic learning during instructional time (with permission of the classroom teacher) or for health/medical needs as required.
- Personal devices should be turned off and away when not in use for learning.
- Personal devices are not permitted during Nutrition Breaks.

At no time will personal electronic devices be used in washrooms, changing rooms, or in any other location where a person would have a reasonable expectation of privacy.

## **Lost and Found**

The student lost and found box is located on the main floor entrance and upstairs near the library. Careful labelling of items such as clothing and lunch bags helps to ensure their return. At the end of each term, the contents of the lost and found box are put on display for students to view. 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)**

The Board recognizes that head lice is not a disease or a health issue but is defined as a social nuisance which needs to be managed in the best interest of students through the partnership of parent(s)/guardian(s), students, staff and the school community. The treatment and eradication of head lice is ultimately the parent(s)/guardian(s)' responsibility.

Should a child have head lice, parents are asked to pick up their child from school for the purpose of treatment. A Pediculosis Fact Sheet is available from the school office.

Upon returning to school, the student will be re-examined and must be free of live lice prior to readmission to class.



## **Emergency Procedures**

Charles Bowman has emergency procedures in place for both on-site and off-site emergencies. Fire drills are conducted six times throughout the school year. Lockdown drills are conducted twice throughout the school year. Classes are provided with clear direction regarding their procedures in the event of an emergency. Please inquire at the office if you would like additional information.

## **Valuables**

Students are advised not to bring valuable items, such as jewelry, money, handheld gaming devices, walkie talkies, cell phones, collectible cards, and audio devices to school. Charles Bowman and the Kawartha Pine Ridge District School Board cannot be responsible for safe keeping of personal belongings.

## **Library Books**

Students are expected to keep 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 responsible for the cost of replacement.

## **Internet Access**

Students at Charles Bowman have teacher-supervised Internet access with parent/guardian permission. These forms are sent home at the beginning of the school year for signature.

## **Addressing Racism and Discrimination**

Please note that Charles Bowman takes incidents of racism and discrimination very seriously. Please contact the office if you become aware of an incident of racism and/or discrimination so that we can follow up appropriately.

## **SCHOOL CODE OF CONDUCT**

Everyone has the right to be safe and feel safe, welcome, and included at school. This School Code of Conduct reflects the guiding principles of KPR'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. For more information on the Bullying Prevention and Intervention Plan, please visit our school website.

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 impacts the school climate. Please note that consequences can be given to students for their out-of-school conduct (e.g., on the way home from school), should the issue have a direct, negative impact on the school learning environment.

### **Responsibilities**

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- 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.

Everyone in the school must:

- Respect differences among others, including their ideas, opinions, experiences, and perspectives.
- Treat each other with dignity at all times, including when disagreements occur.
- Respect and treat everyone fairly, regardless of race, ancestry, place or origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, diverse ability, or language.
- Respect and comply with federal, provincial, and municipal laws.
- Demonstrate the character traits set out by KPR.
- 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 exclude others.
- Use non-violent means to resolve conflict.
- 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, with educator permission.

### **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 and parents/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-educator relationships.

### **School Code of Conduct**

- Students must be allowed to learn.
- Educators 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 diverse ability).
- Damage to property in the school environment (including school grounds, buses, trips.)

The Principal/Vice Principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

### **Physical and Emotional Safety**

To protect the physical and emotional safety of everyone at the 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 over time
- There is an imbalance of power

*Cyberbullying includes bullying by electronic means, including:*

- Creating a web page or blog in which the creator assumes the identity of another person
- Posting offensive or disparaging remarks about someone on social media websites, including (but not limited to) Facebook, Instagram, TikTok, and Snapchat

*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 students

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

### **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 adults 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.
- Students will move in the hall promptly and safely in the most direct route between classes.
- Students must have a teacher's permission to leave the classroom.
- Students are to remain in designated areas to eat lunch.
- Students will exit the building for nutrition break recesses and re-enter via designated doors at the bell.
- Students must ask for permission to enter the school building during nutrition break recesses.
- 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 lunch, and throughout the entire day.

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

Schools in KPR 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 the school climate.

#### *School staff will:*

- Establish a positive school climate
- Maintain effective classroom management and discipline
- Encourage, reinforce, and reward positive behaviour
- Promote social skills development
- Use peer counselling and conflict resolution strategies
- 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.

### **Community Threat Assessment Protocol**

KPR 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.

### **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 (as defined above)
- 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).

**Where illegal activities take place (including some of the activities listed above), schools also involve their local police service.** The School Board – Police Protocol guideline highlights police involvement in schools.

### **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.

### **KPR Assessment, 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 educator 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 educator, and in the form approved by the educator.

### **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 educator 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. Educators 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. Also, students and parents/guardians must have been informed of the 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 practice learned skills, consolidate knowledge and skills, and/or prepare for the next class. Homework will not be used for evaluation towards report cards.

### **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.

#### *Code 'I' in Grades 1-6:*

"I" is a code used in Grades 1-6 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**

Educators 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 1 Report Cards will go home in February, while Term 2 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)