

Evergreen Heights Education Centre

FAMILY HANDBOOK

2023-2024



Soaring to Greater Heights

EVERGREEN HEIGHTS EDUCATION CENTRE

2510 Hwy. 592 North

Emsdale, ON., P0A 1J0

Telephone: 705-636-5955 Fax: 705-636-0344

Message from the Administrative Team

On behalf of the entire staff at Evergreen Heights, I would like to welcome your family to our school community. We recognize that it takes a village to raise a child, and we know that when we as parents, community and school all work together, our children will be successful learners and healthy individuals.

As a staff, we focus on providing an environment that focuses on high student achievement and well-being, while at the same time ensuring positive, caring, safe and inclusive learning opportunities. At Evergreen, we believe that above all respect, responsibility, honesty and kindness matter. When we demonstrate these traits, we will be successful individuals in all that we do.

We believe in strong communication between the school and home environments, and share information regularly through our newsletters, phone calls, Edsby School Talk, emails, the School Messenger system, our Evergreen Heights website, Instagram and Facebook pages.

Education truly is a partnership. We know that children learn best when parents and families support the work of the school. Support can come in many ways – maintaining communication with your child’s teacher; talking with your children about their school day; reading at home with your children; monitoring any homework responsibilities; participating in parent/teacher interviews, whether virtual or over the phone; and ensuring that your children arrive at school on time, nourished, rested and ready to learn.

We are very proud of the accomplishments of Evergreen and are looking forward to “***Soaring to Greater Heights***” with you this year!

Sincerely,
Pamela Marshall Gray, Principal
Jane Rutledge, Vice-Principal

School Team

Administration: Principal	Dr. P. Marshall Gray
Vice-Principal	J. Rutledge
Administrative Assistant	L. Ferrante
Superintendent of School	M. Gray
Child Development Counsellor (System Staff)	B. Richens
Custodial Staff	T. Carlson M. Wilson
Early Childhood Educators	K. Andrews (ELK-A) K. Burnside (ELK-B) (LTO – K. Stronks)
Educational Assistants	J. Appleyard M. Breakenridge G. Clark P. Pickett
Librarian Staff	K. Upper
Math Lead (0.3)	J. Rutledge
Mental Health Clinician (System Staff)	M. Munroe
Student Supervisors	K. Ashby K. Ashby (Sr.)
Teaching Staff	ELK-A – A. Webb ELK-B – S. Goulbourne Grade 1 – K. Sawyers Grade 1/2 – N. Terry Grade 2/3 - E. Creed Grade 3 – R. Adams Grade 4 – R. Whiteduck Grade 4/5 – C. Gortmaker Grade 5/6 – T. Poplar Grade 6 – R. McMurray Grade 7/8 A – S. Ashton Grade 7/8 B – S. Sheepway Literacy Intervention – A. Coombs Music, Dance, Drama – N. Dupuis French – D. Cress DLRT – M. Ellis Van Kooy

Table of Contents

TOPIC	PAGE
School Schedule	5
5-Day Cycle	5
Absences and Pick Up	6
Access to Building	7
Accident Insurance	7
Allergies	7
Announcements	8
Appropriate Dress Code	8
Arrival Routine	9
Breakfast Program	9
Bus Policy	9
Code of Conduct	10
Communicable Diseases, Illness, or Injury	11
Custody	11
Driveway and Parking	11
Food Sharing	12
Hand Hygiene and Respiratory Etiquette	12
Identification of Students for School-Related Activities and Photos	12
Immunization	12
Inclement Weather and Bus Cancellations	13
Internet Safety and Computer Use Policy	14
Library	15
Lockers, Coat Hooks and Cubbies	15
Mask Wearing	16
Medications	16
No Scents Make Good Sense	16
Online Payment Option	16
Pediculosis Management (Head Lice)	16
Photo/Video, Texting/Chatting and Phone Calls	17
Physical Education	17
Safety Drills	17
School Advisory Council	18
Self-Identification of Indigenous Students	18
Smoking, Vaping, and any Substance Causing Impairment	18
Specialized Learning	19
Student Property and Lost & Found	19
Suspension and Expulsion Policy	20
Volunteers	20
Yard Boundaries	21
Appendix A – EHEC Code of Conduct (DRAFT)	22
Appendix B – EHEC Progressive Discipline Policy (DRAFT)	27
Appendix C – EHEC Bullying Prevention Plan (DRAFT)	29

School Information 2023-2024

School Schedule

8:10 a.m.	<p>Buses arrive. Buses unload in the bus lane at the front of the school.</p> <p>ELK students will enter through the front doors and will proceed directly to their classrooms.</p> <p>Students (grades 1-8) will proceed to the back of the school travelling South along the sidewalk.</p> <ul style="list-style-type: none"> ◆ Grades 1, 1/2, 2/3, 3, 4, 4/5, 5/6, and 6 will enter through the Cedar Court doors. ◆ Grades 7/8A, and 7/8B will enter through the Intermediate doors. <p>We encourage parents to drop off their children no earlier than 8:15 a.m. Child/children will enter through the front doors.</p>
8:25 a.m. – 10:25 a.m.	Instructional Block #1
10:25 a.m. – 11:05 a.m.	Nutrition Break and Outdoor Recess
11:05 a.m. – 12:35 p.m.	Instructional Block #2
12:35 p.m. – 1:15 p.m.	Nutrition Break and Outdoor Recess
1:15 p.m. – 2:45 p.m.	Instructional Block #3
2:45 p.m.	Dismissal – Students board buses according to schedule or wait in gym for pick-up. Staff will proceed with an all clear of their classrooms, hallways, and office prior to bus departure.

5-Day Cycle

All NNDSB schools will continue to follow a 5-day cycle this year. The 5-day cycle will help to provide equality to programs that happen on a weekly basis. For example, if a school was to have their Library Day on Mondays, they miss out on a number of days during the year because of holidays and PD Days. The 5-day cycle will not include any days that the students are not scheduled to be at school. Our monthly calendars will indicate Day 1, Day 2, etc. as well as the dates so that parents and students can keep track. Teachers will send home information to let you know on which days of the cycle your child has Library, Phys. Ed, Music, etc.

Absences and Drop-offs/Pick-Ups

Regular school attendance is vital for a successful school year. The school day starts at 8:25 a.m. Students are expected to attend class punctually and regularly. If a student is going to be absent from school, we ask parents/guardians to call the school before 8:15 a.m., or when possible, provide a note to the teacher prior to the absence. ***The Safe Schools Act requires us to contact those parents of students who are not in school when the school has not been notified.*** Following attendance each morning, the automated messenger system will phone and/or email all contact numbers of the first guardian listed on your child's registration form. This automated message will request a response to confirm your child's absence. If no response, the system will then contact any additional guardians. At the beginning of each year, an "Index Card" will be sent home to parents/guardians to confirm contacts and order of contact. It is the responsibility of parents/guardians to notify the school of any changes. Our **Safe Arrival phone number is the school office number: 705-636-5955 extension 1**, and is available 24 hours a day, so you may phone ahead and leave a message.

Buses will arrive, and students will begin disembarking at 8:10 a.m. Buses will unload one at a time. ELK-A and ELK-B students will enter the front door. Students will walk to the back of the school (tarmac area) until the first bell. Students enter the school by one of the following locations:

- Primary and Junior grades will enter by the Cedar Court playground entrance doors; and,
- Grades all 7 & 8 students will enter by the back intermediate doors.

To ensure the safety of all students as buses unload and depart, we request that students be dropped off no earlier than 8:15 a.m. If dropping off later than 8:25 a.m., please remind your child to go directly to the office to check in and receive a late slip.

If it is necessary to pick up your child before dismissal, you will need to notify the office through a phone call or email to our secretary, 705-472-8170 (ext. 8153), and your child will be ready by the office.

Student pick-ups will begin at dismissal time (2:45 p.m.). If picking up your child at the end of the day (please see **Driveway and Parking**), you will meet them at the outer gymnasium doors (by the parking lot). To ensure the safe loading and departure of our buses, we ask that where possible, there be no student pick-ups between 2:30 p.m. and 2:45 p.m.

If you are away and the care for your child is placed in another's care, please inform the school of the adult who will be caring for your children during your absence. Please ensure that you give the school their names and their contact information, as well as whether you give them permission to consent to school-based activities. Also, please provide a phone number at which you can be reached, if you wish us to continue contact with you during your absence.

Access to Building

To keep all students safe, school entrances remain locked during the school day. Please contact our school office at 705-636-5955 or email our secretary to make an appointment if you would like to meet with any school staff.

Accident Insurance

The Near North District School Board does not provide accident insurance for students. Low-cost student accident insurance, available in September of each year from an independent insurer, covers accidental dental claims, out-of-province hospital coverage, private tuition, disability and rehabilitation benefits and much more. Families have the option to complete the application on the pamphlet and return it directly to the Insurer with the self-addressed and stamped envelope or apply online at www.insuremykids.com where further information is also provided. If you'd like a print application, please call to request one from the school secretary.

Allergies

It is important that all parents be aware that there are some children and staff here at Evergreen Heights with life-threatening food allergies (anaphylaxis). This medical condition is caused by a severe reaction to specific foods and can result in death within minutes. It is the responsibility of parents of students with severe health concerns, including those who are endangered by anaphylaxis, to provide recent medical information, EPI pens as required, and to work with the principal in developing a plan that addresses the needs of the child at risk within the school.

It is our goal to minimize the allergens in our school to ensure that we have as safe an environment as possible when a child's life is at risk. As we have a **Nut-Free** policy in our building, please send only **peanut-free and nut-free** snacks and lunches with your child. Please eat your peanut butter/Nutella, and nut products at home.

In the Near North District School Board, unpackaged and unsealed peanut butter substitutes are **NOT** allowed. These products look, smell and taste like peanut butter. An example of this type of product may be a sandwich made with *WowButter*, or a homemade energy bar made with a peanut butter substitute, such as *School Safe Soy Butter*. It may be too difficult to distinguish the difference between this product and the nut allergen for staff and students, thus causing a potential risk in its use in our schools. Also, please read the labels of other foods like muffins, granola bars and cereals before you put them in your child's snack or lunch. Our concern is for foods where nuts may be a "hidden ingredient" and where "cross-contamination" may occur.

Orange-Free Policy in Grade 1

In the Grade 1 classroom, we have a severe orange allergy; we ask that grade 1 students do not bring oranges to school. As well, for students in other classes who may help out in this classroom, we ask them to please ensure that they have washed their hands if they have eaten an orange in their classroom.

Announcements

Evergreen Heights will play “O’ Canada” over the PA system each morning and make school-related announcements each day. Students will be expected to stand for the national anthem as outlined in Ontario Regulation 435/00 under the Education Act. Morning announcements will include land acknowledgements and may also include birthday wishes and other greetings. If there are reasons why your child cannot participate in these routines, please contact the school office and/or inform your child’s teacher.

Appropriate Dress Code

Under the Safe Schools Act, 2000, sub-section 302(5), each school is required to have a dress code. Evergreen Heights follows the Near North District School Board [Student Dress](#) administrative guideline with the purpose to work towards a safer and more respectful learning and teaching environment. We encourage our students, staff and visitors to dress in an appropriate manner, which assists in working towards this goal.

Standards for student dress are the following:

- ◆ Must be worn in such a way that clothing does not expose or make visible genitals, nipples or buttocks.
- ◆ Must be worn in such a way that undergarments (bras, underwear, nipple coverings, etc.) are not substituted as outer clothing.
- ◆ Must not include clothing or accessories that display, denote, suggest, or reference: images, logos or language that portray ethnic prejudice, racism, sexism, vulgarity, gang related markings, obscenities, profanity, hate speech, alcohol, drugs or related paraphernalia, other illegal conduct or activities, and/or pornography.
- ◆ Must not compromise health and safety standards.

It is expected that all students, staff and visitors will comply by dressing appropriately when attending school. Failure to comply with the school dress code will result in the student being requested to change or cover up the item(s) that violate the school dress code.

Arrival Routine

Students being dropped off will enter through their designated set of doors, as follows:

- ELK A/B students will enter front doors,
- Primary and Junior students will walk to the back of the playground, along the sidewalk. After the first bell, students enter from the Cedar Court doors.
- Intermediate students (Grades 7-8) will enter the back, Intermediate doors.

If arriving after the buses have left and staff supervisors have moved inside, then students will enter through the front doors and check in at the office.

Upon arrival, students will go straight to their cubbies, coat hooks or lockers to place lunch kits and personal belongings in their assigned space, then change their footwear. **Students must wear indoor shoes inside the school and gymnasium.** Students will then enter their classrooms.

Breakfast Program

Research clearly shows that children who have a nutritious breakfast will learn more readily. Our Breakfast Program will be in place for all students, using a "Grab and Go" format. The Breakfast Program is not intended to take the place of a nutritious breakfast at home. A special thank you to the organizations and individuals whose financial donations make this program a success.

Bus Policy

Parents/guardians are responsible for their children from their home and at their designated bus stop, and from the designated bus stop to their home. Transportation is provided from home (or babysitter's house) to school and back only, and any other arrangements are the parent's responsibility. Students are assigned to specific buses and only designated students are allowed to get on a bus.

Where a child is being picked up at dismissal time by either a parent/guardian or other adult, a note or phone call from the parent/guardian advising the school of the arrangements is required. Without a note, the student will be sent home as usual. Kindly provide the office any notice of alternate pick-up arrangements by 2:00 p.m. Parents need to arrange transportation for their children in the event of any after school activities, visits to friends, etc.

Students at Evergreen Heights Education Centre are reminded that riding the bus is a privilege. Code of Conduct of the school and the NNDSB, as well as rules of the bus companies apply to all

bus passengers to ensure the safety and comfort of everyone. Riding a school bus is a privilege that can be removed by school administration if a student persistently breaks the rules for bus behaviour. In the event of a bus misconduct report, the student may be suspended from the bus. During bus suspensions, parents must ensure that the child attends school in spite of the loss of transportation privileges.

The Nipissing-Parry Sound Student Transportation Services are responsible for the buses. They can be reached at: 705-472-8840 or 705-773-7970. More information can be found at npssts.ca.

Students are expected to:

- ◆ Follow the driver's directions
- ◆ Be courteous and respectful at all times (Use appropriate language and respectful behaviours.)
- ◆ Be at the bus stop 5 minutes prior to pick-up time
- ◆ Stay seated
- ◆ Keep arms and head inside the bus at all times
- ◆ Refrain from eating on the bus
- ◆ Keep the aisles clear and free from litter

Serious or repeated misconduct will be recorded and may result in the loss of transportation.

Upon receipt of a Student Transportation Communication Report:

1st Incident – Driver will issue a warning.

2nd Incident – Driver will assign a seat change.

3rd Incident – Written report to Principal. Parents are notified in writing of consequences.

Further Report(s) – Principal notifies parent. Bus privileges may be suspended for a number of days.

Serious Incident – Suspension of bus privileges.

Code of Conduct, Progressive Discipline, and Bullying Prevention and Intervention

The Near North District School Board will continue to take steps and enact procedures that enhance the safety of students and staff members in its schools, and which promote clear standards of behaviour. The NNDSB has developed Administrative Guidelines which were also used to develop our Evergreen Code of Conduct. These guidelines relating to Safe Schools can be found at www.nearnorthschools.ca. The Code of Conduct, the Progressive Discipline Plan and the Bullying Prevention and Intervention Plan will be sent home separate of the Handbook. They are in draft form until vetted by our School Advisory Council and other stakeholders. (See Appendix A, B, and C for these documents)

Communicable Diseases, Illness or Injury

If a student is injured or becomes ill at school, a parent or alternate will be contacted, as soon as possible. A sick child will be isolated from classmates and provided a safe space in the school office. First aid or medical care will be provided for injured students until a parent or designate arrives. We will err on the side of caution if we have concerns for your child's health. Please ensure that emergency contact numbers and health information is kept up to date during the school year.

Please inform the school immediately if your child comes down with any of the following contagious illnesses: COVID-19, German measles, whooping cough, meningitis, strep throat, red measles, chicken pox, hepatitis, or scarlet fever. We are required to report any of the above illnesses to the Health Unit.

Custody

Unless a court order specifically states otherwise, both parents have access to information concerning a student's progress at school. It is the responsibility of custodial parents to ensure that a copy of any custody order which restricts the access of noncustodial parents is on file at the school office.

Driveway and Parking

Please observe the ONE-WAY entry and exit of our school driveway to ensure the safety of all drivers and students. The entrance (North end) and the exit (South end) are clearly marked. As well, "Do Not Enter" signs are posted at each end of the driveway to remind all not to exit or enter the wrong way. Since the driveway is circular, please pay careful attention to the arrows on the pavement directing traffic up in front of the main doors of the school and through the driveway to exit.

During bus loading times, no vehicles may pass the parked or departing buses between the hours of 8:05 a.m. – 8:20 a.m., and 2:30 p.m. – 2:50 p.m. For parents dropping off or picking up students, you will need to wait in the parking lot during these times. **Please observe the "No Parking" signs in the driveway so we can keep the bus zone clear and safe for students.** There are two designated student pick-up/drop-off parking spots; please park in one of these spots or any other empty parking spaces.

Food Sharing

We remind all students that no sharing of food is permitted. If for any reason your child is hungry and requires food, the breakfast club program will be available to all students. We do keep individually wrapped snacks in the office fridge for those students who are still hungry throughout the day.

Hand Hygiene and Respiratory Etiquette

Appropriate hand hygiene and respiratory etiquette are among the most important protective strategies against illness. Students will be provided with targeted, age-appropriate education in proper hand hygiene and respiratory etiquette, including the use of alcohol-based hand sanitizer, and its use will be reinforced. This may involve scheduling breaks to allow students to wash their hands at appropriate times during the school day. Hand hygiene should be conducted by anyone entering the school and incorporated into the daily schedule at regular intervals during the day, above and beyond what is usually recommended (for example, before eating food, after using the washroom). Alcohol-based hand sanitizer will be available at the office, gymnasium entrances, and at the door of every classroom to facilitate hand hygiene when entering and leaving the building.

Identification of Students for School-Related Activities and Photos

This form is included in the “beginning of the year” package, asking permission to share pictures of your child in different publications, such as newspapers, school newsletters, and our school website and our Facebook site. Please read the information carefully. If you should choose Option A, there is a space included where you can specify any conditions or restrictions. For example, if you do not want your child’s picture on social media, such as Facebook, you may include that information there. The school will then ensure that those directions are followed.

Immunization

The Medical Officer of Health has the authority to mandate that a principal exclude from school pupils who do not have the documented evidence of proper immunization. Parents must provide documentation to the North Bay Parry Sound District Health Unit that students have all immunizations required by law. For more information about what immunizations are required, please visit: <https://www.ontario.ca/page/vaccines-babies-and-toddlers>

Parents may choose to not immunize their children based on medical, philosophical, or religious reasons, but documentation must be completed and submitted to the Health Unit, stating this. More information about vaccinations can also be found at: <https://www.myhealthunit.ca/en/health-topics/vaccinations.asp>.

Students in Grade 7 are inoculated at school against Hepatitis B. Parents of Grade 7 girls may elect to have their child inoculated against the Human Papillomavirus (HPV) as well.

Inclement Weather and Bus Cancellations

Living where we do, fog, freezing rain, snow and cold temperatures can interfere with the operation of the school buses. To ensure your child's safety and minimize confusion on inclement weather days, all the school boards in our area have established a common procedure to notify you when buses are to be cancelled, delayed or when students will be returned home early.

Bus operators in our area collect information on road conditions from personal observations and through the local Road Superintendents. When conditions warrant a delay or cancellation, the bus operators will contact the school board staff who will notify radio stations of the decision. The announcements should begin on the radio soon after 6:00 a.m. Parents can also check the transportation website for this information at [npssts.ca](https://www.npssts.ca).

If the school is open, but buses are cancelled, any students transported to the school in the morning must be picked up by 2:45 p.m.

The Near North District School Board Administrative Guideline for Transportation of Pupils states:

- 1) It is the responsibility of parents/guardians to determine whether or not it is safe for their child to leave for school in inclement or severe weather.
- 2) Parents/guardians must be aware that:
 - a) When a bus does not travel a route in the morning because of poor weather, it will **not** do so at the end of the school day.
 - b) If weather conditions deteriorate during the day to the point where it is unsafe to allow the buses to depart, **the students will be kept at the school and the parents will be notified for student pickup.**
- 3) When transportation is cancelled because of inclement weather, schools will normally remain open. Under severe weather conditions, the Manager of Transportation will contact the Director of Education who will determine if any or all of the schools are to be closed.

4) A parent's decision to keep children home because of inclement weather will be respected.

The phone number for the Nipissing-Parry Sound Transportation Consortium is (705) 472-8840. If you have any questions or concerns regarding transportation, please speak with the school principal or call the Consortium directly.

Internet Safety and Computer Use Policy

When it comes to preventing students from searching or accessing content that is not appropriate when connected to our NNDSB network, we rely on 3 specific practices:

1. Board Internet Content Filter – Our content filter is set up and configured to block content-based categories. It provides a means to prevent inappropriate content from being accessed or displayed from within our network. However, we cannot rely on this technology 100%. The Internet is worldwide and far too dynamic to be able to filter content successfully 100% of the time.
2. Student Supervision – There is no technology available that can replace supervision and careful monitoring of what is happening in the classroom. Although it is fully understood that not every student in a classroom can be monitored simultaneously when they are accessing technology, careful monitoring is another preventative measure.
3. Good Digital Citizenship – our teachers, parents, and school communities must continue to teach our students the value of "good digital citizenship" and explain the concepts of acceptable use. Students and parents play an important role in preventing the inappropriate use of technology.

When all 3 practices are put in place together, the possibility of inappropriate use is near impossible.

Students at Evergreen Heights have access to computer technology in our classrooms. Students from Kindergarten to Grade Eight are required to have a signed [Acceptable Use Policy](#) permission form for computer and internet use on file in their Ontario Student Record file. There are very strict computer and internet use guidelines. Any student violating these guidelines will have their internet and/or computer use privileges taken away by school administration.

Personal mobile devices may only be used during instructional time for educational purposes as directed by an educator, for health and medical purposes (e.g., used to monitor blood sugar for a student with diabetes) or to support special education needs. If needed for health and medical purposes, parents or guardians will need to reach out to the school office to discuss a supportive plan.

Personal device usage will be held to the same [Acceptable Use Policy](#) as board equipment and may be removed by staff should a student violate school and/or classroom acceptable use as determined by the staff member. Students bringing personal devices to school assume full

responsibility for the device. The school cannot accept any responsibility should a student's electronic equipment become damaged or lost. Individual classroom teachers will communicate their technology use standards to their families regarding board and personal devices. Students may not use devices on the yard, in hallways or in the washrooms/changerooms and may only use devices with teacher permission for curricular purposes and under direct supervision.

Library

Our Library is open on Day 1 and Mrs. Upper (our Librarian) is here to assist your child in selecting books that will be of interest and appropriate level. Use of the Library on any other day must be accompanied by the classroom teacher. Books are signed out for a 2-week loan period.

Textbooks, library books and other loaned materials are used for many years by many students. Please treat them with care and respect. Any damage or loss of books/materials will result in the student having to pay for the cost of replacement.

Lockers, Coat Hooks and Cubby Use

Lockers will be assigned to students in grades 6 to 8. Lockers always remain the property of the school. School lockers must be kept clean and damage free. Students should also ensure that there is no illegal substance, object, or material in their locker that may endanger another person. It is important that lock combinations be kept confidential from other students, and that lockers are always locked. School administration will have the combination or keys to all lockers and has the right to check lockers at any time, if necessary.

Coat Hooks and Cubbies must be kept tidy and organized to avoid trip hazards in the hallways. All shoes should be placed beneath the coat hooks, and all coats, snow pants and other outdoor gear hung on the assigned coat hooks.

Mask Wearing

Masking is not required this year. Staff and students may choose to wear masks on various times throughout the year. We promote and encourage a respectful environment for those who choose to wear or not to wear a mask.

Medications

It is not appropriate or safe for school age children to be in possession of medication to self-administer. All medications must be kept in the school office. If your child requires medication while at school, please contact the office to complete the authorization forms. Medication must be in the original container from the pharmacy. This includes prescription and non-prescription medications (i.e., Advil, Tylenol or cough syrup). Certain medications must only be transported by parents/guardians. Please see the office for any questions.

No Scents Makes Good Sense

Please avoid the use of perfumes, colognes, and other scented products. Scented products can aggravate health problems for some people, especially those with asthmas, allergies, and other medical conditions.

Online Payment

School Cash Online offers parents the convenience of making online purchases and is the only manner by which we can safely receive payments (e.g., for hot lunches, spirit wear purchases, field trips, etc.). It is a safe, secure and convenient way to pay for goods at school. Registering can be done quickly and easily via the link. You can register at: <https://nearnorth.schoolcashonline.com>. If you have questions about School Cash Online, our office staff would be happy to assist you!

Pediculosis (Head Lice)

Head lice checks throughout the school year help us to prevent any major outbreaks at school. As per NNDSB Administrative Guidelines, students must be nit-free to attend school. Parents/ Guardians/ Emergency Contacts will be called to pick up a student if the student is found to have pediculosis. Students will be re-admitted to school once all nits and eggs are removed, as verified by a head-check upon return to school. If you discover head lice at home, it is appreciated that the school office is notified. The school will also send you notice if another child in the same class has head lice.

Photos/Videos, Texting/Chatting, and Phone Calls

At no time may students use electronic or camera devices to capture or send photos or videos of others, make phone calls, text, or participate in chat lines during the school day or while riding the bus. When using school electronic devices for learning opportunities requiring the use of photos or videos (e.g., media arts, script writing and filmmaking, etc.), students must adhere to the guidelines set out by staff and in the [Acceptable Use Policy](#). All photos or videos must be stored using secure board storage sites, and not be stored on individual devices. No photos or videos may be uploaded to online sites or distributed in any way.

The office phone is available for critical communication, illness or emergencies only. If a child needs to use the phone, the office administration will make the call on the student's behalf and relay any message to the child or will hand the phone to the child. We ask that students refrain from using personal cell phones to call home and that this communication be directed through the office. Your support in this matter is appreciated.

Physical Education

Physical fitness has been shown to have a positive impact on well-being, both physical and mental. Our students have physical education or daily physical activity every day. When possible, physical education classes will be encouraged to have gym outdoors. Students should anticipate having outdoor physical education classes and should dress appropriately for the weather each day.

We request that each child bring a pair of running shoes for indoor use only and to remain at school. These shoes should have proper support for gym activities and properly tied laces. Sandals, backless shoes, platform shoes and dress shoes are not to be worn in the gym for activities for safety reasons. Children without running shoes may be exempted from an activity should the teacher decide safety is a factor.

Safety Drills

Fire and Lock Down drills are held at intervals throughout the year. In order to keep the students safe and prepared in the event of an emergency, we will be practicing 6 fire drills and 2 lockdown drills this coming school year.

Fire Drill:

1. Students and staff will exit from the assigned exit, as posted in each room of the school.
2. Students and teachers do not stop to pick up materials or clothing on their way out.

3. Students are expected to move in a quiet, orderly fashion to designated areas, as practiced.
4. Teachers take attendance when outside. Students are expected to stay in a straight line and not talk until the drill has been completed and an all-clear notice has been issued.
5. Assigned staff will clear the school and ensure that all students and staff are accounted for.
6. At the end of the drill, students will return to their classes in a quiet, orderly fashion.

If an emergency arises which requires the removal of students from the building, they will be transported by bus and be housed at the Emsdale Community Centre.

Lock Down Drill:

During a Lock Down drill, classes are confined to their classroom with the classroom door locked. Students must remain silent and seated in a location away from windows and doors and will adhere to physical distancing where possible. There are many reasons for having a lock down, the primary reason being that it is deemed safer for students to remain in their classroom than to be anywhere else.

School Advisory Council

The School Advisory Council (S.A.C.) at Evergreen Heights has a history of being an incredibly involved group of parents. Our S.A.C. brings together committed parents, administration, teachers, and staff to work on making our school the best place it can be for our school community. Some of their contributions have included: fundraising, organizing hot lunches for students, being a consultative body to the school, and organizing special events for families. There are so many ways to support your children at school and, being involved in S.A.C. is just one of them. We are always looking for new members, so feel free to join! Members will require a Vulnerable Sector Check and must sign a confidentiality agreement. Our first meeting, as well as information about the process around S.A.C. meetings will be announced soon.

Self-Identification for Indigenous Students

Parents of all Near North students are asked, if appropriate, to voluntarily identify their child as being of Indigenous (First Nations, Métis, or Inuit) ancestry. The data collected through the Indigenous Self Identification process will be the foundation of our efforts to further support

the success of our Indigenous students. Please contact the school if you have questions or concerns.

Smoking, Vaping, and any Substance Causing Impairment

The Near North District School Board will declare, establish, and maintain a tobacco and substance causing impairment-free environment. This means that substance causing impairment, smoking and/or holding lighted tobacco products, as well as consuming or using any tobacco products, shisha or imitation tobacco products (including all forms of vaping, containing tobacco or not) is prohibited anywhere on board property, school board vehicles or in vehicles parked on board property. Possession or use of an illegal substance is subject to disciplinary action. (See Administrative Guideline [Safe Schools: Tobacco-Free Environment](#))

Specialized Learning

An Individual Education Plan (IEP) is a written plan describing the special education program and/or services required by a particular student. It is most often based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrated learning. Some IEPs will have **accommodations** listed for the student. These are ways to help students access and demonstrate learning at their own grade level in a variety of ways. Some IEPs will have **modifications**. In this case, the curriculum expectations have been changed to allow the student to work towards learning expectations at a lower grade level in a particular subject. All knowledge and skills will be assessed and evaluated as per IEP recommendations.

The following board or community agency professionals provide support to our students:

- Speech/Language Pathologist
- District Psychologist
- Child and Youth Care Worker
- Child Development Counsellor
- Occupational Therapist
- Mental Health Clinician

Student Property and Lost & Found

All student property should be clearly marked with the owner's name. This practice simplifies the recovery of lost items. Parents are encouraged not to allow children to bring unnecessary

personal belongings, such as toys, items of value (this may include electronic devices), or unnecessary amounts of money to school. Considerable distress is caused to children and parents when toys, gifts or items of value are damaged or lost, and can take up much valuable learning time searching for items and/or resolving disputes between students. Parent/guardian support in this matter is greatly appreciated since the school cannot assume any responsibility for personal belongings that are lost or damaged. Found items are placed on the table in Cedar Court.

Suspension and Expulsion Policy

The Near North District School Board's policies and related administrative guidelines addressing suspensions and expulsions provide direction for its schools and take into consideration consistency, clarity, and procedural fairness, while treating suspensions and expulsions as necessary options on a continuum of progressive discipline procedures.

The primary purpose underlying the implementation of all disciplinary measures is to achieve a positive consequence for the student and the school. Please see the Administrative Guideline entitled [Student Conduct Management](#) for more information. Progressive Discipline is a non-punitive, whole school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Numerous strategies are outlined in the Administrative Guideline and Evergreen Heights' Progressive Discipline Plan (which is vetted each year by our S.A.C.). To review these administrative guidelines, as well as specific information regarding suspensions and expulsions please visit www.nearnorthschools.ca.

Volunteers

Volunteers are a very important part of our school, and we welcome their valuable support. All volunteers will require a current vulnerable sector check, which must be renewed each year in September. This is completed online on the [Ontario Provincial Police](#) website. Please call or visit the school office to pick up a letter to request a vulnerable sector check or for more information on how to become involved!

Some possible volunteer opportunities are as follows:

- Direct classroom support, in conversation with your child's teacher or the office (e.g., reading with students, helping during special classroom in-class activities, etc.);
- Indirect classroom support (e.g., preparation of classroom materials);
- Breakfast Club support (e.g., picking up pre-paid breakfast club groceries, helping with food preparation, helping with food serving in the morning);

- Supervision during field trips, out-of-classroom activities and other special events at Evergreen;
- Volunteer sports coaches or volunteers at sporting events (e.g., cross-country run; sports teams; cross-country club at recesses; cross-country ski races);
- Helping to plant and maintain our flower beds; and,
- Lead or assist in non-athletic extra-curricular activities (e.g., film club; drama club; science club; games club).

All volunteers and school visitors must wear a badge obtained from the main office. Students are to treat all volunteers with respect, politeness, and cooperation. In return, it is essential that all volunteers maintain confidentiality with regards to information of which they may become aware regarding students and staff.

Yard Boundaries

Students are expected to always remain within the designated areas on school property. Students will be assigned an area outside at recess, according to their division. Students are to remain outside of the forested areas (End of property at back field; side outdoor learning area) and must be visible to a supervisor at all times. Students must also request permission to retrieve play items that are out of the schoolyard boundaries. Students are also expected to remain at school all day and are not allowed to leave the school property for lunch.

Appendix A: Evergreen Heights Education Centre Code of Conduct

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This School Code of Conduct reflects the Provincial and Board codes. These standards of behaviour apply to students whether they are on school property, on school buses, travelling to and from school, at school-authorized events or activities, or in other circumstances that could have an impact on the school climate.

Rationale:

The purpose of the Evergreen Heights' Code of Conduct is (as stated in the NNDSB Administrative Guideline Safe Schools: Code of Conduct):

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety and well-being of people in the schools.
6. To prevent bullying in schools.

The Near North District School Board will continue to take steps and enact procedures that build resiliency, enhance the safety and well-being of all individuals in its schools and promote clear standards of behaviour. The School Board's Code of Conduct and Evergreen Heights Code of Conduct will reflect the requirements outlined in Policy/Program Memorandum No. 128 (August 29, 2019).

Subsection 301(2) of Part XIII of the Education Act outlines the purposes of the provincial Code of Conduct. This Code of Conduct sets clear standards of behaviour that reflect the provincial Code of Conduct. If a school board enters into agreement with a third party to rent school space, the board must include in the agreement a requirement that such third parties follow standards that are consistent with the provincial Code of Conduct, in accordance with subsection 301 (3.1).

These standards of behaviour apply to all students whether they are on school property, on school buses, at school-related events or activities, in after-school programs, or in any circumstances that could have an impact on the school climate. They also apply to principals, teachers, early childhood educators, educational assistants, custodians, other school staff, parents/guardians, volunteers, school bus drivers, and members of various community groups.

The Near North District School Board will:

- Ensure that their Code of Conduct is up to date and consistent with the provincial Code of Conduct;
- Make the board and school Codes of Conduct available to the public either on the board and school's websites or in another appropriate manner.

Principals' responsibility for their School's Code of Conduct:

- Establish a school Code of Conduct that is consistent with the provincial and board Codes of Conduct;
- In addition to creating alignment with the provincial and board Codes of Conduct, school Codes of Conduct may be tailored expressly for their schools;
- Annually seek input from students, teachers, other school staff, parents, members of the school community and the School Council in a review and update of the school Code of Conduct;
- Develop a communication plan to bring the Code of Conduct to the attention of students, parents/guardians (including those whose first language is a language other than French or English) as well as for others who may be present in their school;
- Post and share the school Code of Conduct with staff, parents, students and the school community at the beginning of each school year.

STANDARDS OF BEHAVIOUR

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 their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status 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;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to learn and work in an environment that is conducive to learning and teaching; including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outline on page 2 of the NNDSB Administrative Guideline Safe Schools: Code of Conduct and on page 14 of the Evergreen Heights Family Handbook 2022-2023.
- not swear at a teacher or another person in a position of authority, or any other individual.

Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;
- commit assault, including sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;

- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- smoke, use or provide others with tobacco (e.g., cigarettes, cigars) or tobacco-like products and by-products (e.g., e-cigarettes, vaping devices, herbal cigarettes)
- be in possession of, or be under the influence of, or provide others with alcohol, illegal drugs, or cannabis (unless the individual has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behavior motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premise of the school.

CODE OF CONDUCT FOR ALL PERSONS IN SCHOOLS

Roles and Responsibilities

Near North District School Board

The Near North District School Board schools will promote student achievement and well-being and ensure accountability in the education system. The Near North District School Board will:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- update the Administrative Guideline Safe Schools: Code of Conduct as required by pertinent legislation;
- seek input from school councils, the board's Parent Involvement Committees, Special Education Advisory Committee, and Indigenous Advisory Council;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, board will collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

Principals

Under the direction of the Near North District School Board, principals take a leadership role in the daily operation of a school. They provide this leadership by:

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

- reviewing the Code of Conduct on an annual basis with School Council, Safe Schools Committee and staff and students where appropriate;
- at the beginning of each school year the Code of Conduct must be communicated to all members of the elementary community (e.g., paper copy, school website, Parent Advisory Council, School Messenger, staff meetings, assemblies, review sections during daily announcements, teacher/student review, posted in the school, etc.);
- communicating the Code of Conduct to the students with the expectation of the students following the Code of Conduct;
- ensuring that progressive discipline procedures are maintained.

Teachers and Other School Staff

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

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- communicate the Code of Conduct to the students with the expectation of the students following the Code of Conduct;
- prepare students for the full responsibilities of citizenship.

Students

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

Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn;
- show respect for themselves and for others, and for those in a position of authority;
- refrain from bringing anything to school that may compromise the safety and well-being of others;
- follow the established rules and take responsibility for their own actions;
- become familiar with and follow the Code of Conduct and school rules.

Parents/ Guardians

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

- are engaged in their child's school work and progress;
- communicate regularly with the school;
- help their child be appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;

- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the board's code of conduct, and the Evergreen Heights Code of Conduct as well as the school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community may also be created. Community agencies are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationships between them. These partnerships must respect all applicable collective agreements.

The Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the Provincial Model for a Local Police/School Board Protocol, 2015 developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Appendix B: Evergreen Heights Education Centre Progressive Discipline

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Creating a Positive School Climate

1. Foster a safe, inclusive and accepting environment
2. Review Code of Conduct annually
3. Focus on Bullying Prevention and Intervention, Character Education (focus on growing a culture of respect, truth and responsibility) and equitable, inclusive and culturally responsive initiatives
4. Recognize and celebrate positive attributes/accomplishments
5. Utilize a restorative approach to foster healthy behaviours and strengthen relationships
6. Teach and model expectations and behaviours

Staff /Classroom Level

1. Focus on effective classroom management and instructional strategies, mindful of students' individual identities and focusing on a differentiated approach to learning
2. Co-construct and communicate classroom expectations that align with the School Code of Conduct
3. Redirect inappropriate behaviour
4. Conflict resolution, restorative circles
5. Teach and support problem solving/conflict resolution strategies
6. Reflect upon/reward/reinforce improved behavior
7. Individual, peer and group counselling
8. Collaborative and Proactive Solutions approach (CPS)
9. Ensure on-going communication with parents/guardians
10. Provide a quiet area to work
11. Use consequences as an opportunity to improve behaviour
12. Implement Behaviour Contracts with related, achievable goals
13. Consult with school team to create a behavior management plan to improve behaviour
14. Conference with students/parents/guardians and school team

Administrator/Student/Teacher/Parent - Interventions and Consequences

1. Interview student(s)

2. Review Code of Conduct and behaviour expectations
3. Communicate with parents/guardians
4. Refer to support staff and/or community agencies
5. Use appropriate strategies and consequences as learning opportunities:
 - Oral reminders and review of expectations
 - Learning assignments, reflection sheets and opportunities to reflect on and address the behavior
 - Peer mentoring
 - Conflict mediation and resolution
 - Detentions
 - Restorative Practice with a culturally responsive lens
 - Restitution for damages
 - Behaviour contracts
 - Loss of privileges, Loss of recess
 - Class withdrawal
 - Suspensions/Expulsions, refer to Student Conduct Management Guideline

Suspended Students:

1. Please refer to Student Conduct Management Guideline for a description of the process and reasons for suspension.
2. School investigation determines suspension.
3. Consider Mitigating/Other Factors and Human Rights Principles
4. Continue the academic program.
5. Up to 10 days suspension - academic program established by school and provided to student.
6. 11-20 day suspension – academic and non-academic program required.
7. Develop a Student Action Plan.
8. Develop a Transition Plan for a successful student return.

Expelled Students:

1. Please refer to Student Conduct Management Guideline for a description of the process and reasons for suspension/expulsion
2. School investigation determines recommendation to expel
3. Consider Mitigating/Other Factors and Human Rights Principles
4. Trustee Discipline Committee decides on expulsion
5. Expelled student receives academic/non-academic program
6. Written notice to parents/guardians provided
7. Develop a Transition Plan for a successful student return

Appendix C: Evergreen Heights Education Centre Bullying Prevention and Intervention Plan 2023-2024

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Context: Evergreen Heights Education Centre is committed to the establishment of safe, inclusive and accepting school environments in order to maximize the learning potential of all students. There is conclusive research that shows that for students to reach their full potential, they must feel safe, included, and engaged in school. An inclusive school climate based on caring and respectful relationships among students, teachers, school staff, parents, community partners and administrators is a fundamentally enabling condition for learning.

An effective and inclusive school does more than achieve academic markers; it fosters social-emotional learning and develops healthy relationships among staff, among students, and between staff and students to promote a positive school climate.

Committed leadership and ongoing collaboration at all levels (individual, classroom, school, parent, board, community) among everyone involved are key factors to the success of a whole school approach.

The Difference Between Teasing and Bullying (www.prevent.ca):

Positive teasing:

Children tease because it can be a fun way to provoke a reaction in someone else, and they may want to reciprocate being teased themselves. Teasing can strengthen a relationship by showing closeness and affection with another person. It can help show others what behaviours are appropriate in society: for example, teasing someone for talking with his/her mouth full communicates – without direct confrontation - that this is not a polite and socially accepted behaviour. Teasing also represents an indirect and non-threatening (perhaps even playful) method for resolving conflicts by providing an outlet for expressing frustration or disapproval.

Teasing is positive when:

- It takes place within a strong relationship with two people who appreciate the teasing as affectionate.
- The teaser is using a “joking” (rather than aggressive) tone of voice and smiling.
- The person being teased does not look distressed.

When does teasing become bullying?

While teasing can be used to strengthen a relationship, it can also be used to alienate, criticize, and embarrass another person, which may weaken the relationship. The affectionate interaction of teasing can turn hostile when the teasing distresses the person being teased. Teasing about

physical appearance is almost always hostile and hurtful. This is not surprising since appearance has so much influence on social acceptance and is out of the individual's control.

Teasing becomes bullying when:

- The content of the teasing turns from affectionate to hostile.
- There is a power imbalance: the person teasing has more power among peers compared to the person being teased.
- The teasing occurs repeatedly.
- The child who is teasing means to upset or hurt the child being teased.
- The child being teased is upset or hurt by the interaction. Keep in mind that some children may not show that their feelings are hurt. If you are not sure whether the teasing is hurtful, pull the child being teased aside to ask them how they feel about it.

How do we know if it is Bullying or Conflict?

Children often confuse conflict with bullying, even though they are very different. Conflict consists of a disagreement, or a difference of opinion, between two or more people who are relatively equal in social status. In conflict, there are two sides to the story. Those involved may disagree and emotions may run high. When badly managed, it may even result in some form of aggression. When conflict arises, children need opportunities to talk and resolve the conflict in a constructive manner.

Evergreen Heights Education Centre recognizes that bullying:

- Adversely affects a student's ability to learn.
- Adversely affects the school climate, including healthy relationships.
- Will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which the board and our schools play an important role. Schools with bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential.

All members of the school community must model bullying prevention and intervention strategies.

"A positive school climate makes negative behaviors such as bullying and harassment unacceptable"

-Pepler and Craig, 2004

Definition of Bullying:

The *Education Act* subsection 1(1) defines bullying as follows:

“bullying” means aggressive and typically repeated behavior by a pupil where,

- (a) the behavior is intended by the pupil to have the effect of, or the pupil ought to know that the behavior 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 as a school for another individual, and.
- (b) the behavior occurs in a context where there is a real or perceived power imbalance between the 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;

Bullying: (1.0.0.1) For the purposes of the definition of “bullying” in subsection (1), behavior includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying: (1.0.0.2) For the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) Creating a web page 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.

Aggressive behavior may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social.

Harm, as used in this plan, means, harm that can be experienced in a number of ways, including physical, mental, emotional and psychological.

In the course of a day, there are many “teachable moments” when issues appear to arise. Prompt intervention with a few moments of coaching and support at these critical times can help all children and youth, including those who are at risk, to develop the skills and understanding that they need to maintain positive relationships with others. Such interactions that students have with their teachers, other school staff, and fellow students, as well as with principals, their parents and others can be used to help them improve their social skills.

Parents and Students

Evergreen Heights Education Centre is dedicated to ensuring a safe and caring environment. An administrator will investigate all reports of bullying. If you or your child has any concerns, please contact us immediately.

Principal: Dr. P. Marshall Gray
705-636-5955 extension 2

Secretary: Mrs. J. Melick
705-636-5955 extension 1

Forms that Bullying/Harassment Might Take

Examples of Bullying:

Electronic (*also see the afore-mentioned cyber bullying definition*)

- Sharing messages, photos or videos containing private/sensitive information via electronic means
- Spreading rumours, images, or hurtful comments to threaten someone or hurt their feelings, to single them out, embarrass them, or to make them look bad via social media platforms

Physical

- hitting, pushing, slapping and tripping, shoving
- damaging or stealing someone's property

Social

- excluding someone from "the group" or from an activity, shunning, or ignoring
- gossiping or spreading rumours about someone
- making someone look foolish, humiliating others with public gestures or graffiti
- making sure others don't associate with someone
- displaying images or materials that are offensive or disrespectful

Verbal

- hurtful teasing
- name calling, mocking, insults
- threats
- sexist, racist, homophobic, transphobic, income-related, disability-related, gender-based comments

Written

- use of notes or signs that are hurtful, insulting or harassing.

Bullying Prevention and Awareness Strategies

(Curricular Connections / Activities / Whole School Approach)

Evergreen Heights Education Centre's comprehensive prevention and awareness strategies, which promote appropriate student behaviour, include but are not limited to the following:

- Use the data and information the most recent school climate survey to inform us and to direct changes in our practice to ensure that we are providing a warm and welcoming environment for all.
- Promote, model, and maintain a positive school environment that focuses on student achievement and well-being.

- Promote an awareness and understanding of the factors that contribute to a safe, inclusive, caring, and accepting school climate.
- Promote an awareness and understanding of diversity, inclusion, acceptance and understanding of all people, groups and cultures through activities and programming.
- Celebrate and recognize “*Bullying Awareness and Prevention Week*” annually.
- Create awareness of bullying prevention by staff and students wearing pink on selected dates.
- Use our partnership with the Local Police Services to provide support and intervention to victims of bullying and the bullies themselves.
- Create awareness of positive conflict resolution, using resources such as WITS and LEADS.
- “No Bullying” messages around the school.
- Plan activities that promote a positive school climate (Spirit days, Assemblies, Treehouse Program, etc.).
- Encourage more peer-to-peer presentations and workshops.
- Plan whole school and classroom guest speakers around character education and bullying awareness topics.
- Continue to support SAC initiatives that promote healthy school relationships.
- Consider other programs and presentations that our school community would benefit from, as they arise.
- Include character education and healthy relationship components within specific curriculum strands
- Whole school focus on mental health and well-being and our common ground being character education

Programs and Prevention

Individual Level:

- Foster respectful relationships and understanding with all
- Hold meetings with students and parents when inappropriate behaviour occurs
- Support positive change and positive behaviour
- Develop individual intervention plans for students involved in serious incidents
- Promote the use of Collaborative Problem Solving
- Utilize progressive discipline strategies with students
- Involve support staff where appropriate (i.e., Mental Health Nurse, Attendance Counselor, Addictions Counselor, and other external agencies)

Classroom Level:

- Communicate positive behaviour expectations and consistently enforce school-wide rules on behaviour
- Hold regular class meetings/discussions and communicate regularly with parents

- Give opportunities for social-emotional learning to build and practice healthy relationships skills through classroom activities and programs
- Embed the principles of respect, equity and inclusive education through curriculum resources and classroom practices
- Utilize peer support groups to support students who require social, emotional and academic support

School Level:

- Continue our work with our Safe Schools board-level resources and training
- Provide and complete training for staff regarding safe and accepting schools
- Establish and communicate school rules regarding behaviour
- Active staff involvement in learning about the data and information that last year's school climate survey has provided us in order to determine our next steps as a school team

Community Level:

- Continue to work with our community partners to support the school's programs
- Communicate the schools' Code of Conduct and expectations on appropriate behaviour to the school community and our community partners

Bullying Prevention and Reporting Strategies:

- All staff will take seriously all allegations of bullying behaviour and immediately attempt to stop any observed action, name the action, reassure the victim, work with the aggressor and report the incident to administration.
- All staff will report serious student incidents to the principal as soon as reasonably possible.
- All administrators will investigate any reports of bullying, as well as anonymous reports of bullying.
- Students or parents can anonymously report incidents of bullying by calling the school at 705-636-5955.

Interventions, Supports and Follow-up

1. Reported incidents of bullying will be investigated and addressed through the teacher and/or principal. In addressing incidents of bullying mitigating factors such as age, circumstances, history, IEP will be considered. Additionally, progressive discipline will be used when appropriate and could include the following:
 - Contact with the pupil's parent(s)/guardian(s);
 - Verbal reminders;

- Review of expectations;
- Written work assignment with a learning component relevant to the behavior (i.e., apology, impact statement);
- Assigned reflection time;
- Peer mediation;
- Restorative justice;
- Referrals for consultation;

In some circumstances suspensions and expulsions may result depending on the severity of the behavior.

2. Students who engage in bullying, who have been bullied or may have witnessed or been affected by bullying will receive support which may include but is not limited to the following:
 - Safety Plan for students who have been bullied or affected by bullying
 - One-on-one and/or group meetings
 - Learning opportunities
 - Restorative justice
 - Community liaison officer may be brought in to address a situation of bullying
 - Child development counselor, guidance counselor, or social worker will be used to support the victim and the bully
 - Contracts or behaviour plans
 - Referrals to NNDSB supports and services
 - Referrals to community partners

Training Resources and Outreach Strategies for Members of the School Staff, Parents, and Community:

- Staff Meeting PD sessions
- Messages and resources included in the weekly staff communication
- School improvement goals developed by, and shared with, staff members
- Parent council, website, Twitter, Facebook, and School Connects, in school messages

Safe Schools Committee (names to be confirmed September 2023):

Principal:	Pamela Marshall Gray
Teacher:	TBD
Non-Teaching Staff:	TBD
Parent:	TBD
Community Partner:	TBD
Students:	TBD

Monitoring and Review Process

- Schools must regularly review their *Bullying Prevention and Intervention Plan* and seek input from their school communities
- The *Bullying Prevention and Intervention Plan* must be made available to the school community at the beginning of each school year. School's must post their *Bullying Prevention and Intervention Plans* on their school's website, and if that is not possible, it must be made available to the public in another appropriate manner;

Additional Considerations:

- The local needs and circumstances such as geographical and cultural considerations as well as demographics;

Suggested Resources:

The Promoting Relationships and Eliminating Violence Network (PREVNet) www.prevnet.ca/

[Policy/Program Memorandum No. 144](#): Bullying Prevention and Intervention

[Policy/Program Memorandum No. 145](#): Progressive Discipline and Promoting Positive Student Behavior

Ontario's Equity and Inclusive Education Strategy

<https://www.ontario.ca/page/ontarios-equity-and-inclusive-education-strategy-2009>

Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation <https://files.ontario.ca/edu-equity-inclusive-education-guidelines-policy-2014-en-2022-01-13.pdf>

[Policy/Program Memorandum No. 119](#): Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

ontario.ca/page/overview-policy-and-program-requirements-ontario-schools