

**CENTRE PEEL PUBLIC SCHOOL**

**Family Handbook**

**2020 - 2021**

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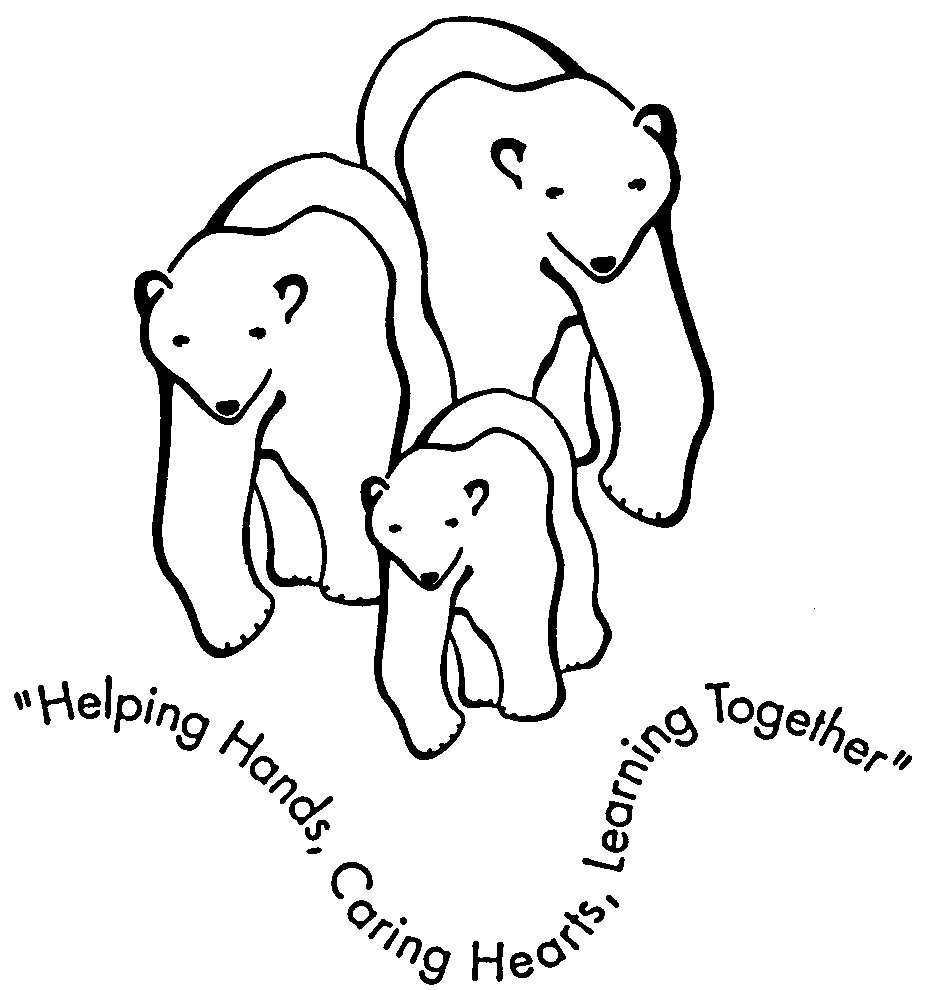
**R. R. #2, Drayton, Ontario**

**N0G 1P0**

**Telephone: 519-638-2668**

**Fax: 519-638-5530**

<http://www.ugdsb.on.ca/CentrePeel/index.aspx>



***WELCOME TO CENTRE PEEL PUBLIC SCHOOL***

It is our pleasure to welcome all students and their families in our Centre Peel School community to a new school year. Our school has a dedicated staff that truly cares about the education and well-being of our students. We invite all families to become involved in our school through activities such as assemblies, concerts, special events, or volunteering in classrooms. It is the partnership between home and school that makes Centre Peel the special place it is. Please remember that that you must begin each visit to our school at the office. We need to know that you are in the building for safety reasons.

We hope that you find this handbook a useful resource which provides helpful information regarding our school. We encourage you to keep this reference handy throughout the year. This handbook is one way in which we can keep the lines of communication working between home and school. An electronic copy of this handbook can also be found on our website.

Communication is the key to ensuring positive learning experiences for your children. Our door is always open and we encourage you to contact our school with questions or concerns that you may have.

Yours in education …

Sincerely,

Christine Kay

Principal

**CENTRE PEEL PUBLIC SCHOOL MISSION STATEMENT**

*“Recognizing and building upon the primary importance of family and community, the mission of Centre Peel Public School is to provide for every student a quality education which cultivates honesty, respect, and responsibility, through effective use of resources*

*and a responsive learning environment.”*

**UPPER GRAND DISTRICT SHOOL BOARD VISION STATEMENT**

*Students will attain individual excellence through dynamic programming provided by an effective staff and supported by a committed community. We will meet our students' diverse needs through the provision of equitable and accessible resources. Our learning environment will be characterized by empowered administrators, effective communication*

*and mutual compassionate respect.*

**SCHOOL DAY SCHEDULE**

|  |  |
| --- | --- |
| 8:55 - 10:35 | Instructional Block |
| 10:35 - 11:15 | Nutrition/Activity Break |
| 11:15 - 12:55 | Instructional Block |
| 12:55 - 1:35 | Nutrition/Activity Break |
| 1:35 - 3:15 | Instructional Block |
| 3:15 | Bus Dismissal |

**2018– 2019 STAFF LIST**

KA Ms. J. Mensinga; Ms. O’Donnell (ECE)

Grade 1/2 Mrs. McCutcheon

Grade 2/3 Mrs. Krista White

Grade 3/4A Mrs. Duskocy

Grade 5/6B Mrs. Knicely

Grade 6/7A Mrs. Fedy

Grade 7/8B Mr. Bowman

Special Education Mr. Huhtala

Core French Mme. Ogram

Learning Commons Mr. Rathbone

Planning Mr. Rathbone

ESL Itinerant Teacher Ms. Yeung

Educational Assistants Mrs. Geerlinks, Mrs. Gebhardt

Child & Youth Counsellor Ms. Darcia Romaniuk

Custodians Mr. Ziegler, Ms. Schmidt, Ms. Hutton

Office Co-ordinator Mrs. Moore

Principal Ms. Kay

Director of Education Dr. Martha Rogers

Superintendent Mr. Brent McDonald

Trustee Ms. Robin Ross

**SCHOOL COUNCIL 2019 – 2020 Council for 2020/2021 To be Determined**

Dennis Diefenbacher Dennis Frey( Chair)

Brian Gingrich Darren Gingrich Gerald Martin

Stuart Martin Melvin Martin Paul Weber

Isaac Thiessen Jacob Zacharias

***GENERAL INFORMATION***

**ARRIVAL AND DEPARTURE**

We need to keep our students safe as they disembark and board buses and cars at school. In order to facilitate this, please use the ‘drive – thru’ in our parking lot to safely assist your children in getting across the parking lot and to the front door.

**Safe Arrival:**

Centre Peel P. S. operates a Safe Arrival Program in conjunction with daily attendance. Parents or guardians are requested to notify the school in writing or by telephone when a child will be late or absent. **Please call the school at 519-638-2668 before classes begin and talk to Mrs. Moore or leave a message indicating your child’s name, grade and reason for absence. Please do not leave a message in your child’s teacher’s voicemail box indicating an absence.**

Parents are expected to provide the names and current telephone numbers of emergency contacts to be notified in the case of an unexplained absence. In all cases where a child is absent from school and the school does not receive a phone call or a note, the school will initiate phone calls in this order: child’s home, parent/guardian’s workplace, emergency number. **However, to keep our phone calls to a minimum we request that you please call the school.**

Students who arrive at school late must report to the office. In this way, Mrs. Moore knows that the child has arrived safely and will revise the school attendance record to read “late”, not “absent”.

***Board Policy on Safe Arrival:***

It is the responsibility of parents to:

* 1. 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
  2. update the information during the school year
  3. 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
  4. provide written permission for their child to leave the school during the day, and
  5. inform the school when their child will be returning after an absence of more than one day.

**Safe Departure:**

To ensure safe departure from Centre Peel P.S. our bus patrols take attendance each day. **Please call the school or send in a note, with your child if he or she is NOT taking the bus home**. Students **may not** ride on buses other than the one they are assigned to take.

Please contact the school if someone other than a parent or legal guardian is picking your child up from school.

**SUPERVISION**

Yard supervision starts at 8:40 a.m. Bikers and walkers are reminded to arrive after 8:40 a.m. as we do not support students being unsupervised on the school grounds. Students are not allowed to be in the classrooms, library or gymnasium without staff supervision.

**ATTENDANCE, ABSENCES AND LATES**

Good school attendance and punctuality are important to maximize school achievement, and are good habits to develop. Attendance is taken in the morning and the afternoon of each school day. Students are marked late or absent if they are not in class on time. Students arriving late are reminded to check in at the office so that the official attendance register can be amended. Repeated lates or absences, without a valid reason (e.g., medical appointment) will result in the possible involvement of the Board’s attendance counselor.

***Expectations for Attendance:***

The Education Act and regulations outline expectations for school attendance. Children of compulsory school age are required to attend every school day unless excused. It is the duty of the parent to ensure the child attends school as required and to provide the school with reasons for absence.

**VIDEO/MOVIE FORMS**

At Centre Peel, we send home forms for parents to sign so that parents are aware that teachers use videos for educational purposes that are tied to the curriculum expectations and learning experiences for our students. If a teacher plans on showing a movie, a special letter and permission form will come home to inform you of the movie title and the purpose and the intent of why the movie is being shown. Please contact your child’s teacher for more information.

**FIELD TRIPS**

Field trips provide ‘education beyond the classroom’ and support our core curriculum. A notice about class trips will be sent home in advance. In order for your child to participate, written confirmation is required to ensure that parental permission has been granted and that parents are aware of the details of the trip. Students are responsible for the cost of such trips, and costs are kept to a minimum as much as possible. It is Board policy that no student will miss the opportunity to participate in a class trip due to financial constraints. If you have concerns about the cost of a trip, please speak to the Principal confidentially, so that arrangements can be made to ensure the participation of all students.

**LOST AND FOUND**

Please write your child’s name on all belongings that come to school. Parents are welcome to check the lost and found box located in the front hallway for missing items. These items will be displayed prior to the December holiday break and before the end of school in June so that students may claim their forgotten or missing items.

**TELEPHONE USE**

Phone calls home for students will be made for emergencies and under the supervision of a staff member. All social arrangements, off – property permission, etc. must be made by families ahead of time, and be submitted to the classroom teacher in the form of a signed and dated note which will be sent to the office with the morning attendance. This will ensure that school phone lines are not tied up, and will be available for our safe arrival program, students who are ill, and teacher calls to parents, etc.

**VISITORS**

Visitors and Volunteers are restricted during COVID 19. Please contact the school for further information. We look forward to when we are able to invite parents and guests to visit our school and encourage volunteers in our classrooms.**.**

**ACCEPTABLE USE OF TECHNOLOGY**

The Upper Grand District School Board recognizes the increasingly important role technology plays in our daily lives of our staff and students. We welcome and encourage the responsible use of personal technology in all classrooms. By providing access to reliable WIFI in all classrooms we support teachers and students to realize the potential of technology to transform instructional practice and engage in learning.

**FUNDRAISING**

Fundraising at Centre Peel P.S. occurs in the fall (Chocolate Bar Campaign) and throughout the school year (hot lunches). Money raised from our fundraising activities is used to support educational trips and school activities. The Centre Peel P.S. community is a generous one. Charitable fundraising includes the Terry Fox Run/Walk each fall, Heart and Stroke (Jump Rope for Heart). Participation in our fundraising program is always optional.

**STUDENT PERFORMANCES**

Each year, our students have the opportunity to participate in a school performance. These are very special events not to be missed. Dates and times of the presentations will be shared with our school community on our school website, twitter and in our school newsletters.

**NUTRITION BREAKS - INTRAMURALS**

During our Nutrition Breaks, students have the opportunity to participate in a wide variety of indoor and outdoor intramurals.Intramurals vary from year to year, and may include: floor hockey, volleyball, dodge ball, soccer, three pitch, etc. **NEW THIS YEAR – Permission Forms for Intramurals will be sent home prior to the start of the first game, so that you are aware that your child(ren) is/are participating in this extracurricular opportunity.** Please contact the school should wish discussion about this.

**THE LEARNING COMMONS**

*“A Learning Commons is a vibrant, whole-school approach, presenting exciting opportunities for collaboration among teachers, teacher-librarians and students. Within a Learning Commons, new relationships are formed between learners, new technologies are realized and utilized, and both students and educators prepare for the future as they learn new ways to learn” (*[*http://www.accessola.com/data/6/rec\_docs/677\_OLATogetherforLearning.pdf*](http://www.accessola.com/data/6/rec_docs/677_OLATogetherforLearning.pdf)*) .*

Our Learning Commons includes a wide variety of resources, ‘Makerspace’ items, technology and our book collection. Students are invited to sign out books on a regular basis. Many of our classroom teachers have designated library book exchange days. Your child should be able to tell you which day is their designated book exchange day.

As well, there will be opportunities to purchase books at our school at our school book fair. Stay tuned for details and dates. Funds raised at all of our Book Fairs support the purchase of new items for our Learning Commons.

***ACADEMICS***

As learning partners, the Centre Peel staff, students and parents believe in the following values which support our school learning environment:

*Our school is committed to providing for every student a quality education which*

*cultivates honesty, respect and responsibility. Our primary focus is on reading,*

*writing and mathematics, but not to the exclusion of the other subjects.*

The following Ministry Curricula (The Ontario Curriculum Grades 1-8) are available for review at the Ministry’s website at <http://www.edu.gov.on.ca./eng/curriculum/elementary/subjects.html>:

* Language
* Mathematics
* The Arts
* French
* Social Studies Gr. 1-6/Hist. Geog. Gr. 7-8
* Health and Physical Education
* Science and Technology
* Full-Day Kindergarten Program

**STUDENT RECORDS**

The Ontario Student Record (OSR) is a confidential, continuing record of a student’s educational progress through schools in Ontario. The information in the OSR is available only to the Board’s Supervisory Officers, the Principal and Vice-Principal, and teachers for the purposes of improvement of instruction. Students over 18, and parents of students under the age of 18, may examine the OSR by scheduling an appointment with the Principal or Vice-Principal.

**FULL DAY KINDERGARTEN**

Children entering Junior Kindergarten must be four years old on or before December 31 and Senior Kindergarten must be five years old before December 31 of the starting year. Pre-registration takes place in early January. Parents should bring their child’s birth certificate, proof of address, health card and immunization record to complete the enrolment process. An information and welcome to Kindergarten session for both parents and students takes place in June.

The UGDSB has adopted the blended model of JK and SK students in the same class. This program was selected due to the number of positive benefits for students who have two years to learn the essential skills required for Grade One. SK students gain confidence while demonstrating their knowledge to younger ones, and the JK students benefit from having older students model skills and routines, and have an easier transition into school.

**SPECIAL EDUCATION – EXCEPTIONAL STUDENTS**

The Upper Grand District School Board provides a continuum of service that offers a range of placements to meet the needs of exceptional pupils. The purpose for this wide spectrum is to provide all pupils with opportunities to achieve success in their education programs. Accommodations and modifications are made to maintain the exceptional pupil within the regular class. However, we recognize that there are pupils for whom total integration is inappropriate. Alternate educational settings provided include resource withdrawal programs and self-contained classes, either at the home school or another designated school.

A team approach is used in program modification and in planning an exceptional pupil’s Individual Education Plan (IEP). This plan contains specific objectives and an outline of educational services that meet the needs of the exceptional pupil. It is the school’s responsibility to, with the assistance of parents, special education consultants and possibly outside agencies, to identify a pupil’s needs and to ensure that they receive appropriate programs and services.

**REPORT CARDS**

For students in FDK, the Kindergarten Communication of Learning: Initial Observations will be issued in November, followed by a parent interview. The Kindergarten Communication of Learning will be issued at the end of Term 1 and at the end of Term 2. For the students in Grades 1 – 8, a Progress Report that indicates your child’s strengths and next steps will be sent home in November followed by a parent interview. Report Cards with grades are issued following the completion of each of the two terms for Grades 1-8 and are written two times a year in February and in June. Please carefully review your child’s progress. A mark of ‘B’ or ‘75%’ indicates that the student is successfully achieving the provincial standard set by the Ministry of Education, and is to be commended. Every child has strengths and areas that need to be improved, and they may have worked diligently to achieve their level of success and their efforts are to be commended as well.

Please contact your child’s teacher if you have concerns at any point in the school year. Interviews may be requested by either the teacher or the parent at any time. Discussions and communication between the parent and the teacher are valuable to the overall education of your child.

***CENTRE PEEL PUBLIC SCHOOL 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, comfortable and accepted.

**GENERAL**

Our School Code of Positive Student Behaviour is based upon the Ontario Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy # 213) which applies 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, or in other circumstances that could have a negative impact on the school climate.

**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 must:**

* respect and comply with all applicable federal, provincial and municipal laws;
* demonstrate honesty and integrity;
* respect differences in people, their ideas and opinions;
* treat one another with dignity and respect at all times, and especially where there is disagreement;
* respect and treat others fairly, regardless of their race ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or 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;
* 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 authority; and
* seek school staff assistance, if necessary, to resolve conflict peacefully.

**B) Safety**

**All members of the school community must not:**

* engage in bullying behaviours

***Definition of bullying:***

1. *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,*
2. *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*
3. *Creating a negative environment at a school for another individual, and*
4. *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; (intimidation)*

*c)**Bullying by electronic means (commonly known as cyber-bullying), 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;
* be in possession of any weapon including, but not limited to, firearms;
* use any object to threaten or intimidate another person;
* cause injury to any person with an object;
* be in possession of, or under the influence of, or provide others with, alcohol, cannabis or illegal drugs;
* inflict, or encourage others to inflict, bodily harm on another person;
* engage in hate propaganda and other forms of behaviour motivated by hate or violence;
* commit robbery;
* commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school; or
* engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self esteem, or reputation, or that has a negative impact on the school climate.

**STUDENT RESPONSIBILITIES**

**All students will:**

* be treated with respect and dignity by all school and board staff;
* accept responsibility for their personal actions;
* demonstrate respect for self, and others, and for those in authority;
* fulfil expected academic obligations;
* come to school punctually each day, prepared and willing to learn;
* obey the rules of the school, on school buses, and at other sites during school activities,
* dress appropriately in accordance with the Board’s and the School’s policies regarding appropriate dress;
* use respectful language, free from profanity;
* work cooperatively with staff and other students;
* be honest in their academic work (refrain from plagiarism, cheating, etc.);
* use free time responsibly; and
* refrain from bringing anything to school that compromises the safety of others

**STAFF RESPONSIBILITIES**

**The Principal will:**

* take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
* hold those under their authority accountable for their actions and behaviour;
* empower students to be positive leaders in their school and community, and
* communicate meaningfully and on a regular basis with all members of the school’s community.
* ensure that a School Code of Conduct, based on the Ontario Code of Conduct and the Board’s Code of Conduct is developed and communicated annually to the school community; and
* review the school Code of Conduct at least once every three years, and seek input from School Council, staff, students, parents and guardians.

**Teachers and school staff will:**

* maintain order in the school;
* serve as role models;
* maintain consistent standards of behaviour for all students;
* help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship;
* communicate regularly and meaningfully with parents/guardians;
* demonstrate respect for all students, staff, parents, volunteers, and members of the school community; and
* empower students to be positive leaders in their school and community.

**PARENTAL RESPONSIBILITIES**

**Parents play an important role in the education of their children and can fulfill this responsibility by:**

* demonstrating respect for all students, staff, volunteers and members of the school community;
* supporting the efforts of school staff in maintaining a safe and respectful learning environment;
* showing an active interest in their child’s school work and progress;
* communicating regularly with their child’s school;
* assisting staff in dealing with disciplinary issues involving their child;
* helping their child be neat, dress appropriately, be well rested and prepared and ready to learn;
* ensuring that their child attends school regularly and on time;
* promptly reporting their child’s absence or late arrival;
* showing that they are familiar with the Ontario Code of Conduct, the Board’s Code of Conduct, and the School’s Code of Conduct and rules of behaviour; and
* helping and encouraging their child in following the Board’s Code of Conduct and the School’s Code of Conduct and the rules of behaviour.

**GENERAL EXPECTATIONS FOR CENTRE PEEL PUBLIC SCHOOL**

###### **RESPECTFUL LUNCHROOM CONDUCT**

**While eating lunch in their classroom, students are expected to respect the rights of others by:**

* sitting in their assigned seats
* speaking in soft, indoor voices
* not sharing or asking for others’ food
* following the direction of the lunchroom supervisor and the student helpers
* leaving to go to the bathroom only with permission from the lunchroom supervisor
* waiting to be dismissed before going outside
* placing items in the garbage or recycling only when dismissed to go outside
* ensuring that their area is clean before leaving

###### **SAFE PLAYGROUND EXPECTATIONS**

**Students are expected to respect the rights of others and play cooperatively by:**

* Promoting safety, fair play and effective problem solving
* Playing in view of supervisors and away from school doorways, parking lots, bike racks, fences, the front of the school, and other areas that are designated “out of -bounds”
* Playing non-contact games and keeping “hands-off” of other students at all times
* Not eating on the playground and not littering
* Leaving hard balls, hockey sticks, baseball bats, and valuable toys at home
* Not climbing trees, fences, backstops, or the outdoor bunker.
* Reporting emergencies or injuries to supervisors immediately
* If wishing to enter the school at recess time, receive a hall pass from the duty teacher

### Rough Play Guidelines

We maintain a strict “safe hands - safe feet” policy. Rough play, play fighting, play wrestling, and games which involve pushing, hitting, or kicking, are forbidden for safety reasons. Rough play is often an excuse for bullying and can result in accidents, and 'play fights' can easily escalate into real fights. All students are expected to refrain from physically inappropriate behaviour, and to promptly report such situations to the yard duty supervisors or their teachers.

**Creative Playground Structure: (**Students 5 – 12 years old)

Students are to remove backpacks before playing on the playground and:

* Use equipment in the manner for which it has been designed
* Play safely on the play structure during their scheduled recess time.
* Take turns
* Use equipment in the manner for which it has been designed
* Wait in a safe spot for your turn
* Not run or play tag on the creative playgrounds
* Stay off equipment when it has been announced as closed due to unsafe conditions (e.g. winter season)
* Wear appropriate and safe footwear – no flip-flops
* Use the steps
* Never climb up the sliding surface
* Not hang upside down
* Not sit or stand on the topmost bars or jumping from the topmost heights
* Drop from the bars, landing on their feet with knees slightly bent

**Strangulation Hazard - A Warning** - We urge parents to avoid student clothing with long, exposed scarves or drawstrings that can pose a choking hazard on play equipment. Parents are advised to remove drawstrings where necessary.

**ADDED PLAYGROUND EXPECTATIONS IN WINTER:**

Throwing of snowballs, or ice, or any type of snow is not allowed due to major safety concerns and a student illustrating this type of misconduct will be sent to the office immediately. Parents will be notified for any second occurrence, and a suspension will be issued if a third event occurs.

**Snow Forts:**

* A snow fort is for that recess only – no one owns the snow or a snow fort
* We share snow and we are considerate of others’ forts (e.g., we don’t break down what they are building) If someone is not using cooperationin building the fort, try and work it out before involving the teacher.
* Snow structures may not exceed shoulder height

**Snow Hills:**

* If hills are too slippery or too high, they are out of bounds (and may have a pylon on them)
* 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 or walking on ice patches is not permitted. All ice patches are out of bounds (and may have a pylon on them)

**EXPECATIONS FOR STUDENT CONDUCT IN HALLWAYS**

It is expected that all students will walk through the hallways in a safe, orderly fashion with a minimum of noise at any time - i.e., before and after classes, during all recess periods, during fire drills etc. Consideration for the safety of others and for the rights of others to work in a quiet atmosphere is expected of all students.

**SAFE ENTRY INTO THE SCHOOL**

Our students enter our school either by lining up outside or using the ‘Free Entry’ process to enter the building through their designated doors when the bell rings. Yard duty staff will monitor this transition from the school yard and staff will be in the hallways to supervise the entry of our students.

**APPROPRIATE DRESS**

Appropriate dress is defined as student attire that is free of symbols of hate, gang membership, or images that portray violence, death, abuse, alcohol, cigarettes, drugs, racial discrimination, obscene words, political or sexual statements.

**POLICE SERVICES**

The Board believes that the Police are partners with schools and school boards in maintaining safe schools and communities. Through the guidelines established in the Police/School Board Protocol Agreement, Police support schools by encouraging, enabling and maintaining positive relationships with school administrators, staff, students, parents and members of the school community.

**COMMUNITY PARTNERS**

The Board believes that community agencies and members of the school community are resources that can help boards deliver prevention and intervention programs. Current and new partnerships, protocols and outreach are encouraged and supported by the Board to formalize and enhance relationships to maintain safe communities.

**IMPLEMENTATION OF THE SCHOOL’S CODE OF CONDUCT**

Schools focus on prevention and early intervention as the key to maintaining a positive school environment in which pupils can learn. The Board supports the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

**PROGRESSIVE DISCIPLINE**

Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behaviour. These may include, but are not limited to:

* Student Success and Character Development strategies and programs;
* providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
* utilizing models based on the concepts of peer mediation and/or peer counselling;
* documenting incidents requiring disciplinary measures, and applying the mitigating factors;
* being sensitive to unique circumstances which may affect student behaviour;
* ensuring that contact with the parent(s)/guardian(s) of students, under the age of eighteen, is made early in the disciplinary process;
* maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given for:

* student age
* frequency of incidents
* nature and severity of incidents
* student exceptionalities
* extenuating circumstances
* impact on the school climate

**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 a progressive discipline approach;
* utilize Student Success or Character Development strategies and programs;
* provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
* utilize models such as those based on the concepts of peer mediation and/or peer counselling;
* document incidents requiring disciplinary measures, and apply the mitigating factors to be sensitive to unique circumstances which may affect student behaviour;
* ensure that contact with the 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), is made early in the disciplinary process and involves them in a plan to improve the student’s behaviour until the behaviour is acceptable; and/or
* utilize consequences such as short-term suspension as a useful tool, and respond as required with long-term suspension or expulsion.

The following are examples of consequences and supports / interventions, in no particular order. The application of consequences, supports and interventions are determined by the incident and the individual students involved.

|  |  |
| --- | --- |
| **Examples of Consequences:**   * verbal reminder * warning * review of expectations / rules * written or verbal apology * incident sheet * yard: 5 minutes on the wall * yard: walk with the teacher * letter written to parent * phone call home * student contract sheet * restitution * in-school community service * recess detentions * class time detentions * loss of in-school privileges * loss of field trip privileges * suspension from the bus * suspension * expulsion | **Examples of Supports / Interventions:**   * discussion with P / VP * reflective paragraph / essay * problem solving * conflict mediation * social stories * discussion with parents (next steps, solutions) * conference with others involved * restorative justice * Child and Youth Counsellor support * positive reward system * 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**

It is understood that discipline serves not only to correct inappropriate behaviour, but also as a deterrent. 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 wellbeing 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 Student Discipline 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 a suspension:

* the pupil does not have the ability to control his or her behaviour;
* the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
* The pupil’s continuing presence in the school does not create an unacceptable risk to the safety of any other person.

The Principal will also consider the following factors if they mitigate (moderate) the seriousness of the incident or the behaviour of the student involved:

* the pupil’s history and age, whether progressive discipline has been used, if a behaviour has been motivated by harassment or discrimination, the impact on the ongoing education of the student, the student’s Individual Education Plan.

**Note**: In some cases, even though the offence calls for a mandatory suspension pending an investigation, the consideration of the mitigating circumstances may cause a principal not to suspend.

**INFRACTIONS THAT MAY LEAD TO A SUSPENSION**

Police may be involved, as required, 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:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol or illegal drugs or unless the pupil is a medical cannabis user, cannabis;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. 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;
6. bullying, including cyber bullying;
7. medical immunization;

h persistent opposition to authority;

i habitual neglect of duty;

j a serious breach of the Board or School’s Code of Conduct.

**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, as required, and a student **will** be immediately suspended, an

Police may be involved, as required, and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the Board’s 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:

1. possessing a weapon, including possessing a firearm;
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or illegal drugs;
6. committing robbery;
7. giving alcohol to a minor;

h persistent bullying – previous suspension / risk to others;

i any suspendable activity that is motivated by bias, prejudice or hate.

**VIOLENCE THREAT RISK ASSESSMENT PROTOCOL**

The Upper Grand District School Board is committed to providing safe learning enviornments for all students, staff, school visitors, and community members. When a student behaves inappropriately, Principals use progressive discipline to help a student take responsibility for their actions, change their behaviour, and learn from their mistakes.

When safety if threatened by the potentially violent or dangerous behaviour of a student, which places either the student or others at risk, school staff follow specific protocols for the protection of all. It is important for you and your children to be aware of these protocols.

For more information, please visit the board’s website: <https://www.ugdsb.ca/schools/safe-equitable-and-inclusive-schools/vtra/>

**ACCEPTABLE USE OF TECHNOLOGY**

Centre Peel Public School uses “Google Apps for Education/UGCloud” to support our students’ communication, collaboration, creation and critical thinking skills. Students are expected to abide by the UGDSB Acceptable Use Guidelines using technology.

Students use UGCloud throughout the school day and in a variety of subject areas. It is important for parents to know that

● All content is managed by the Upper Grand District School Board.

● Teachers and administrators have full administrative capabilities on all student accounts.

● Strict privacy controls are in place to ensure safety and security.

If you have any further questions, please do not hesitate to contact your child’s teacher, or the principal.

**Misuse and/or abuse of the Board** **and school facilities and resources is subject to consequences as explained in our school’s Code of Conduct**.

**Each user will comply with the following conditions:**

* Use Internet access in support of education and research, and in a manner consistent with the beliefs and objectives of Centre Peel Public School and the Upper Grand District School Board
* Accept full responsibility for his/her own exploration of the Internet
* Respect the privacy of others
* Adhere to school standards of courtesy and behaviour
* Promptly report to staff any inappropriate e-mail or Internet data

**Unacceptable practices include but are not limited to:**

* Accessing or distributing inappropriate material
* Using the network for any unauthorized, illegal or obscene purpose
* Using the network for financial gain or commercial activity
* Plagiarizing or violating copyrights
* Violating network security
* Accessing, vandalizing, damaging or disabling the property of another user
* Allowing others the access to personal passwords or accounts
* Posting personal contact information
* Engaging in any demeaning, harassing, bullying or threatening behaviour
* Re-posting or forwarding personal communication without the approval of the author

***Students using computers or Internet connectivity improperly will lose all Internet privileges.***

**STWDST - STUDENT BUS CODE OF CONDUCT – STUDENT RESPONSIBILITIES**

The UGDSB considers the safety of students to be of paramount importance and will take all reasonable precautions to ensure that all aspects of the transportation system comply with the appropriate Acts, Regulations and Safety Standards. The Board will co-operate with the Provincial and local Police in all matters related to school bus safety.

Every student is responsible to the school principal for personal behaviour on the school bus. The bus driver is in charge of the bus and to ensure students’ safety, all students must abide by the bus driver’s instructions. Video surveillance equipment is installed on school buses.

**A Student Shall:**

1. Follow the driver’s instructions.

2. Obey the bus patroller.

3. Be courteous and respectful at all times.

4. Keep off the travelled portion of the road on the way to the pick-up point.

5. Ride only the assigned bus.

6. Be picked up and discharged only at designated stops.

7. Keep books, lunch boxes and bulky items on his/her lap.

8. Leave windows closed, unless authorized by the driver to open them.

9. Keep arms and head inside the bus at all times.

10. Not carry potentially dangerous or objectionable objects and/or materials.

11. Not eat or chew gum on a school bus.

12. Remain seated while the bus is in motion.

13. Use only personal radios with earphones while on the bus.

14. Be held responsible for damage done to the bus due to vandalism or other improper behaviour.

**Transporting of Equipment on Buses:**

1. Skates must be covered by guards, tied, in a bag, and placed on the floor.
2. Skis and poles are transported only if bus has under floor storage.
3. Hockey sticks are not to be brought on the bus.
4. Musical instruments are to be stored on the student’s lap.
5. Skateboards may not be transported on a bus.
6. Other items to be determined in advance with the principal and transport department.

For more information about Transportation, visit: <https://stwdsts.ca/home/policies/>

**PARENT COMMUNICATION AND INVOLVEMENT**

Education is a shared responsibility between the home and school. When parents and teachers work together, the student always benefits. We invite you to visit our classrooms, talk with teachers, become a classroom volunteer, and/or participate in School Council.

**SCHOOL WEBSITE**

The Centre Peel P.S. Website is accessed at: <http://www.ugdsb.on.ca/CentrePeel/index.aspx>. Here you will find up to date information about events in the school as well as general information about our school. Our monthly newsletters and the Family Handbook can also be found online. In addition to accessing various schedules such as the school year calendar, the school day schedule and there is a helpful link to check school bus cancellations.

**AUTOMATED PHONE MESSAGES**

Automated phone messages will be sent home regularly for upcoming events and reminders, and on Bus Cancellation days.

**CENTRE PEEL PUBLIC SCHOOL TWITTER ACCOUNT**

Follow us on twitter for daily and weekly learning, events and activities - @centrepeelps

**SCHOOL MESSENGER APP**

Consider signing up for this app as you will receive notifications when there have been updates added to our website. Information has been shared throughout this school year as to how to use this on your phone. Please contact the school office if you would like more information about this app.

**VOLUNTEERS**

Every school considers its volunteers a special resource. Parents and community members are encouraged to help in classrooms and on school trips, assist in the library or with extra-curricular activities, help with special events, and participate on School Council. . Pursuant to Board Policy #205, it is understood that the volunteer will work under the direction of an appropriate staff member and be privy to only that information that is necessary for working effectively with students and/or the purpose of performing the task assigned; e.g., classroom volunteer.

In this capacity, it is understood that the volunteer will follow the terms and conditions relating to the security and confidentiality of personal information according to the Municipal Freedom of Information and Protection of Privacy Act, 89.

As part of our entry process for volunteers each year, volunteers are asked to fill out policy form 502-5, which is kept on file in the school office.

**SCHOOL COUNCIL**

School Council is a dedicated group that works together to support and enhance student learning. The School Council acts as an advisory group who makes recommendations to the Principal, and, where appropriate, the Upper Grand District School Board. For more information on how to become a School Council member, please contact the office. All parents are invited to attend our School Council meetings.

**HEALTH AND SAFETY**

**EMERGENCY PROCEDURES**

A detailed Emergency Procedures Plan has been developed for Centre Peel Public School to guide staff and students to deal effectively with a range of possible emergencies. During the school year there will be three fire drills in each of the fall and spring terms, with or without notice. Tornado and Lockdown drills will also occur. Our emergency evacuation site is Mark Brubacher’s farm. For further details, please contact Mrs. Gingrich.

**IMMUNIZATION**

The Immunization of School Pupils Act requires the medical officer to maintain a health record on each school child. It also requires that all children be immunized against diphtheria, tetanus, polio, measles, mumps, and rubella, unless exempted. The school forwards a copy of your child’s immunization record when you first register your child at school. The Wellington-Dufferin-Guelph Public Health unit will notify parents if their records indicate that immunizations are not up to date, and students may be suspended from school by the Public Health unit until proof of immunization is provided.

**MEDICATIONS AND MEDICAL CONDITIONS**

It is recommended that all medications be administered at home; however, we understand that circumstances arise where it is necessary to administer medications at school. **All medications (prescription or non-prescription, like Tylenol, etc.) will be stored safely in the office. Staff are not allowed to administer medication without prior completion of a consent form.** The consent form is available in the office. A log is kept ofall medication that is administered.

If your child has a serious medical condition, please be sure the child’s teacher and the office are provided with up to date information and medication. A Life Threatening Management Form must be filled out so that this information can be kept on file and shared with all staff.

**MEDICAL EMERGENCY**

Please provide and update reliable emergency contact information throughout the school year. We need to be able to reach parents when an emergency arises, or when your child is ill. In extreme cases, the Principal or Designate may need to call an ambulance for your child. Please contact our Office Coordinator when your phone number, emergency contact or place of employment changes.

**HEAD LICE**

Anyone, regardless of cleanliness, can contract head lice. Primary children who play closely together are particularly susceptible. While they are a nuisance, head lice are not a health hazard or communicable disease. To confirm a case you will need to find live lice. They are usually spread by direct head-to-head contact and through the sharing of hats, scarves or hair accessories. If a case is detected in the school, a letter is sent home with instructions on how to check. After treatment and a clear recheck, students can return to class. Your physician and/or pharmacist can provide information about appropriate treatment. For more information, please go to [www.caringforkids.cps.ca/handouts/head\_lice](http://www.caringforkids.cps.ca/handouts/head_lice).

**INCLEMENT WEATHER**

In the event of inclement weather, our Director of Education makes the decision whether buses will be operating and if school will be closed. Announcements are made by local radio stations ( 1460 AM CJOY, 106.1 Magic FM, Oldies 1090 AM, 105.3 KOOL FM, News Talk 570 AM, 96.7 CHYM FM, 920 AM or 101.7 FM CKNX) and this information is also posted on the Wellington-Dufferin Student Transportation website [www.stwdsts.ca](http://www.stwdsts.ca) . Each Centre Peel family will receive a phone call from our automated telephone system that will notify you if the buses are cancelled and that the school is closed to students.

**BICYCLES AND SKATEBOARDS**

Teachers always emphasize bike safety with the children. To do this in September is especially important, as students are more apt to forget safety rules in the excitement of seeing all their friends again. Please remind your bikers to ride single file on the right side of the road and obey all traffic rules. A helmet must be worn if students are biking to school and permission forms for bikers and walkers must be completed and signed by a parent.

**Parents are reminded that there is no yard duty supervision until 8:40 a.m. so for the safety of walkers and bikers they are not to arrive at school before this time**.

**STUDENT ACCIDENT INSURANCE**

We highly recommend parents benefit from the accident insurance opportunity which is sent home with all students in September. Accidents may occur at school or at home, regardless of proper supervision. Insurance is especially important for students on school sports teams. Affordable insurance varies from coverage at school only, to 24 hours a day and out of province. Completed applications are to be sent directly to the insurance company, as directed on the forms.

**IMPORTANT POLICIES**

The UGDSB has numerous policies and guidelines that govern school procedures and routines. Please take some time to review those that are pertinent to you and your child. Some examples include Volunteers (policy 205) Code of Conduct (policy 213) and Child Abuse and Protection (policy 502). All policies can be reviewed on the UGDSB website at: [www.ugdsb.on.ca/article.aspx?id=25420](http://www.ugdsb.on.ca/article.aspx?id=25420)

Please also review the Transportation Policies and Procedures from the **Wellington-Dufferin Student Transportation Services.**