

www-mtd.nearnorthschools.ca
School Handbook / Code of Conduct
2017-2018
249 Lansdowne Street
Callander, ON
POH 1H0
Telephone: (705) 472-5970
Fax: (705) 752-5777
Todd Gribbon, Principal
todd.gribbon@nearnorthschools.ca
Karen Groulx, Secretary
karen.groulx@nearnorthschools.ca

Children are the responsibility of their parents before 8:10 a.m.

8:10-8:30 a.m.	Students off buses and onto yard
8:30 a.m.	Bell rings - students enter school, classes begin
8:30-10:30 a.m.	120 minute Instructional Block
10:30-10:50 a.m.	1 st Nutrition Break
10:50-11:10 a.m.	1 st Recess Break (lunch)
11:10-12:50 p.m.	100 minute Instructional Block
12:50-1:10 p.m.	2 nd Nutrition Break (lunch)
1:10- 1:30 p.m.	2 nd Recess Break
1:30- 2:50 p.m.	80 minute Instructional Block
2:50 p.m.	Dismissal, Bell Rings (supervision ends when buses leave)

Note: Parents are responsible for their children after 3:10 p.m.

Recess and Supervision Procedures

Nutritional Breaks and Recess Breaks

All students are expected to go outside for every scheduled break. Students in the school must be supervised by a staff member at all times.

Supervision of Students

Supervision of students begins on the playground at 8:10 a.m. when the buses arrive at the school. Supervision ends when the last bus leaves the school at 3:10 p.m. Children are the responsibility of their parents before 8:10 a.m. and after 3:10 p.m. Please make arrangements with your child-care provider if you need care before or after this time.

Health at M.T. Davidson

Allergies

M.T. Davidson strives to be a nut free / scent free school. Parents of students with severe health concerns, including those who are endangered by anaphylaxis, are asked to provide recent medical documentation and to work with the Principal in developing a plan, which addresses the needs of the at-risk child within the school setting. It is the responsibility of the entire school community to assist in safeguarding the welfare of every child. All students who have serious allergies and / or medical concerns will be photographed in order for them to be easily identifiable to all staff in the school. As well, an emergency protocol will be developed for those students. This will be sent home to those student's parents.

Illness and Injury

If a student is injured or becomes ill at school, a parent or emergency contact will be contacted as soon as possible. Please ensure that emergency contact and health information is kept up to date during the course of the school year. It is our belief that every child who is well enough to be at school will benefit from being outdoors in the fresh air during breaks in the school day. As well, those students who are ill should remain at home until they are well for their own well being as well as the health of the other students and staff.

Medication

When a student requires medication of any kind at school, as per board policy, written authorization of the parent is required. All medication must be stored at the office. In the case of medications being distributed to students, a special form must be completed by the parent and signed by the prescribing doctor. Please notify the school by phone if you are sending medication to the school with your child. All medication should be in the original, childproof container.

Inclement Weather Procedures

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 of the school boards in our area have established a common procedure to notify you when buses are to be cancelled, or 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 Roads 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 6:15 a.m. Bus cancellation information can also be obtained by linking to the Student Transportation Services' website www.npssts.ca.

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

- 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;
- Parents / guardians must be aware that:
 - When a bus does not travel a route in the morning due to poor weather, it will not do so at noon or at the end of the school day.
 - 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.
 - When transportation is cancelled due to 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.
 - A parent's decision to keep children home due to inclement weather will be respected.

Bus Transportation Policy

Students at M.T. Davidson Public School are reminded that riding the bus is a privilege. Rules that the school, the Near North District School Board and the bus companies have, are there to ensure the safety and comfort of everyone. Parents are asked to go over the accompanying policy regarding bus discipline protocol, and help familiarize themselves and their children with it.

Under the Education Act (Section 23 (4c) of Ontario Regulation 298) the following statements will govern Board-provided transportation:

1. Bus passengers are not allowed off the bus except at their regular stops unless approved by the principal or designate.
2. On the bus, the bus driver is in complete charge of the passengers.
3. Infringement of bus rules will be reported directly to the principal or designate by the bus driver.
4. For serious violations, bus reports will be issued and the school will contact parents.
5. Continued violations could result in suspension of bus privileges.

Student Behaviour for Bus Transportation

1. Follow the directions of your driver.
2. Be at your bus stop five (5) minutes before your pick-up time.
3. Stay seated while the bus is in motion.
4. No smoking, eating, chewing gum or foul language.
5. Infringement of bus rules will be reported to the principal or designate by the bus driver.
6. For serious violations, bus reports will be issued and the school will contact parents.
7. Continued violations could result in suspension of bus privileges.

When there is an incident on the bus that contravenes the bus policy, the bus driver is required to document it on the proper form and forward it to the school office for either the principal or designate to investigate.

PERMISSION REQUESTING THAT CHILDREN BE ALLOWED TO RIDE ON A DIFFERENT BUS RATHER THAN THEIR ASSIGNED BUS WILL NOT BE GRANTED BY THE SCHOOL. ANY CHANGES IN TRANSPORTATION MUST BE PROCESSED BY STUDENT TRANSPORTATION SERVICES (705-472-8840).

We will require a written note or a phone call to the office from the parent / guardian notifying the school of any change in home transportation that is different from the usual transportation arrangements. If you are picking up your child at the end of the day, we ask that you remain in the lobby to await your child and that you sign out your child before leaving the school premises.

Playground Rules

Students are expected to play on the playground in a safe, respectful, responsible and accepting manner. Examples include, but are not limited to the following:

1. Wear appropriate footwear and clothing;
2. Use appropriate language;
3. Inclusion is encouraged in student-led or organized play;
4. Students are to remain within the designated areas on school property before / after school and during breaks;
5. Respect personal space;
6. In the case of injury do not move the person - report to supervisor immediately.

Safety at M.T. Davidson

Attendance and Safe Arrival

The school day starts at 8:30 a.m. Please ensure that your child is at school on time. We wish to ensure the safe arrival of all students attending M.T. Davidson Public School. Absences can be called in at any time. We have an answering machine and messages are checked regularly. **The number is 705-472-5970.** In the event that your child does not arrive at school, and the office has not been notified about an absence or late arrival, school staff will contact you as soon as possible. Absences and lates are recorded and kept on file. **Please remember that it is the responsibility of the parent to call the school to let them know if and why your child will not be present at school.** It is important for students to attend school every day. Learning occurs "live". It is very difficult to recapture instructional moments at home by doing pencil and paper tasks. However, for assessment purposes, students are expected to catch up on work missed. Please note that no

student is permitted to leave school property at anytime unless specifically arranged by the parents and the Principal. Once at school, a student is to stay at school until dismissed at the end of the day.

Bicycles

Students who ride a bike to school must wear a helmet and walk their bikes once on school property. For safety reasons, wheeled toys (e.g., skateboards, scooters, roller blades etc.) must not be used on school property at any time. Students are required to lock their bikes/scooters on the racks provided at the side of the school. Bikes / scooters are the responsibility of the students and their parents.

Calling Home

A student can call home with the permission of staff. Calls must be placed through the main office, with the initial assistance of the school secretary or other staff, cell phones are not to be on during schools hours for this reason.

Safety at M.T. Davidson

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 the most recent copy of any custody order, which restricts the access of the non-custodial parent, is on file at the school office.

Digital Cameras, Cell Phone and Other Electronic Devices

Cell phones are to be turned off upon entering the school and are not to be used at any time on school property. Digital cameras are not permitted at school for student use. To protect the privacy of students at M.T. Davidson, parents are requested to only take/post/transmit, pictures of their own children at school events. Students in the Junior/Intermediate grades will be provided with an agreement for usage that will be returned to their teacher. We request that parents become familiar with this agreement and sign and return to the school.

Dropping Into The School

If you wish to pick up your child during the day, please call ahead and your child can be waiting for you upon arrival. If this is not possible, for reasons of safety and to minimize disruptions during instructional time, please come through the front doors and ask Mrs. Groulx (our secretary) to call your child to the office for pick up. If you wish to meet with or speak to a teacher, please call ahead and set up a convenient time.

Fire Drills

During a fire drill, everyone is expected to evacuate the building in a calm and orderly manner and to wait quietly in the designated area for the re-entry signal. Students and staff practice fire drill protocol several times throughout the school year.

Lock-Down and Hold and Secure Drills

The school will conduct Lock-Down and Hold and Secure drills during the year to ensure that staff and students are well aware of their responsibilities in this regard.

Insurance

Parents are encouraged to purchase Student Accident Insurance. The School Board's insurance does not cover student accidents. Coverage for medical/dental expenses can be met through Student Accident Insurance. Brochures are sent home the first week of school and are available throughout the year at the office.

Valuables

Students are reminded that valuables are safest at home. It is the responsibility of the student to take care of any valuables brought to school. Items creating a distraction from learning, or a hazard for others will be confiscated.

Visitors

We have a safety surveillance system at the front entrance of the school. It is designed to ensure the safety of all the students/staff in the building. For safety reasons, all parents and other visitors must enter through the front doors. Please check in at the office and sign the visitors' book and put your visitor's badge on so that we know who is in the school at all times.

Safety at MT Davidson

Indoor Recess / Nutritional Breaks

In case of rain, outdoor breaks will be cancelled and your child will participate in indoor break activities. Indoor breaks will also apply if the cold, including wind-chill factor, reaches -20 C. During indoor breaks, your child will participate in quiet, seated activities.

Locks and Lockers

Lockers are provided for upstairs students. Students provide their own combination locks (no key locks). Lock combinations and serial numbers are retained by administration. It should be remembered that school lockers are property of the school (Near North District School Board). If a staff member is notified of a credible concern of the contents of a student's locker, they will ask the student to open their locker and empty its contents in the presence of the staff member and possibly the school Principal.

Dress Code

Students, staff and visitors are expected to dress appropriately for school, in a respectful, responsible and accepting manner. In choosing clothing for school, keep in mind that our primary purpose is learning. Examples include, but are not limited to the

following:

1. Clothing that respects a healthy body image;
2. No inappropriate messages;
3. Clean shoes inside the school;
4. Students need to be dressed appropriately for the changing climates.

Bullying

The following is an outline, not fully extensive, of the difference between teasing and bullying. At times, teasing moves into bullying.

Teasing	Bullying
<ul style="list-style-type: none">• Involves a sense of play and mutual joking• Not meant to harm anyone in any way• Usually not repeated over and over again• Is usually done by someone you have a relationship with (but sometimes people can take teasing too far)	<ul style="list-style-type: none">• Does not involve play or mutual joking around• There is an intention to hurt and do harm• There is a pattern of behavior• Saying mean and hurtful things over and over again• Has a negative impact on the victim / target• There is an imbalance of power. One person appears to have more powers than the other

Bullying is typically a form of repeated, persistent, and aggressive behavior directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and or harm to another person's body, feelings, self-esteem or reputation.

Bullying can take many forms. It can be:

Physical	hitting, shoving, stealing or damaging property
Verbal	name calling, mocking, or making sexist, racist or homophobic comments
Social	excluding others from a group or spreading gossip or rumours about them
Electronic	(commonly known as cyberbullying) - spreading rumours and hurtful comments through the use of email, cellphones and text messaging

If your child is being bullied, there are many things you can do. These include the following:

- Listen to your child and assure him/her that they are not to blame;
- Be clear on the facts. Make notes about what happened and when it happened;

- Help your child see that there is a difference between “tattling” or “telling” and reporting. It takes courage to report. Reporting is done to protect all students;
- Call or make an appointment to talk to your child’s teacher, another teacher that your child trusts or the Principal;
- Keep an eye on your child’s behavior. If your meetings with school staff haven’t made the bullying stop, go back and talk to your child’s teacher or the principal again.

You can help your child deal with bullying. No matter what your child’s age, you can help by encouraging your child to talk to you about it and by giving the following advice:

- Walk away from the situation;
- Don’t hit back, don’t talk back, don’t email back;
- Tell an adult whom you trust - a teacher, the Principal, the school bus driver, or the noon hour supervisor - about what happened;
- Talk about it with your brothers or sisters, or with friends, so that you don’t feel you’re alone;
- Find a friend to be with in places where you don’t feel safe.

Bullying Prevention Strategies

- Develop students’ problem solving skills;
- Promote healthy relationships between children;
- Encourage safe reporting;
- Build common values;
- Teach assertiveness;
- Emphasize cooperation and collaboration;
- Foster empathy;
- Use humour as a positive influence;

Steps to Ending a Bullying Situation

1. Determine what the problem is;
2. Give the student the opportunity to explain the problem and to piece together basic information about the situation;
3. Identify what has already been done or attempted in order to resolve the problem;
4. Brainstorm options, identifying the potential risk and benefits of each one;
5. Choose a solution;
6. Allow the student to make the decision;
7. Make an action plan;
8. Implement the action plan;
9. Try to ensure the student has support;
10. Follow up the action plan once it has been implemented and evaluate the results;

11. If necessary, start over again at step 5.

At M.T. Davidson, we will:

- Gather information about bullying at school directly from students;
- Establish clear school wide and classroom understanding about bullying;
- Train all students and adults in the school to respond sensitively and consistently to bullying;
- Provide adequate adult supervision (wherever possible), particularly in less structured areas, such on the playground, in the hallways;
- Improve parental awareness and involvement in working on the problem.

Conflict Resolution

At M.T. Davidson, we use the following strategies to resolve conflicts and move them to a better place:

- Restorative Practices;
- Collaborative and Proactive Solutions (CPS);
- Behaviour Management Systems (BMS);
- ***Chill Zone:***
 - Think First;
 - Stay Calm;
 - Find Help;
 - Hold On;
 - Move On...

Canadian Anti Spam Legislation

Canada's Anti-Spam Legislation requires that we obtain your consent to send electronic messages to you that may contain commercial content. These communications may include information about offers, advertisements or promotions related to school activities such as school pictures, field trips, food programs, fundraising events or similar school-related activities. After October 1, 2015, any parents or guardians who have not provided written consent to receive electronic messages will no longer receive any electronic communication from the school or board including attendance information, school newsletters, information about upcoming events and other teacher communication. You will continue to receive school and board communication in other ways (such as paper copies of school newsletters).

Online Payment Plan

The convenience of paying online for school items such as trips, pizza and other items will be available to parents/guardians. The School Cash Online system is a great way to pay without the need for cash and cheques. Parents must register online to take advantage of this accounting system.

School Trips

Trips are designed by teachers to extend classroom learning. Parents are required to complete the necessary board-approved consent forms in order that their child can participate. Parent(s) or guardian(s) are encouraged to contact the organizing teacher or the Principal if the cost of any school trip prevents their child(ren) from taking part. Verbal permission does not replace written consent and will not be accepted. In order to avoid disappointment, please remember to return consent forms by the due date. We are not in a position to make last minute calls in search of consent.

Lost and Found

Please label your child's belongings. Unclaimed items are donated at the end of each term. Please check periodically for your child's lost belongings. Students who find items are expected to hand them in to the office.

Lunch / Nutrition Break

Students are not permitted to leave school property during the nutrition break. For the safety of all students, parents of students that are going home for lunch must make individual arrangements through the school principal. Students are encouraged to bring a nutritious, litter-less lunch and snack to school everyday. The students eat in their own classrooms. It is expected that all students will be supervised outdoors (unless weather conditions do not permit).

School Supplies

Often parents consider purchasing supplies for their children at the beginning of the school year. Please remember that the school has some supplies available. Notebooks, scissors, paints and other supplies will be provided for the students. If you are buying pencils, crayons, and glue please buy plain items, not sparkly or fancy. The following is a list of suggested supplies that you may wish to purchase for your child: pencils, coloured pencils, crayons, water based markers (not permanent), pencil sharpener, ruler (clear plastic, metric), pencil case/box, lined paper, dividers, duo-tangs, binders, erasers, and glue sticks. Individual classroom teachers will let students know specifically what they will need at the beginning of the school year.

Fundraising

Fundraising activities take place throughout the school year. The funds raised directly benefit kids, and allow for "extras" that are not provided for in the school budget. Fundraising is optional.

School Council

Please contact the school if you are interested in joining our school council. All meetings are open to all members of the school community. An invitation will be sent home in September.

CODE OF CONDUCT

Safe Schools: Access to School Premises

RATIONALE

The Near North District School Board believes that a school is only as strong as the link it forms with its community. In the process of forging links with its many partners, the school staff members provide access to the premises for many individuals who fulfill a variety of roles. Expectations for individuals are outlined in such documents as the "Safe Schools" series of administrative guidelines in order to ensure the creation of safe environments for staff and students. The Ontario government has introduced a regulation that addresses access to school premises and this administrative guideline provides an overview of the implications of that regulation for Near North schools. The Board supports the Principal of the school in controlling access to the school and its components parts.

1.0 ACCESS TO SCHOOL PREMISES

1.1 Persons who are on school premises without being authorized by the provincial regulation, "Access to School Premises," have committed an offence and can be charged under the Education Act (s. 305).

1.2 Persons who are permitted on school premises include:

1.2.1 students enrolled in the school,

1.2.2 parents/guardians of students enrolled in the school,

1.2.3 persons employed or retained by the Board,

1.2.4 persons engaged in lawful purposes (e.g., deliveries, voting and other purposes authorized by the Board), and

1.2.5 persons invited by the principal to the premises for a purpose or an event who are on the premises for that purpose or event.

1.3 Authority to be on school premises does not entitle a person to have access to all areas of the school premises. The Principal shall inform groups or individuals using the school about the specific school restrictions and/or permissions.

1.4 Boards have the authority to lock the school premises when the premises are not being used for a purpose authorized by the Board.

1.5 Despite being an authorized person to be on school premises, if, in the judgement of the principal, that authorized person's presence is considered to be detrimental to the safety or well-being of another person on the premises, the authorized person may be asked to leave the premises. This does not apply to a student enrolled in the school or to a student attending a program for suspended or expelled students that is located on the school premises.

1.6 Schools will require school visitors to report their presence on the premises in a specified manner. A person is not permitted to remain on school premises if that person fails to report as required. This does not apply to a student enrolled in the school or to a student attending a program for suspended or expelled students that is located on the school premises.

1.7 The school principal will develop a plan for communicating the above information regarding access to schools and school premises in each school year. This plan will include the posting of appropriate signs that conform with standards to be developed board-wide to meet health and safety as well as access to school premises expectations. The plan may also include the use of newsletters for communicating with the school community and the distribution of this guideline and/or edited copies of it with the addition of information specific to that school.

1.8 The school principal may provide notice prior to contacting the police to enhance the possibility that the unauthorized person may leave the premises without the necessity of charges being laid.

1.9 Persons have a constitutional right to access polling stations at the school during

an election.

2.0 ACCESS BY SUSPENDED AND EXPELLED STUDENTS

Suspended and expelled students are denied access to school board premises as a condition of their suspension or expulsion. The principal may deem that such students are not a threat to the safety or well-being of a person on the school premises and allow access to a public facility on the school premises for a lawful purpose (e.g., using a public library). Students attending a program for suspended or expelled students that is located on the school premises do have the right of access to school premises.

3.0 RELATIONSHIP TO THE TRESPASS TO PROPERTY ACT

Principals may use either the Access to School Premises regulation or the Trespass to Property Act as appropriate to the circumstances.

Details	Access to School Premises	Trespass to Property Act
Coverage	The regulation governs access to school premises.	The Trespass to Property Act governs more than just access to schools.
Enforcement	A police officer would enforce the regulation.	A police officer would enforce the Act. The Principal or Vice-Principal have the power to enforce this Act.
Fines	The maximum fine is \$5,000	The maximum fine is \$2,000
Signage	The regulation does not require notice of signage.	Notice of signage is required.

Trespass Offences

- (a) Everyone who is not acting under a right or authority conferred by law and who:
 - (i) without express permission of the occupier, the proof of which lies on the defendant;
 - (b) enters onto the premises when entry is prohibited under this Act; or
 - (c) engages in an activity on the premises when the activity is prohibited under this Act; or
 - (d) does not leave the premises immediately after the person is directed to do so by the occupier of the premises or a person authorized by the occupier, is guilty of an offence and on conviction is liable to a fine of not more than \$2,000.00.

Prohibited Areas-Entry

- (a) Entry on a premise may be prohibited by notice to that effect and entry is prohibited without any notice on a premise:
 - (i) that is enclosed in a manner that indicates that occupier’s intention to keep persons off the premises.

Method of Giving Notice

- (a) A notice under this Act may be given:
 - (i) orally or in writing (Appendix 1 – Notice of Trespass)
 - (ii) by means of signs posted so that a sign is clearly visible in daylight under normal conditions from the approach to each ordinary point of access to the premises to which it applies;

(b) Courts prefer to have the notice given in writing. Notices should be served annually, especially for new students that become habitual trespassers.

Some Examples of Offences **Trespass to Property**

(a) A person that enters onto a school property who is not a student at that school and ignores the sign posted at the entrance has committed the offence of “entry when entry is prohibited.” This would also apply to a student who is under suspension, exclusion or expulsion from his/her own school during the suspension period.

(b) If a person is engaging in an activity where a sign is posted prohibiting that activity or a permit has not been granted for that activity, the person is committing an offence under this Act as well. Even where a sign is not posted, once a person is told the activity is prohibited and they continue, they are committing an offence.

(c) In the last section of offences, once the person has been told to leave the property and they refuse, they are again committing an offence under the Act.

4.0 265 (1) (m) - Exclusion

In Part X of the Education Act, clause 265(1)(m) permits a principal to “refuse to admit” to the school or to a class someone whose presence in the school would be “detrimental to the physical or mental well-being of the students.” This provision is frequently referred to as the “exclusion provision.” Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, following consultation with the Superintendent of Safe Schools, he or she is expected to notify the student’s parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m).

Exclusion is used as a temporary measure towards achieving safety and security for all. A student’s academic needs will continue to be accommodated by alternative means during an exclusion. Re-entry conditions may also be applied.

Safe Schools – Code of Conduct

Rationale

The purpose of the Near North District School Board’s Code of Conduct is:

1. To ensure that all members of the school community, 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 individual School Codes of Conduct will reflect the requirements outlined in

Policy/Program Memorandum No. 128 (December 5, 2012). The Ontario standards of behaviour apply to all individuals (principals, teachers, other school staff, students, parents/guardians, volunteers, community groups, partners, etc.) involved in the schools and activities of the Near North District School Board. 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.

Boards should note that subsection 301(2) of Part XIII of the Education Act, which outlines the purposes of the provincial Code of Conduct, has been revised to include prevention of bullying in schools. 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).

School Boards are required to:

- revise their board Code of Conduct and require principals to engage in reviews of school Codes of Conduct to incorporate changes in the provincial Code of Conduct, as outlined in this memorandum;
- inform students, parents, teachers and other school staff, and other members of the school community of the terms of the revised provincial Code of Conduct and school board Codes of Conduct.

Principals shall:

- consult with staff, School Council, and students as appropriate;
- establish a school Code of Conduct that reflects the provincial and board Code of Conduct;
- involve the School Council and other members of the school community in an annual review of the contents of the school Code of Conduct;
- share the school Code of Conduct with staff, parents and students at the beginning of each school year;
- bring the Code of Conduct to the attention of students, parents/guardians and others who may be present in their school.

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, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender expression, sexual orientation, identification, 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;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community;

- respect the need of others to learn and work in an environment that is conducive to learning and working;
- not swear at another person.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit assault, including sexual assault;
- traffic in weapons or drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or drugs;
- 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.

1. CODE OF CONDUCT FOR ALL PERSONS IN SCHOOLS

Roles and Responsibilities

The Near North District School Board will provide direction to schools to ensure opportunity, academic excellence, and 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 this Administrative Guideline as required by pertinent legislation;
- seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee;
- 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, boards should 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 academic excellence in a safe, inclusive and accepting teaching and learning environment;
- holding everyone under their authority accountable for his or her 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 and secondary school communities (e.g., paper copy, school website, parent council, synrevoice, staff meetings, assemblies, review sections during daily announcements, teacher/student review, posted in the school, etc.);
- 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 order in the school 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;
- Prepare students for the full responsibilities of citizenship by expecting them to adhere to the standards of behaviour of respect, civility, and responsible 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 a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for themselves and for others;
- refrains from bringing anything to school that may compromise the safety and well-being of others;
- follows the established rules and takes responsibility for his or her own actions;
- the principal communicates the Code of Conduct to the students with the

expectation of the students following the Code of Conduct.

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:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, 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;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and 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 and the Police

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 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 a provincial model that was revised in 2016 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Student Conduct Management

Part 2 PROGRESSIVE DISCIPLINE

Policy Statement

- The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.
- All inappropriate student behaviour, including bullying, must be addressed.
- Responses to behaviours that are contrary to the board's code of conduct must be developmentally appropriate.
- Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
- The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include

learning opportunities for

- students to reinforce positive behaviours and help students make good choices.
- Information in the student's IEP must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- The board, and school administrators, must consider all mitigating and other factors, as
- required by the Education Act and as set out in Ontario Regulation 472/07.

Progressive Discipline

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting students to make good choices.

Prevention and early intervention are important for assisting students to achieve their potential and for maintaining a positive school environment. A positive school environment is effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of the school community in the life of the school.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success. It is an expectation of the Board that principals, and teachers consult with parents prior to imposing any student specific progressive discipline preventative measures, positive behaviour management strategies or progressive discipline consequences.

Each school is required to develop and implement a school-wide progressive discipline policy, consistent with the Board Student Discipline Policy and Student Discipline Procedures and the Human Rights Code.

Each school is also required to ensure that bullying prevention plans include: (1) awareness raising strategies (2) support strategies, including plans to protect victims and to support students who engage in bullying; and (3) reporting requirements (please refer to PPMs 144 and 145). In addition, teaching strategies should include a focus on developing healthy relationships by including bullying prevention throughout the curriculum, preventing homophobia, gender based violence, sexual harassment, inappropriate sexual behaviour, as well as promoting critical media literacy and safe internet use strategies, all of which is to be implemented in a manner consistent with the principles of equity and inclusion. The teacher or principal should select the most appropriate response to address the students behaviour. Where a student has special education and/or disability related needs, the interventions, supports and consequences must be consistent with the expectations for the student, including those in the student's Individual Education Plan, Behaviour Management Plan and/or Worker Safety Plan.

Progressive discipline includes the use of early and ongoing prevention, intervention strategies and strategies to address inappropriate behaviour. Students' parent(s)/guardian(s) should be actively engaged in the progressive discipline approach.

Prevention Strategies

Pursuant to PPM No. 145:

“Board policies on prevention and awareness raising must include the requirements for the provision of special education programs and services for students with special education needs in a caring, safe and inclusive environment.” Board employees who work with students are expected to support students to achieve their potential.

Prevention strategies include providing appropriate special education programs for special needs students, as well as supporting all students, student councils and/or school councils that wish to participate in student led alliances or other alliances and/or activities promoting healthy relationships.

In order to promote a positive school climate school boards must provide opportunities for all members of the school community to increase their knowledge and understanding of such issues as bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use.

The HUB is a community mobilization unit that helps to support and connect individuals and families within our communities. In accordance with Policy Program Memorandum 149 (Protocol for Partnerships with External Agencies), the HUB maintains a list of partners the Board works with; agencies and/or organizations in our communities that have professional expertise with respect to issues of gender based violence, sexual assault, homophobia and inappropriate sexual behaviour.

Schools shall provide public health units under the responsibility of the local officer of medical health the ability to deliver their mandated public health curriculum.

The Board also requires principals to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

Other Preventative Strategies Include:

- Use of curriculum to develop understanding of the issues;
- Human Rights strategy pursuant to PPM 119;
- Anti-bullying and violence prevention programs;
- Mentorship programs;
- Student success strategies;
- Character education;
- Citizenship development;
- Student leadership;
- Promoting healthy student relationships; and
- Promoting healthy lifestyles.

Consistent with Policy Program Memorandum 149, the Board will also ensure that parents of students are aware of the supports available for the linguistic, ethno-cultural and disability related needs of students and their immediate families. Students and parents are encouraged to contact the principal of the school who will assist with connection to available resources. (See HUB Referral Form)

Supports for Students

Where a student has reported harassment, bullying or violence as a result of one or more immutable characteristics, including on any grounds protected by the Human Rights Code, or inappropriate sexual behaviour, that student shall be supported by the

school with the provision of contact information about professional supports, such as community agencies, public health facilitates, and telecommunications forums, such as a help-phone-line or website, that the student may access directly for information, assistance and/or support in an effort to promote and/or develop healthy relationships.

Positive Practices

To promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Positive Behaviour Management Practices Include:

- Collaborative and Proactive Solutions approach (CPS);
- Differentiated instruction and accommodations based on student need;
- Class placement (when possible);
- Positive encouragement and reinforcement;
- Individual, peer and group counseling;
- Conflict resolution / Dispute resolution;
- Mentorship programs;
- Promotion of healthy student relationships;
- Sensitivity programs;
- Behaviour Management Plan (BMP);
- Alternative or modified programming based on student data;
- School, Board and community support programs; and
- Student success strategies.

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Board supports the use of progressive discipline consequences up to and including expulsion from all schools of the Board.

In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and PPM 145, will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized students and/or students with disabilities.

Early and Ongoing Intervention Strategies - Progressive Discipline Consequences

A teacher or the principal- as appropriate, shall utilize early and/or ongoing intervention strategies that are developmentally appropriate to stop and prevent future unsafe or disrespectful or inappropriate behaviours.

Intervention Strategies may include:

- Oral reminders;
- Review of expectations;
- Written work assignment addressing the behaviour, that have a learning component;
- Volunteer services to the school community;
- Conflict mediation and resolution;
- Peer mentoring;
- Consultation between two (2) or more of the parties;
- Referral to a community agency for anger management or substance abuse, counseling/intervention;
- Detentions;

- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices;
- Transfer to another class or school;
- Short-term suspension;
- Long-term suspension; and
- Expulsion.

Responses to Correct Behaviour

Responses shall be made in a timely, supportive and sensitive manner and made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration any special and/or disability related needs that the student might exhibit or about which the employee might be aware. Responses may include one or more of:

- (1) asking the student to stop the behaviour,
- (2) identifying the behaviour as inappropriate and disrespectful,
- (3) explaining the impact of the behaviour on others and the school climate,
- (4) modeling appropriate communication,
- (5) asking the student for a correction of their behaviour by restating or rephrasing their comments,
- (6) asking the student to apologize for their behaviour,
- (7) asking the student to promise not to repeat their behaviour,
- (8) asking the student to explain why and how a different choice with respect to their behaviour would have been more appropriate and respectful,
- (9) use of the Collaborative and Proactive Solutions approach (CPS), and
- (10) where applicable, identifying the application of the Human Rights Code.

A response by the staff to the incident shall not prevent or preclude the principal from imposing appropriate progressive discipline, up to and including a recommendation for expulsion from all schools. Unless the behaviour is such that it must be considered for suspension or expulsion, a response is sufficient – it is not required that these incidents be reported to the principal. For incidents where suspension or expulsion would not be considered, but the board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible.

Reporting Suspendable and Expellable Infractions to the Principal **Suspension -the infractions for which a suspension may be imposed by the principal include:**

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal and/or restricted drugs;
3. Being under the influence of alcohol;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
6. Bullying;
7. Any other activity for which a student may be suspended under a policy of the Board.

Suspension, Investigation and Possible Expulsion

The infractions for which a principal may consider recommending to the

Board that a student be expelled from the student's school or from all schools of the Board include:

1. Possessing a weapon, including possessing a firearm or knife;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or in illegal drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. Bullying, if:
 - i. the student has previously been suspended for engaging in bullying, and
 - ii. the student's continuing presence in the school creates an unacceptable risk to the safety of another person.
9. Any activity listed in subsection 306(1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. Any other activity that, under a policy of the Board, is an activity for which a principal must suspend a student and conduct an investigation to determine whether to recommend to the Board that the student be expelled.