

PRINCESS MARGARET PUBLIC SCHOOL



Learning to Live • Living to Learn

# PMPS Parent/Guardian Handbook

Princess Margaret Public School

51 Wellington Street

Orangeville, ON., L9W 2L6

(519) 941-3731

Fax: (519) 940-4764

Attendance Line: 519 941-3732

Webpage - <http://www.ugdsb.on.ca/princessmargaret/>

Follow us on Twitter - @margaret\_ps



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# ABOUT US

[Princess Margaret Public School](#) is located at the corner of Wellington Street and Town Line in Orangeville. It was originally built in 1952 and was rebuilt in 2004. We have approximately 320



students in classes from Junior Kindergarten through to and including Grade 8.

We are a member of a strong community structure. Since most of our students are able to walk to school, we have a closely knit relationship with our families.

## OUR MOTTO

*Learning to Live and Living to learn*

# SCHOOL HOURS 2018/2019



8:10 - 8:30am	Yard Supervised
8:30 - 10:10am	Instructional Time
10:30 - 10:50am	Nutrition Break
10:50 - 11:10am	Recess
11:10 - 12:40pm	Instructional Time
12:40 - 1:00pm	Nutritional Break
1:00 - 1:20pm	Recess
1:20 - 2:50pm	Instructional Time
2:50 - 3:10	Yard Supervised

## SCHOOL STAFF

JK/SK	E. Flear & T. Bradford (ECE)
JK/SK	M. White & T. Taylor (ECE)
Gr. 1	B. Stiles ( T. Fendley)
Gr. 1	J. Pozniak
Gr. 2	N. Schlee
Gr. 3	T. Webb
Gr. 3/4	T. Penney/ R. Kaur (Day 4)
Gr. 3 /4	J. Westlake
Gr. 4/5	S. Landry
Gr. 5/6	R. Robson



Gr. 6/7	M. Robertson
Gr. 7/8	L. Heimbecker
Gr. 7/8	T. Mikulik
Gr. 4/5/6 Spec. Ed.	A. Papavasiliou
Library	K. Fockler
Special Education	M. Christie, M. Cairns, K. Fockler, A. Papavasiliou
Educational Assistants	D. Sterrett, P. Manzke, S. Hazell, C. Wilson, J. Raney (pm), K. Charbonneau (am)
Planning Time Teachers	K. Ellis (day 1am, Day 2 am, Day 3 all, Day 5 am, L. Gourley (Day 1-5), A. Winger (Day 5), K. Fockler
French	T. Reso, A. Winger ( Day 5)
Principal	S. Spike
Vice Principal	A. Papavasiliou
Office Coordinator	J. Mckenzie
Child & Youth Worker	J. Young
Custodians	S. Barclay, G. Dixon, and A. Huizer
Lunch Supervisors	J. Anderson, K. Gravel and C. Cole

## ATTENDANCE/SAFE ARRIVAL

It will help your child to do his/her best if s/he attends school on a regular basis. All academic subjects are taught in sequence, requiring the understanding of each concept in the order of its presentation. Persistent absenteeism and/or lateness often create a genuine disadvantage for a student and are regarded by educators as a serious concern.



If your child is going to be absent or late, please use our automated attendance service. Call 519 941-3732 (available 24 hours/day), giving:

- your child's name
- teacher's name
- reason for absence.

If your child must be away for an extended period, please notify the teacher and the office in advance.

As part of our safe arrival program, any unexpected or unexplained absence will be checked by the school office coordinator. Please call the school each day that your child will be absent or late, unless you have informed us of a multiple day absence in advance.

Any student arriving late **MUST** check in at the office upon arrival.

According to the Upper Grand District School Board Policy, it is the responsibility of parents to:

1. Provide current telephone contacts, including home, cell phone and work numbers of parents, and emergency contact numbers of caregiver (this information is kept secure and confidential by Board staff).
2. Update the information during the school year. Please contact the office if there are changes to your telephone numbers, addresses, medical information or emergency contacts. Such information is vital in emergencies.
3. Communicate with the school, prior to the start of school in the morning or afternoon, when your child will be absent or late for any reason.
4. Provide written permission for your child to leave the school during the day.

## SAFE DEPARTURE



Classes end at 2:50pm. Please inform the classroom teacher when there is a change to your child's regular departure routine. It is ideal if your child knows in the morning what the end of the day plan will look like. It can get quite busy in the office and it is often difficult to call into each classroom to make sure students are aware of a change in plans.

For the safety of all, we require ALL visitors to first report to the office each time they enter the school. Please do not be offended if a staff member stops you to ask why you are in the school. Even if you have been in the school before, not all staff will recognize you. Again, we ask that you respect the safety of all of our children.

## STUDENT PICK-UP



For our students' safety, please sign your child out at the office before taking him/her out of the school at any time during the school day. Also, if the school has not received a note or phone call (in emergency cases) from the parent/guardian, students will be sent home at the end of the day in the usual manner.

\*If students are going to be picked up by someone other than the parent/guardian, a note is needed from the parent/guardian in order to ensure the safety of the children. Identification may be checked.

## LEAVING SCHOOL PROPERTY

If students are leaving the property for any reason during the school day, they must have a note from parents/guardians.

# VISITING THE SCHOOL



We welcome volunteers and parent/guardian visits. Please check in at the office and sign the Visitor Sign-In book so that we can best direct/assist you. Please wear a visitor or volunteer badge when in our school. Please remember to sign out again upon leaving the school.

## COMMUNICATION AT PMPS

Communication between school and home is vital for positive partnerships.

Some ways that communication happens at PMPS are:

- Monthly school newsletters posted on the website <https://www.ugdsb.ca/princessmargaret/>
- Classroom teachers' newsletters
- Report Cards
- School Council Meeting & communication
- School Website
- School Twitter account (also linked to school website)
- Student Agendas and/or Communication Bags
- Open House Evenings
- Curriculum Evenings
- Classroom visits and informal conversations
- Volunteering at lunch times, in the classroom, on trips and at special events
- UGDSB App (visit the app store to download for free)
- CASL (please sign up here: <https://webapps.ugdsb.on.ca/casl>)



Please feel welcome to contact the school at any time. All staff members have voice mail if you wish to make an appointment or schedule a time to volunteer in the classroom.

If you have any questions or concerns about your child's progress, please discuss your concerns with the teacher. Open and honest communication between parents and teachers on a regular basis supports both your child and the school.

## STUDENT AGENDAS

The school agenda is used as an organizational tool for students and as a means of communication between home and school. Students are encouraged to record all of their homework, test/quiz dates and reminders in their agendas. Agenda checks may be done in order to reinforce to students the importance of taking good care of their agendas and using them appropriately.

Parents/guardians can help by reading their child's agenda daily to reinforce important dates and assignments, find out about changes to classroom routines and/or schedules and to read and sign any forms or newsletters sent home. Agendas are our primary source of communication between home and school.



## REPORT CARDS

There are three formal and required reporting periods for elementary grades (JK - Grade 8). A fall progress report is sent home at the end of October/beginning of November. Provincial reports sent home at the end of January/beginning of February and at the end of the school year.

## PARENT-TEACHER CONFERENCES

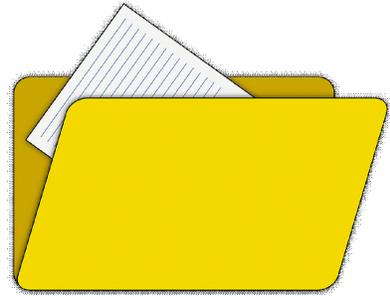


Parent-teacher conferences usually take place in the Fall, at the time of the progress reports (November) and at any other time of the school year when requested by either a parent or a teacher. Parent-teacher conferences are particularly important during the first term, as learning goals will be set for the student. Parents are asked to make a specific appointment with the teachers of each of their children, regardless of the

progress of the child. Please do not wait for the regular conference time if you have a question or concern.

# STUDENT RECORDS

The Ontario Student Record (OSR) is the confidential, ongoing record of a student's educational progress through schools in Ontario. The information stored in the OSR is available to teachers, administrators and supervisory officers only for the purposes of improvement of instruction. With the exception of clerical staff involved in its management, the OSR is not available to any other person without parent/guardian permission.



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 & 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 your children or their 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.

# HOME LEARNING POLICY

Home Learning Activities should:



- include an interesting variety of activities
- reinforce skills already taught in the classroom
- be a positive time for parents/children

- become a link between home and school which supports the child's progress in school and provides parents with information about how and what their child is learning.

# CURRICULUM

The Ministry of Education's Ontario Curriculum provides the basis for teacher planning and instruction. Copies of the Ontario Curriculum can be found on the Ministry website.

(<http://www.edu.gov.on.ca>)

# EXTRA ASSISTANCE FOR STUDENTS

If your child is struggling to grasp a concept or a skill, please do not hesitate to contact the classroom teacher to discuss the situation. Assistance is provided on a regular basis by the classroom teacher in the form of reviews, individualized help, extra practice at school or at home, a slower pace or other appropriate strategies. Please feel welcome to contact your child's teacher at any other time to discuss your child's needs. Often some simple adjustments can make a significant difference to your child's progress. Please set aside time daily to read with your child.

# IN-SCHOOL TEAM



When a child continues to struggle, the classroom teacher will bring the concern to an In-School Team Meeting (IST). The Team consists of the classroom teacher(s), the Special Education Teacher and Administrators. Sometimes the Child & Youth Counsellor (CYC) may be present if social skills are a concern. The IST generally meets on a weekly basis to problem solve and suggest strategies and next steps. The classroom teacher will inform parents about the IST, the recommendations and the success of these strategies. Suggestions will also be made for reinforcement at home. Informal academic assessment may be initiated by the Special Education Teacher. Special Education

assistance may be provided if there is resource time available and depending on the severity of need. Reading tutor or parent volunteer time may be made available to the student as needed. *CYC* assistance may also be recommended.

## CONSULTANT TEAM

In some cases, if a serious concern continues, a student may be referred to a Consultant Team Meeting. These meetings take place at the school once per term and involve the classroom teacher(s), Special Education Teacher, Principal, *CYC* and the Board's Psychological Consultant, Speech and Language Consultant and Special Education Consultant who have been assigned to the school. Like the IST, this is a problem-solving meeting in which ideas are shared and recommendations are made about next steps. Parents are always informed about the meeting. Accommodations and/or modifications to the student's program may be recommended and possible further formal assessment by one or more of the consultants may occur.

## IDENTIFICATION, PLACEMENT & REVIEW PROCESS

Some students with special needs may be designated as exceptional by an Identification, Placement and Review process. Please contact the school if you would like more information about the IPRC process.

Your child may need extra help when:

- Grades are below average
- A teacher speaks directly with you about an issue
- There seems to be consistently too much homework due to unfinished classroom work or it is consistently too difficult for your child to complete
- Your child is upset about school, avoids talking about learning or does not like coming to school

Helping your child succeed with extra help:



- Be positive and give genuine and specific praise
- Keep in regular communication with the teacher
- Get your child involved in the plan - set goals, timelines and limits together

# CHARACTER EDUCATION AND LEARNING SKILLS/WORK HABITS

The development of learning skills and work habits is an integral part of your child's learning. The specific learning skills and work habits that are taught, assessed and evaluated from Grades 1 through 12 are Responsibility, Organization, Independent Work, Collaboration, Initiative & Self-Regulation.

Character Education is also part of our instruction at our school. The following character traits are specifically taught through assemblies and classroom lessons/activities. We also emphasize The Golden Rule & Safety First.

- Respect (Involved actions, thoughts & feelings that demonstrate dignity, courtesy, and high regard for self, others, the environment and our world).
- Responsibility (Being accountable for your actions, thoughts, and feelings and following through on your personal & community commitments).
- Compassion (Involves empathy, consideration, appreciation & the understanding of the feelings, thoughts and actions of others).
- Honesty (Involves actions, thoughts & feelings that are sincere, trustworthy, and truthful).
- Fairness (Involves actions, feelings and thoughts that are just, equitable and unbiased).
- Citizenship

## ILLNESS AT SCHOOL



When a child becomes ill at school, we contact the parents or emergency contact to take your child home. We do not have facilities at school to care for sick children. When sick, children prefer to be at home with

caregivers. Generally, if you feel your child is too sick to go outside at recess, we would advise that they are too sick to remain at school. We appreciate your understanding of the health and well-being of all of our students.

## MEDICATION

There are times when it may be necessary for a student to take medication at school on a short term basis, or in some cases, for extended periods of time. Medication needs to be brought to the office by a parent, in its original container. Parents are required to complete a form, giving permission for school staff to administer medication.



All medication will be kept in a locked cupboard in the office, and time of administering will be recorded by office staff. With the exception of Epi-pens and asthma inhalers, students are discouraged from carrying medication in backpacks or lunch pails etc...Painkillers are not available for students.

## ALLERGIES

Students in our school may have mild to life-threatening allergic reactions to nuts, fish, eggs, etc.

If your child has a life-threatening allergy or illness of any kind, please inform the office so that a Plan of Care is completed promptly. This plan is essential in allowing the school to take appropriate action in the event of any emergency.



## SABRINA'S LAW

This legislation makes it mandatory for all schools to minimize the risks for students who have life-threatening allergies. The Upper Grand DSB, under Policy 509, has had policies and procedures in place for schools in the district. This policy is being amended to comply with this

law. Under the law, it is the responsibility of staff and school community to protect any student who suffers from severe allergies. The key points are as follows:

1. Substances that can cause a severe allergic reaction in affected students must be kept away from them.
2. A student who has severe allergic reactions should carry an EpiPen with him/her at all times. A back-up EpiPen should be kept in the school office.
3. A student who has severe allergic reactions must have a written emergency plan, updated as necessary. This plan is to be completed in consultation with parents.
4. All staff are to be made aware of each student with a severe allergy and of his/her emergency plan. Staff members receive annual training in using EpiPens.

In order to comply with the law:

1. Parents are asked NOT to send any item of food (peanuts, fish, etc.) if requested not to do so by the school.
2. Parents of students with severe allergic reactions are asked to keep the school informed of any changes in their child's condition and to have the necessary medications brought to the school along with a doctor's instructions for the administration of them.



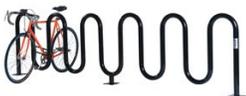
## MILK MACHINE

Princess Margaret has a milk machine located in the hall outside of the gym and office. Students may purchase tokens (\$1.00) for either chocolate or white milk (250ML) every day at break to use in the machine.



## BICYCLES, SCOOTERS, SKATEBOARDS etc...AT SCHOOL

For the safety of our students, we suggest that all riders wear helmets. We ask that all riders walk these items on the school grounds. Please



provide your child with a lock to secure their bike to the rack. Scooters & skateboards may be stored safely in the classroom racks.

## USE OF SCHOOL PHONES

The use of office phones is generally restricted to emergencies and students must have staff permission to use these phones.



## THE UPPER GRAND LEARNING FOUNDATION

The Upper Grand Learning Foundation is a vehicle for school fundraising that allows groups or individuals to contribute funds in support of school activities and resources. Tax receipts are available through this foundation. We coordinate some of our fundraising through the Learning Foundation. Information regarding donations to Princess Margaret Public School processed through the Upper Grand Learning Foundation will be distributed at various times throughout the school year. Your donation is appreciated.



## FUNDRAISING

The School Community continues to benefit from funds collected through fundraising by School and Student Council. Throughout the year, profits from the milk program and pizza lunches also support school resources, activities and events.

# INSURANCE

The Upper Grand DSB strongly recommends that parents have student insurance coverage and has endorsed the plan offered by the Reliable Life Insurance Company. Applications for the Student Accident Insurance Plan are sent home with your children in September. The plan supplements the Ontario Health compensation for the specific major accidents and includes the treatment of specific injuries. Applicants are covered during the enrollment period. Parent contact is with the insurance company, not the Board of Education.



# COMMITMENT TO GOING GREEN



We continue to reduce, reuse and recycle at Princess Margaret. We are sorting our garbage so that it can be recycled and diverted from landfill. We are working to reduce our paper consumption and turn off lights when not in rooms. An annual Waste Audit is completed. We work to educate our students about the importance of recycling. Earth Day activities, litterless lunches and school yard clean-ups are just a few of the green activities that students can take part in over the year. Do not be surprised if this learning spills over into your home as your children remind you to turn out lights, use a clothesline, buy food with less packaging, use reusable bags when shopping and walk to school, all in an effort to be better caretakers of our planet.

# LOST & FOUND CLOTHING

Students, in general, are encouraged to leave valuable items at home. Please make sure that your child's name is on the inside of coats, hats, backpacks, lunch bags, boots, etc. We do have a 'lost & found' bin located on the ground floor of the building and we ask that you encourage your child to visit this container if



personal items are missing. You, as parents, are welcome to visit our 'lost & found' bin to assist in the search of lost items.

At the end of each term, articles will be on display for several days so that you may help your child retrieve lost belongings. If there is leftover clothing at the end of this period, it will be donated to a local charity.

## ELECTRONIC DEVICES



Electronic devices may be brought to school although they should not be turned on inside the building during the instructional day or used on the playground, unless directed by the teacher. Many teachers will allow students to use electronic devices during classroom time, to support learning. Please check with the classroom teacher if you are unclear about expectations. Lost, damaged or stolen electronic equipment is the responsibility of the student and the school will not assume responsibility for these items.

For infractions of these expectations, electronic items may be confiscated and picked up by your child at the end of the day. Parents/guardians will be contacted if electronics continue to be misused and consequences will be adjusted accordingly.

Use of digital or photographic imagery equipment, including but not limited to, cell phones, cameras, etc. is forbidden in any school facility, washrooms or change rooms.

## CONDITIONS FOR USE OF COMPUTER NETWORKS & INTERNET

The Internet is a dynamic, educational resource that dramatically expands the classroom by delivering current information, data and images from around the world. The Internet offers unique opportunities to educate, inform and communicate. Students & staff using the resources of the



Internet will develop the ability to access, analyze, evaluate and manage information-essential skills in today's rapidly changing society.

We believe that the valuable information and interaction available to users through the resources of the Internet far outweigh the possibility that users may access material that may be inappropriate and inconsistent with school and community values. While teachers will monitor the use of computers by students, ultimately, it is the responsibility of the student to guard against unacceptable information.

Copies of the Complete Upper Grand District School Board Acceptable Use Policy for Computer Network and Internet Use which includes the information summarized below are available in the school office. Failure to observe these guidelines will result in loss of computer privileges and/or other consequences consistent with Board/School policies and procedures.

## *USER RESPONSIBILITIES*

Each user will comply with the following conditions:

- Using e-mail and Internet access in support of education and research, and in a manner consistent with the educational beliefs and objectives of the school and Board
- Accepting full responsibility for his/her own exploration of the Internet
- Respecting the privacy of others
- Adhering to school standards of courtesy and behaviour
- Promptly reporting to staff any inappropriate e-mail or Internet data

## *UNACCEPTABLE PRACTICES*

These include but are not limited to:

- Accessing or distributing inappropriate material
- Using the network for any unauthorized, illegal, inappropriate or obscene purposes
- Using the network for financial gain or commercial activity
- Plagiarizing or violating copyright
- Violating network security
- Accessing, vandalizing, damaging or disabling the property of another user
- Engaging in any form of harassment on the network
- Allowing others the access to personal passwords or accounts
- Posting personal contact information
- Reposting or forwarding personal communications with the approval of the author.

# LIBRARY



Our Library provides an important learning space for our students. Students and staff are encouraged to make use of our facilities in a variety of ways: for book exchanging, book browsing, quiet reading, researching, studying etc. We have a wide variety of fiction and non-fictional material including picture books, novels, magazines and reference books which provide choices for learning and enjoyed by all ages.

As consumers, we are all aware that everything is becoming more expensive, including library materials. We appreciate the time you take to emphasize to your child the need for caring for borrowed materials and the responsibility one assumes when one becomes a 'borrower'. Please assist us in ensuring that your children return library books in a timely fashion.

# SPORTS & CLUB ACTIVITIES

All students participate in Daily Physical Activity at Princess Margaret.

Princess Margaret provides many opportunities for students to participate in leadership activities sports and clubs. Participation in extracurricular activities is encouraged and can have a positive impact on your child.



We appreciate our many dedicated staff members who volunteer their time to organize and/or coach various teams and clubs.

Primary students generally participate in Cross Country Running and Track & Field. Various intramurals may be offered as well.

Junior & Intermediate students generally participate in Cross Country Running, Soccer, Volleyball, Basketball, Badminton, Curling and Track & Field. Practices for school teams usually take place during recess breaks or before and after school. Most teams attend a one day tournament.

Leadership activities include Student Council, Announcement Readers, Lunch Helpers, Officer Helpers and Library Helpers, etc...

Various clubs are offered by our staff and will generally meet during recess breaks. Some of these clubs may include the camera club, computer club, garden club, etc.

Special one day activities may occur as well, including dances, spirit days, The Terry Fox Run, Bike Roadeo and Talent Show.

## STUDENT RECOGNITION & AWARDS

We encourage the recognition of all students in extracurricular and leadership activities as well as day-to-day participation in our school community. Our assemblies, bulletin boards and public address systems are used to applaud these individual and group accomplishments throughout the year. Students may earn 'Winit's', special stickers that are put on certificates to reward and keep track of participation in a variety of extracurricular opportunities. Special awards will generally be distributed at the end of the school year, during Graduation celebrations and at the final day assembly.



## FIELD TRIPS

Field trips that support curriculum objectives are often organized throughout the school year.

Any field trip requiring students going off school property, bus transportation or a fee will require your written approval via a permission form sent home with your child.



# VOLUNTEERS

Princess Margaret encourages volunteers from our community, including students, parents/guardians, grandparents and community friends. Volunteers help us daily in classrooms, working with individual students or sharing experiences and skills with small groups of students. Our staff and School Council rely on volunteers to assist with a variety of special events. We welcome volunteers throughout our lunch/recess period each day and to accompany us on school trips when our learning environment extends beyond the classroom. Working and learning with children is a rewarding experience for volunteers. Volunteers sharing experiences, skills and values with us will contribute very positively to our life experiences.



Volunteers must complete a Volunteer Information Form. If you would like to be a volunteer at Princess Margaret, please call the school office for additional information or drop by to pick up a volunteer

information form for our files.

## *VOLUNTEER STATEMENT FOR THE PROTECTION OF PRIVACY*

Volunteers working in classrooms and with students must respect the confidentiality of student information.

The Volunteer's role in the school is one of partnership with the employees of the Upper Grand District School Board. In this capacity, it is understood that the volunteer will follow the terms and conditions relating to security and confidentiality of personal information according to the Municipal Freedom of Information & Protection of Privacy Act.

Pursuant to Board Policy #205, it is understood that the volunteer will work under the direction of an appropriate staff member and be privy only to that information that is necessary for working effectively with a student(s) and/or for the purpose of performing the task assigned e.g., office/clerical

# SCHOOL COUNCIL

*"The School Council's primary role is to develop powerful partnerships between schools, families and their communities, by mobilizing resources, actions and accountability, with the goal of improved education for all children."* (Michael Fullen, University of Toronto)

The purpose of the School Council is to act in an advisory capacity to the Principal and the Board of Education regarding current school issues. All community members are welcome to attend School Council meetings and we encourage interested parents/guardians to become involved. Some of the areas that involve School Council are: fundraising, school improvement plans, services and programs, Board & Ministry policies, the School Code of Conduct, extra-curricular activities, etc.



School Council meetings are held on **the first Thursday of each month**. Please check our website for more information. Snacks and babysitting are provided.

# CODE OF CONDUCT

Updated: August 28th, 2019

## 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:***

*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; (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.

**SPECIFIC EXPECTATIONS/RULES FOR SCHOOL**

## EXAMPLES

- no play wrestling or body contact games
- play only in designated areas in clear view of yard supervisors (avoid dumpsters, parking lot, snow piles)
- rules for using electronic devices at school
- obey winter rules (no throwing snowballs)

Note: The use of roller blades, heeie shoes, skateboards, and scooters by students on school property is not allowed.

### **APPROPRIATE DRESS**

Please refer to the UGDSB Student Dress Code guidelines.

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

### **Examples of Supports / Interventions:**

- discussion with P / VP

- 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
- 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 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 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:

- a uttering a threat to inflict serious bodily harm on another person;
- b possessing alcohol or illegal drugs or unless the pupil is a medical cannabis user, cannabis;
- c being under the influence of alcohol;
- d swearing at a teacher or at another person in a position of authority;

- e 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;
- f bullying, including cyber bullying;
- g 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 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:

- a possessing a weapon, including possessing a firearm;
- b using a weapon to cause or to threaten bodily harm to another person;
- c committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d committing sexual assault;
- e trafficking in weapons or illegal drugs;
- f committing robbery;
- g 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.

