

Brant Ave Public School



School Handbook and Code of Conduct

2022-2023

Be Kind, Be Safe, Work Hard

Brant Ave. Public School Mission Statement

In partnership with our families and the community, our mission at Brant Avenue Public School is to encourage excellence in each individual by providing the best educational experiences.

We will provide programs suited to each child's intellectual, emotional, and social needs.

We will develop a School Code of Behaviour which will include prevention and intervention strategies.

We will plan and implement health, safety and well being programs which will include prevention and intervention strategies.

School Staff - 2022-2023

KA	Mrs. Dodsworth-Garvey & Mrs. Leworthy
KB	Mrs. Bond & Ms. Zorzi
KC	Ms. Hendershot
Grade 1	Mrs. Thompson
Grade 1/2	Ms. Healy
Grade 2	Mrs. King
Grade 2/3	Mrs. Pye-Clifford
Grade 3	Mr. Glassford
Grade 4	Mrs. Park
Grade 4/5	Mr. Graham
Grade 5/6	Mrs. Licastro
Grade 5/6	Mrs. Lundahl
Library	Mrs. Moyer
Resource	Ms. Gojmerac Mrs. Moyer
Core French	Mdme Gill
Planning	Mrs. Matthews Mrs. Heffernan
Ed. Assistants	Ms. Shelleau Ms. deVries Ms. Snook Mrs. Withers Mrs. Beattie
CYC	Mrs. Fonte
Custodians	Mrs. Castle and Mrs. Perera
Office Coordinator	Mrs. Alton
Principal	Mrs. Furi

School Council

School Councils act in an advisory capacity to the schools' principals and the Board for the continued promotion of excellence throughout the system. School Councils are composed of a majority of parents, along with the principal, a teaching and non-teaching staff member, and community representatives. It is hoped that the membership of School Councils will reflect the diversity of the school community it serves.

The members of School Councils shall: place the interests of the school and students first; participate in Council meetings; participate in information and training programs; act as a link between the School Council and the community; encourage the participation of parents and others within the school community; and seek to reach consensus in the decision-making processes of the Council. School Council meetings will be held virtually this year.

Volunteers

Unfortunately, due to Public health regulations we are unable to host volunteers in our school this year.

Visitors to our School

Parents/non-essential visitors are not permitted in the school building unless an emergency until further notice (please wait outside or in your car and phone the school upon arrival should the need arise to come to school to drop something off or pick-up your child, etc.) (tap on office window if you do not have access to a phone).

School Schedule

Times	
8:55 – 9:35 (40 minutes)	Period 1
9:35 – 10:15 (40 minutes)	Period 2
10:15 – 10:55 (40 minutes)	Period 3
10:55 – 11:35 (40 minutes)	Nutrition Break 1
11:35 – 12:05 (30 minutes)	Period 4
Half Day Mark	
12:05 – 12:35 (30 minutes)	Period 5
12:35 – 1:15 (40 minutes)	Period 6
1:15 – 1:55 (40 minutes)	Nutrition Break 2
1:55 – 2:35 (40 minutes)	Period 7
2:35 – 3:15 (40 minutes)	Period 8

Student Records

The Ontario Student Record (OSR) is the confidential, ongoing record of a student's educational progress through schools in Ontario. The information in the OSR is available to supervisory officers, the principal, and teachers only for the

purposes of improvement of instruction. Except for clerical staff involved in its management, the OSR is not available to any other person.

Students, and parents of students under age 18, may examine the OSR if they desire. They may also request to the principal that inaccurate or inappropriate information be removed.

Custody and Guardianship

Although only a custodial parent can make educational decisions for a child, a non-custodial parent has the right to information about a child and access to the child unless denied by a court of law.

If you have concerns about unauthorized access to children or information, it is essential that the principal be informed *and* that verification of custody orders be placed in the OSR. Otherwise, the school assumes that a situation of equal access exists.

Safe Arrival Program

Supervision on the yard begins at 8:40am. For your child's safety do not drop them off or send them to school prior to this time.

Please call the office before 8:40 if your child is going to be absent or late. The voice mail can take your messages 24 hours a day. Please supply us with the student's name, class *and reason for absence/lateness*. We will call parents of absent students if we have not been informed by a parent of the reason for the absence. If a parent cannot be reached we will call all emergency numbers. Late students are to report to the office before going to class to have their arrival recorded.

Board Policy on Safe Arrival reads:

"It is the responsibility of parents to:

- a) provide current telephone contacts such as: home phone number, work number of both parents, number of caregiver, number of safe arrival contact, and emergency contact numbers on the student admission/information form,
- b) update the information during the school year,
- c) communicate with the school, prior to the start of school in the morning or afternoon, when the child will be absent or late for any reason,
- d) provide written permission for their child to leave the school during the day, and
- e) inform the school when their child will be returning after an absence of more than one day."

Safety Patrol

Student patrols are on duty for fifteen minutes before classes begin and after classes end. They are there to help students who wish for their assistance. Our students are posted on the driveway in front of the school. Please discuss with your child the route you wish them to take to and from school.

To assist our patrols and make it safe for our students we ask that you not stop or park in the no stopping zone in front of the school and not drive into the school driveway while patrols are on duty. Please remember to pick up your child(ren) at their regular dismissal door.

Patrol Times: 8:40 - 8:55 a.m. and 3:15 – 3:30 p.m.

Code of Conduct

GOAL

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, included and accepted.

INTRODUCTION

Our school Code of Conduct is based upon the provincial Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy 213), which apply to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school and board property, school buses, at school-authorized events, and off site at school-sponsored activities.

RIGHTS

Student rights include:

- to be treated with dignity and respect
- to be provided with activities that are success oriented and build on individual strengths
- to receive a quality education

Parent rights include:

- to be treated with dignity and respect
- to be heard and to have concerns addressed
- to communicate with the school

Staff rights include:

- to be treated with dignity and respect
- to have a safe working environment

- to expect parents and students to be involved in creating a positive school environment

STANDARDS OF BEHAVIOUR

A) Respect, Civility and Responsible Citizenship

All members of the school community will:

- respect and comply with all applicable federal, provincial and municipal laws
- demonstrate honesty and integrity
- respect differences in people, their ideas and their opinions
- treat one another with dignity and respect at all times, and especially where there is disagreement
- respect and treat others fairly, regardless of age, sex, gender identity, gender expression, sexual orientation, race, colour, place of origin, culture, citizenship, ancestry, origin, religion, creed, family status, marital status, socio-economic status, employment, housing, disability
- respect the rights of others
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need
- seek school staff assistance, if necessary, to resolve conflict peacefully
- respect all members of the school community, especially persons who are in a position of authority
- respect the needs of others to work in an environment that is conducive to learning and teaching
- not swear at a teacher or at another person in a position of authority

B) SAFETY

All members of the school community will not:

- engage in bullying behaviours, including cyber bullying

Definition of bullying:

As defined in section 1 of the [Education Act](#), bullying means aggressive and typically repeated behaviour by a pupil where,

- a) *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,*
- i) *causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or*
 - ii) *creating a negative environment at a school for another individual, and*
- b) *The behaviour occurs in a context where there is a real or perceived power imbalance between 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*
- c) *Cyber-bullying as defined in section 1 of the [Education Act](#), is bullying by electronic means including,*
- a) *creating a webpage or a blog in which the creator assumes the identity of another person*
 - b) *impersonating another person as the author of content or messages posted on the internet; and*
 - c) *communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals*
- commit sexual assault
 - traffic in weapons or illegal drugs
 - give alcohol or cannabis to a minor
 - commit robbery
 - be in possession of any weapon, including firearms
 - use any object to threaten or intimidate another person
 - cause injury to any person with an object

- be in possession of, or be under the influence of, alcohol, illegal drugs, or cannabis (unless the individual has been authorized to use cannabis for medical purposes)
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
- inflict, or encourage others to inflict, bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by bias, prejudice or hate
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of a school

STUDENT ROLES and RESPONSIBILITIES

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour and adherence to the board and school codes of conduct.

All students will:

- come to school prepared, on time and ready to learn
- show respect for themselves, and for others, and for those in positions of authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and accept responsibility for their own actions

STAFF ROLES and RESPONSIBILITIES

The Principal

Under the direction of the school board, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- holding everyone under their authority accountable for their own behaviour and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of the school's community

- ensure that a school Code of Conduct, based on the provincial Code of Conduct and board's Code of Conduct, is developed and communicated annually to the school community
- review the school Code of Conduct at least once every three years, and seek input from school councils, staff, students, parents and guardians, and the school community on the review

Teachers and School Staff

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to fulfill their potential, and develop their sense of self-worth
- empower students to be positive leaders in their classroom, school and community
- communicate regularly and meaningfully with parents and guardians
- maintain consistent and fair standards of behaviour for all students
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship

PARENTAL ROLES and RESPONSIBILITIES

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students.

Parents fulfill their role when they:

- demonstrate respect for all members of the school community
- support the efforts of school staff in maintaining a safe and respectful learning environment
- are engaged in their child's schoolwork and progress
- communicate regularly with their child's school
- help their child be appropriately dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- become familiar with the provincial Code of Conduct, the board's Code of Conduct, and the school's Code of Conduct

- encourage and assist their child in following the board and school codes of conduct
- assist school staff in dealing with disciplinary issues involving their child

SPECIFIC EXPECTATIONS/RULES FOR SCHOOL

General Student Expectations

Students are expected to demonstrate respect for self, and others, and for those in authority by:

Being Safe, Being Kind, and Working Hard

- working to the best of their abilities by accepting and expecting challenges
- voicing their concerns in a respectful and productive manner
- completing assignments and homework within the allotted time
- coming on time and prepared for class
- not having items (e.g., toys, phones, electronic devices, etc.) that distract from the learning environment

Hallway Conduct

Students are expected to demonstrate respect for self, and others for those in authority and for our school building by:

- walking—not running—down the right side of the hallway in an orderly fashion
- quickly removing outerwear so as not to block the hallways and neatly placing the outerwear in its appropriate location
- quickly moving to their next destination
- not eating in the hallways
- using appropriate language
- using the appropriate hallways

Lunchroom Conduct

Students are expected to demonstrate respect for self, and others, for those in authority and for our school building by:

- sitting in their assigned seats
- speaking in soft, indoor voices
- placing items in the garbage or recycling only when they are finished eating - all lunch materials must be packed in lunch bag and taken home (2021 - 2022 Covid protocol)
- waiting to be dismissed before going outside
- ensuring that their area is clean
- following the direction of the lunchroom supervisor and the student helpers
- staying on school property for lunch unless a parent or guardian has given permission for the student to leave

Washroom and Change Room Conduct

Students are expected to demonstrate respect for self, and others, for those in authority and for our school building by:

- not loitering in the washroom or change room
- reporting vandalism immediately to a staff member

Conduct on the Bus

Students are expected to demonstrate respect for self, and others, for those in authority and for our school building by:

- being picked up and let off only at designated stops
- keeping personal items (e.g., lunch box, backpacks) on their laps
- keeping arms and heads inside the bus at all times
- leaving windows closed unless the driver gives permission to open them
- staying seated while the bus is in motion
- following the direction of the driver and the safety patroller
- respecting the property of community members and being courteous to other pedestrians (e.g., stepping to the side to allow a parent pushing a stroller to use the sidewalk)

Misconduct on the bus will have consequences at school. Furthermore, serious or repeated misconduct can result in the loss of bus riding privileges.

Conduct on the Computer

Students are expected to demonstrate respect for self, and others, for those in authority and for our school building by:

- using Internet access to support education or research
- not using e-mail or chat rooms unless approved by teacher for educational purposes
- respecting the privacy of others
- reporting to a staff member any e-mail or Internet data that is inappropriate (i.e., that violates the Code of Conduct)
- accepting responsibility for the security of his or her own access and user identification
- not transmitting or downloading information or software in violation of copyright laws
- not plagiarizing
- not attempting to gain unauthorized access

Conduct on Teams, Clubs, Field Trips

Students are expected to demonstrate respect for self, and others, for those in authority and for our school building by:

- always acting in ways which reflect positively on their school and their family
- being attentive and following the direction of others (e.g., museum curators, performers, officials, etc.)

No student will be precluded from participating in these activities for financial reasons.

Conduct in Physical Education

In addition to following the normal guidelines for classroom conduct, students are expected to demonstrate respect for self, and others, for those in authority and for our school building by:

- removing all jewelry, except medic-alert bracelets
- wearing appropriate clothing (athletic shoes)
- informing the teacher before the class begins of any medical condition that might limit participation

Conduct at Recess

Students are expected to demonstrate respect for self, and others, for those in authority and for our school building by:

- Playing away from school doorways, portables, bike racks, fences, the front of the school, and other areas that are “out-of bounds” because of safety concerns
- Playing non-contact games and keeping “hands-off” of other students at all times
- Not throwing snowballs, stones or other objects
- Not eating on the playground
- Leaving hockey sticks, baseball bats, and roller blades at home
- Not climbing trees, fences, backstops, or the soccer goal posts
- Being mindful of the environment (e.g., taking care not to damage trees, etc.)
- Using only soft balls (e.g., tennis balls)
- Throwing balls against a wall only in the designated area
- Calmly talking to other students and staff about playground problems
- Including other students in games or activities
- Moving quickly into the school when the bell rings so as to not be late for class

Conduct on the Climber - The climber will only be open to one cohort at a time

Students must:

- Hang only with their hands.
- Go down the slide on their bottoms, feet first.
- Open their eyes.
- Wear their masks

Playground in Winter

Snow Forts:

Remember a snow fort is for that recess only and nobody owns the snow. We share snow and we are considerate of others' forts (i.e. we don't break down what they are building).

Snow Hills:

If hills are too slippery (or too high) then there will be a pylon on them indicating that the hills are out-of-bounds. You may slide feet-first down a snow hill only if you are wearing snow pants. People on the bottom of the hill must move away quickly. People at the top of the hill must wait until the bottom is clear.

Ice

Sliding on the ice is permitted ONLY if the student slides on his/her bottom or knees and is wearing snow pants.

People walking across ice will use common sense and be careful (e.g., no running).

APPROPRIATE DRESS

Brant Avenue PS expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Students have a right to learn in a safe and caring space that is free of bias and discrimination, and have a right to express their individuality respectfully. It is an expectation that student dress choices respect the UGDSB's intent to promote a community that is inclusive of a diverse range of identities.

Students **must** wear:

A shirt or the equivalent (e.g., sweater etc) with fabric in the front, back and on the sides under the arms, **AND**

Pants or the equivalent (e.g. skirt, sweatpants, leggings, dress, shorts), **AND**

Shoes or the equivalent (e.g., boots, sandals etc.).

Students **cannot** wear:

Clothing or accessories containing violent language or images.

Images, logos or language depicting drugs, alcohol or any illegal item or activity

Images, logos or language that portray: ethnic prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech, and/or pornography.

Images, logos or language that creates a hostile or intimidating environment.

Any clothing that reveals visible undergarments.

Swimsuits (except as required for swimming trips).

Accessories that could be considered dangerous or could be used as a weapon (with the exception of religious accessories or articles of faith such as a Kirpan).

For safety considerations, clothing items must not obscure the face or ears, except as a religious observance.

POLICE SERVICES ROLES and RESPONSIBILITIES

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the guidelines established in the [Police/School Board Protocol](#).

COMMUNITY PARTNERS ROLES and RESPONSIBILITIES

Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols and collaborative agreements are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

IMPLEMENTATION OF THE SCHOOL'S CODE OF CONDUCT

Safe Schools Policy 503 (Student Discipline, Bullying Prevention and Intervention, Suspension and Expulsion) provides direction to the school Code of Conduct in order to support and maintain a positive school climate for all students, staff, and community. The school Code of Conduct supports the use of positive practices, including prevention and early intervention, as well as consequences for inappropriate behaviour. This includes Progressive Discipline, and suspension and expulsion where necessary. Before applying disciplinary measures, the discriminatory and disproportionate impacts of disciplinary decisions on students protected by the Human Rights Code shall be considered.

PROGRESSIVE DISCIPLINE

Progressive Discipline is a whole school approach that makes use of a continuum of prevention programs, interventions, supports, and consequences to promote positive behaviours. In developing a Progressive Discipline approach, preventative practices, corrective and supportive strategies are used to reinforce positive behaviours. These approaches build skills for healthy relationships and promote positive behaviours.

CONSEQUENCES

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, schools will:

- utilize appropriate and consistent action to address inappropriate behaviours within the practice of Progressive Discipline
- ensure the degree of disciplinary action is in proportion to the severity of the behaviour exhibited, and that a student's previous history and other relevant factors are taken into account
- provide students with experience using conflict resolution, anger management and communication skills
- document incidents requiring disciplinary measures
- consider mitigating factors
- make contact with parents and guardians of students under the age of eighteen, or students over the age of 18 or those 16 or 17 years old who have withdrawn from parental control (adult students), early in the disciplinary process and involve them in a plan to improve the student's behaviour until the behaviour is acceptable; and/or
- utilize consequences such as short-term suspension, and respond as required with long-term suspension or expulsion

The application of consequences, supports and interventions are determined by the incident and the individual students involved. Consequences, supports and interventions used include and are not limited to:

Examples of Consequences:

- verbal reminder
- warning
- recess detention
- review of expectations/rules
- written or verbal apology
- phone call home
- student contract sheet

Examples of Supports/Interventions:

- problem solving discussion with Principal
- conflict mediation
- social stories
- discussion with parents (next steps, solutions)
- restorative justice with others involved
- Child and Youth Counsellor support
- positive reward system

- restitution
- in-school community service
- loss of in-school privileges
- loss of field trip privileges
- suspension from the bus
- suspension
- expulsion
- Attendance Counsellor support
- Student/teacher parent meeting
- case conference with school staff and/or Board consultants
- referral to outside agencies
- Suspension/Expulsion Program

SUSPENSION AND EXPULSION

To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well-being of others. The provincial Code of Conduct specifies that for student actions that do not comply with the provincial Standards of Behaviour, suspension and expulsion may be considered. The board's Safe Schools Policy (Policy 503) sets out the process for suspension and expulsion. This policy specifies the student actions that **may** result in the principal imposing a suspension, as well as the student actions that **will** result in the principal imposing a suspension and considering an expulsion pending an investigation of the incident.

MITIGATING FACTORS

The principal will consider the following mitigating factors when considering the length of a suspension:

- whether the student has the ability to control their behaviour
- whether the student has the ability to understand the foreseeable consequences of their behaviour
- whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school

The principal will also consider the following factors:

- the student's academic, discipline and personal history

- whether other Progressive Discipline has been attempted with the student, and if so, the Progressive Discipline approach(es) that has/have been attempted and any success or failure
- whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation, socio-economic status, citizenship, marital status, age, culture or harassment for any other reason
- the impact of the discipline on the student's prospects for further education
- the student's age

INFRACTIONS THAT MAY LEAD TO A SUSPENSION

Police may be involved, and a suspension **may** be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- uttering a threat, either verbal or written, to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs or, unless the student is a medical cannabis user, cannabis
- being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis
- swearing at a teacher or at another person in a position of authority
- committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- bullying, including cyber bullying
- any activity that contravenes the board's or school's Code of Conduct
- committing physical assault on another person that does not require treatment by a medical practitioner
- habitual neglect of duty
- not having an up-to-date medical/immunization record

**INFRACTIONS FOR WHICH A PRINCIPAL SHALL IMPOSE A SUSPENSION, AND
MAY CONSIDER RECOMMENDING TO THE BOARD THAT A STUDENT BE
EXPELLED**

Police may be involved, and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the board's Student Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- possessing a weapon, including 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 illegal drugs
- committing robbery
- giving alcohol or cannabis to a minor
- persistent bullying, if the pupil has previously been suspended for bullying, and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- an activity that is motivated by bias, prejudice or hate based on race, colour, national or ethnic origin, language, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or another similar factor

Please review [Policy 503](#) for additional information.