

Queen Mary Public School

Being in the right place, at the right time, doing the right thing!

School Handbook

Welcome to Queen Mary Public School! Please take some time to familiarize yourself with the contents of the School Handbook and the Code of Conduct contained within. It is our hope that you will find a lot of valuable information here that will help your child be as successful as possible at school. Should you have additional questions or concerns, please do not hesitate to contact us at (705)745-1353.

School Day

Queen Mary Public School operates on a balanced day format. The day is divided into 3 equal portions of 100 minutes each with a 20 minute recess and a 20 minute Nutrition Break between each period of instruction.

9:10	Entry Bell, Classes Begin
10:50 – 11:30	Recess/Nutrition Break
1:10-1:50	Recess/Nutrition Break
3:30	Dismissal

School Year Calendar 2020-2021

September 2-4	PA Days
September 7	Labour Day
September 14	Classes Begin
October 12	Thanksgiving Day
November 27	PA Day
December 21	Winter Break Begins
January 4	Classes begin for 2021
February 1	PA Day
February 15	Family Day
March 12	March Break Begins
April 2	Good Friday
April 5	Easter Monday
May 24	Victoria Day
June 11	PA Day
June 29	Last Instructional Day
June 30	PA Day

Visitors to our School

Parents and community members are welcome to visit the school after setting up an appointment with the person they wish to visit.

To ensure the safety of everyone in the building, the Board requires **all visitors to begin their visit at the main office.**

Our number one goal is to provide a safe and secure learning environment for staff and students, free from as many distractions and interruptions as possible. This will ensure the most effective and productive use of class instructional time.

In this light, we must insist that you **do not go directly** to your child's classroom when visiting

the school (dropping off homework, lunches, dropping off or picking up students, etc.). Your visit can be disruptive to the teacher who may be in the middle of a lesson and to students who may be working. If you need to see your child, please come to the office and we will call them to the office to see you. This is far less disruptive to the class. If after-school plans change during the day and you need to leave a message for your child, please leave your message with the office and we will ensure that the message is passed along to your child. We will not call a child out of class to take a phone call except in the case of an emergency.

Parent volunteers and classroom visitors are required to sign in at the office. Volunteers are required to provide the school with an up-to-date police record check prior to commencing their volunteer assignment at the school.

Student Health & Safety

Emergency Procedures

Queen Mary Public School has emergency procedures in place for both on-site and off-site emergencies. Fire drills are conducted six times a year and lockdown practices are conducted twice a year. Furthermore, all classes have clear direction regarding their procedures for building evacuation.

Life-Threatening Medical Conditions

In accordance with the Safe, Caring and Restorative Legislation, the school requires that parents/guardians complete a **Plan of Care** for students who have a severe, life-threatening medical condition which may arise while they are at school. If your son or daughter has a severe, life-threatening medical condition, please ensure that you notify the school office immediately, so that we can be prepared to respond appropriately when and if symptoms occur. Please note that these forms must be updated and completed **annually**.

Anaphylactic Allergies

As we have students attending Queen Mary Public School with life-threatening allergies to nuts, it is crucial that a safe environment be created for them at school. This requires cooperation from students, parents and staff. Together, a nut-safe environment is possible. Remember that the best way to avoid bringing unsafe products into school is to read food labels carefully.

Accidents at School

Despite our best efforts, accidents at school sometimes happen. Please know that there are qualified first aid personnel on school staff. Should your child sustain an injury while at school, a qualified staff member will attend to them and assess their needs immediately. Every effort will be made to contact parents/guardians (or emergency contacts) to alert them as to their child's condition so that they can take the child home or seek medical services. In the event of an emergency, the school will call an ambulance prior to notifying the parents. While at the hospital, a staff member will remain in attendance until the parent/guardian arrives. In any emergency situation, school staff will act in the best interests of your child and if necessary will continue to act on your child's behalf while at the hospital.

Illness

Please do not send your child to school if they are ill as we do not have the space or resources to adequately tend to their needs. Should your child become ill at school, they will be kept comfortable in the office until a parent/guardian/emergency contact arrives.

Medications

Although it is preferable to have medication given to a child by the parent, there are exceptional circumstances when students require the administration of medication during the school day. Students who require administration of medication during the school day must have the appropriate information included in their Plan of Care on file at the school. The Plan of Care will require the signature of the supervising physician, parent and school staff. It is required for all forms of medication including EpiPens. Please also note that no over-the-counter medications such as Tylenol or allergy medicines are available, or should be sent by a parent without notifying the school first.

Communicable Diseases

Any cases of infectious diseases must be reported to the school as soon as symptoms are evident. The child must stay at home until the isolation period is over.

Pediculosis

The Kawartha Pine Ridge District School Board believes in supporting families in understanding pediculosis and its impact on students, their families and school life. The Board recognizes that head lice are not a disease or a health issue, but are defined as a social nuisance which needs to be managed in the best interest of students through the partnership of parent(s)/guardian(s), students, staff and the school community. The treatment and eradication of head lice is ultimately the parent(s)/guardian(s)' responsibility. We suggest families conduct regular checks to ensure that their child's hair is free of lice and nits. If we find that your child is host to any unwanted guests, we will notify parents/guardians so that treatment can be given as soon as possible and the child (ren) can be taken home, if necessary.

Transportation

Bus operations are the responsibility of the bus companies. Any questions regarding routes, times, pick up points etc. should be directed to STSCO - Student Transportation Services of Ontario at 1-800-757-0307. A Code of Behaviour for students who ride the bus to and/or from school is in place. Please note that riding the school bus is a privilege, not a right, and that the privilege may be suspended for inappropriate behaviour by students on the bus. Should an inappropriate incident occur, the bus driver will submit a bus report to the Principal. The first report will generate a warning to the student and contact with the parents. Subsequent reports may result in a 3-10 day or more suspension of riding privileges.

It is important that students transported by bus know their bus route number. During times of inclement weather, regular school bus routes may be cancelled, delayed or changed. If you suspect changes to your child's regular school bus run, **please check the STSCO** website and listen to the local radio station, as announcements regarding delays, cancellations and changes in regular school bus routes are made first thing in the morning, and continually throughout the day. All parents should familiarize themselves with the student



Queen Mary Public School Code of Conduct

The Kawartha Pine Ridge District School Board, and the staff at Queen Mary Public School, believe that everybody has the right to be safe, and to feel safe, welcome and included, in the school community. This School Code of Conduct reflects the guiding principles of the Board's Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate.

Rationale

Everyone has the right to be safe and to feel safe, welcome and included at school.

Responsibilities

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, volunteers, parents and guardians have additional responsibilities unique to their roles.

Standards of Behaviour

- We value one another and treat each other with respect and dignity.

- We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.
- Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
- Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions.
- Where bullying does occur, we respond in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by bullying and exclusion.
- We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings, to suspension or expulsion.

Additional Student Responsibilities

- exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability.
- come to school prepared, on time, ready to learn and support a positive learning environment.
- show respect for themselves, for others and for those in authority.
- refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community.

Additional Staff Responsibilities

- help students achieve their full potential and develop their self-worth.
- assess, evaluate and report student progress.
- communicate regularly and meaningfully with students, parents or guardians.
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student

Behaviour/Code of Conduct, and the School Code of Conduct.

- be on time and prepared for all classes and school activities.
- prepare students for the full responsibilities of membership in their community/society.
- safeguard students from persons or conditions that interfere with the learning process.
- understand and minimize any biases that may affect student-teacher relationships.

Additional Parent/Guardian Responsibilities

- attend to their child's physical, social, academic and emotional well-being.
- show an active interest in their child's school work and actively support student progress.
- communicate regularly with the school.
- help their child be neat, clean, appropriately dressed and prepared for school.
- ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely.
- promptly report to the school their child's absence or late arrival.
- become familiar with the 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 for their child.

Standards of Behaviour

Respect, Dignity, Civility, Equality and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives.
- treat one another with dignity at all times, especially when they disagree.

- respect and treat everyone 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, disability or language.
- respect and comply with federal, provincial and municipal laws.
- demonstrate the character attributes set out by the school board.
- respect the rights of individuals and groups.
- show proper care and regard for school and student property.
- take appropriate measures to help one another.
- address behaviours that are disrespectful, unwelcoming or that exclude anyone.
- use non-violent means to resolve conflict.
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority.
- respect the common goal to work in a positive environment of learning and teaching.

Physical and Emotional (Psychological) Safety

To protect the physical and psychological safety of everyone at school, we will not tolerate:

Weapons

- possession of any weapon or replica weapon, such as firearms.
- use of any object or means to threaten or intimidate another person.
- causing injury to any person with an object.

Alcohol and Drugs

- possessing, being under the influence of, or providing others with, alcohol or restricted drugs.

Physical Aggression

- inflicting or encouraging others to inflict bodily harm on another person
- intimidation.

Non-physical Aggression

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not.
- threatening physical harm, bullying or harassing others.
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

Bullying and harassment in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.

Bullying, by definition: is aggressive and typically repeated behaviour by a pupil where:

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
- *causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property.*
- *creating a negative environment at a school for another individual.*
- the behaviour 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.*
- the behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying includes bullying by electronic means, including:

- creating a web page or blog in which the creator assumes the identity of another person.
- impersonating another person as the author of content or messages posted on the Internet.
- communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.

Bullying, in any form, has negative effects on:

- a student's ability to learn.
- healthy relationships and the school climate.
- a school's ability to educate its students.

We **will not accept** bullying on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where bullying has a negative effect on school climate. No form of bullying is acceptable, and when bullying occurs, we always consider the most appropriate way to respond to each situation based on a number of factors including the students' ages and their academic, personal and behavioural histories.

Despite our best efforts, research still indicates that sometimes children don't report when they are being bullied. If your child feels that he or she is being bullied, please encourage him or her to report the bullying immediately to their teacher or to the office. If you have any ongoing concerns, or feel that an issue has not been resolved to your satisfaction, please call the Principal at the school.

School Code of Conduct Rules

Please note that the principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

- Students must be allowed to learn.
- Teachers must be allowed to teach.

- The following behaviours are **not acceptable** for anyone in the school community:
 - physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation).
 - assault.
 - bullying.
 - actions motivated by hate, bias or discrimination (e.g., on grounds 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).
 - damage to property in the school environment (including school grounds, buses, trips.)

At all times, students at Queen Mary Public School are expected to:

- Attend school regularly, be on time and be prepared for all classes and school activities.
- Speak politely and respectfully to all members of our school community, refraining from abusive or profane language or offensive gestures.
- Behave in a courteous manner towards others, respecting individual differences, (i.e., race, ability, sexual orientation, language or opinion).
- Demonstrate self control when dealing with conflict and express emotions in a socially acceptable manner.
- Refrain from any behaviour that may compromise the safety or well-being of others.
- Refrain from any behaviour that involves inappropriate physical contact.
- Treat all school property and the property of others with care and respect.
- Follow all established rules and the instructions of supervising staff.

Classrooms

Students will:

- Come to class prepared, on time and ready to learn.
- Participate fully in all academic activities and work to the best of their ability.
- Engage with their classmates and supervising staff to promote positive experiences and learning.
- Refrain from any behaviour that interferes with a teacher's ability to

teach, or another student's ability to learn.

Washrooms

Students will:

- Go to the washroom one at a time with permission from supervising staff.
- Sign in and out of class.
- Use the washroom appropriately, wash their hands, and exit as quickly as possible.
- Refrain from bringing PED's to the washroom.

Indoor Recess

Students will:

- Remain seated and safe in their own rooms.
- Work or play at a quiet, appropriate activity.
- Maintain an appropriate noise level.
- Ask permission to use the washroom or to leave the classroom.
- Clean up before the bell rings.
- Refrain from using PED's.

Nutrition Breaks

Students will:

- Remain seated in their own desk.
- Keep garbage and recycling at their desk until instructed by the teacher to clean up at the end of the break.
- Place their garbage and recycling in the appropriate containers.
- Line up according to the routine.
- Maintain an appropriate noise level.
- Be dismissed by the supervising adult, not by the bell.

Outdoor Recess

Students will:

- Play safe, school-appropriate games, refraining from any aggressive, or seemingly aggressive play.
- Obtain a pass to enter the building.
- Make wise choices about where to play (i.e., stay away from ice, puddles and mud).
- Stay within our established and supervised yard boundaries.
- Line up quickly at the end of recess.
- Remove hats as they enter the building.

Hallways

Students will:

- Walk respectfully without disturbing others.
- Walk, not run, on the right hand side of the hall in single file.
- Visit coat hooks at appropriate, established times or with teacher permission.

Assemblies

Students will:

- Sit with their class.
- Remain seated for the duration of the assembly.
- Be respectful and listen actively to presenters at all times.
- Applaud appropriately.
- Look to their teacher for dismissal.

Entry & Exit

Students will:

- Line up at their designated spot ready to come in.
- Enter the school quietly when met by their teacher.
- Put their indoor shoes up on rack to keep hallway clear.
- Walk on the right hand side of the hall.
- Use their designated door at entry and dismissal times.

Personal Electronic Devices

The use of technology for student learning is a key 21st century skill to enable all of our students to learn and succeed. Under staff direction, Personal Electronic Devices (PEDs) can be used effectively as an educational resource, support or aid for teaching and learning. Furthermore PEDs, when used appropriately, can provide a safety net for students and staff. In our school community, PEDs are to be used respectfully and conscientiously.

In order to ensure a safe and positive climate for all stakeholders, school principals with their teaching staff will monitor and regulate the use of Personal Electronic Devices. Guidelines include:

- The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices both on school property and during off site school events.

- The teacher will determine and authorize the usage of a PED during instructional time.
- The usage of PEDs is restricted in some areas of school including washrooms.
- When the usage of a PED is inappropriate, the school principal or designate will apply progressive discipline strategies. Depending on the infraction, strategies may include, but are not limited to; speaking with student, parent meeting, detention, confiscating the PED, removal of privilege to have a PED at school or suspension.

Each student has the additional responsibility to use personal mobile devices during instructional time **only** under the following circumstances:

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs.

As with other personal property items, schools are not responsible for lost, stolen or damaged PEDs.

Cell phones are not to be used to make phone calls at any time while on school property. If a student requires the use of a phone while at school for academic reasons or emergencies, they will be permitted to use the office phone.

Dress Code

Students are expected to dress cleanly and neatly in a manner that lets them participate fully in all school activities. Outdoor clothing, including hats and caps (including hoods), are not worn in class. Students change into indoor shoes after each entry. We ask that these indoor shoes have non-marking rubber type soles.

During the winter season students should be dressed appropriately for the cold weather. Students go outside **every day** and should be prepared appropriately. Hats, scarves, mitts/gloves and warm coats are strongly recommended. When the weather becomes extremely cold, warm winter boots, heavy coats, and snow pants should be worn. It is also advisable for the younger students to have extra dry clothes at school, especially mittens and socks.

We appreciate your support to ensure that all clothing the students wear displays no offensive or oppositional messages, symbols or pictures. Alcohol, drug and tobacco advertisements are

deemed inappropriate. The midriff and personal undergarments should be covered. Students who are inappropriately dressed will:

- be required to cover up, or
- be sent home to change, or
- be provided with a school t-shirt.

Due to allergies and scent sensitivities, we request that perfumes, colognes, after shave lotions and other perfumed products not be used.

Search & Seizure

In alignment with our *Police/School Board Protocol*, school authorities have the right to search student school and personal property (such as, but not limited to; lockers, desks, purses, backpacks, pockets etc.) without permission and without prior notice. This would normally only occur when the person in authority felt there were reasonable grounds for suspicion that the student had something in their possession that was either stolen or posed a possible risk of harm to others at the school (example; drugs, a weapon etc.) Police may be contacted if the search reveals such an item.

School Code of Conduct Procedures

Arrival & Departure

Students are requested to time their arrival with the start of yard supervision at 8:55 a.m. Once they arrive, all students are expected to remain within the supervised area of the yard until the bell rings. To promote everyone's safety, students are not allowed to wait at the sides or the front of the school, where they cannot be seen by supervising staff. When the bell rings, students will line up and may enter by their designated class entry/exit door.

All students are expected to leave school property after dismissal unless other arrangements have been made. Any student who feels threatened or unsafe on the way home, is welcome to return to the school and report their concerns to the office.

Bicycles, skateboards and scooters must be dismounted and walked on school property. It is highly advisable that bicycles and scooters be locked at the provided bike racks at school and helmets worn when riding. Please note that the

school is not responsible for lost or stolen bicycles or scooters.

Attendance

Attendance at school is expected to be on a regular, daily basis. If your child will be late or absent, please call the Safe Arrival Line (1-844-434-8119) or log onto studentabsence.kprdsb.ca by 8:40 am and provide the student's name and reason for the absence. Absences for the same day must be reported prior to 8:40, while absences for a future date can be reported at any time.

Students who arrive after the 9:10 entry bell are considered late and are required to come through the front doors and report to the office. Students who need to leave the school early should have this departure reported through Safe Arrival as well, or should bring a note to the office.

Students with numerous unexplained absences/lates will be referred to the Board's Attendance Counsellor for support.

Lunch Time Arrangements

Student typically eat lunches in their classrooms during the Nutrition Breaks. The school staff provides supervision for students at school during nutrition breaks. Grade 7 and 8 students have the opportunity to leave school property to go directly home and back at second break with written, signed and dated permission from parents/guardians. Please see the office for the permission form.

Field Trip Transportation

From time to time, students take field trips. The cost of busing on trips is divided amongst all students participating, and cannot be avoided by parents/guardians providing their own transportation. Parent volunteers on field trips are expected to ride the provided transportation in order to assist with supervision and meet Ministry and Board established ratios for out of classroom programs.

Lost & Found

The student Lost and Found box is located outside the auditorium. Careful labeling of items such as clothing and lunch bags will most likely ensure their return. Students are encouraged to peruse the contents of the Lost and Found frequently if they have misplaced something.

Items deemed suitable for re-use are donated to a local charity. Please do not send any items of a valuable nature to school.

Valuables

Students are advised not to bring valuable articles, such as jewelry, money, handheld gaming devices, walkie talkies and cell phones to school. Queen Mary Public School or Kawartha Pine Ridge DSB cannot be responsible for the safe-keeping of personal belongings.

Textbooks & Library Books

Students are expected to maintain textbooks and library books in good condition and return the books that have been assigned when requested. If books are lost or damaged, the parent/guardian may be billed for the cost of replacement.

Internet Access

Students at Queen Mary Public School have teacher supervised Internet access with parent permission. Internet forms are sent home early in the 1st term for signature.

Messages & Office Telephone

The use of the office phone will be limited to student use for school related changes in plans (i.e. co-curricular activities, extra help). The school phone is not available for making changes in social plans.

Parent Note: Please talk with your children and review family plans for the day; for example, appointments, pick-up after school, and other special arrangements. Changes in your child's regular routines can be communicated to the teacher through this agenda and/or by a handwritten note to the office. Calls should be of an emergency nature only.

Strategies to Promote Positive Student Behaviour

Prevention Strategies

Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential. Schools also use

restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation (“making it right”), healing and reintegration, while preventing future harm. It may include responses ranging from informal conversations or meetings, to formal restorative conferences.

In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate. **Prevention strategies** are designed to:

- establish a positive school climate.
- maintain effective classroom management and discipline.
- encourage, reinforce and reward positive behaviour.
- promote social skills development.
- provide information regarding anger management programs.
- use peer counselling and conflict resolution.
- use effective, respectful home-school communication.

Supportive Intervention Strategies

Use:

- “teachable moments” (using a current situation or news story to teach students a valuable skill or lesson).
- verbal reminders, redirection and reinforcement.
- interviews, discussion and active listening.
- offering positive choices to support positive behaviour/citizenship.
- problem solving techniques including restorative practices.
- contracts for expected behaviour.
- appropriate outside agency support.
- school/Board/community resources.
- understanding of individual and group interactions and power imbalances within society.
- learning and information-sharing to better understand people and situations.

Community Threat Assessment Protocol

The KPR school board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures.

Consequences are firm, fair, clear and appropriate to the student's age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student's Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

Consequences shall be appropriate to the individual, related to the circumstances and/or actions and progressive when appropriate.

Queen Mary staff strive to provide a **consistent** approach to misbehaviours taking individual differences into consideration. Occasionally, a student may misbehave and not abide by his/her responsibilities. When this occurs, students need to experience effective discipline; one that clearly demonstrates to students that logical consequences follow inappropriate behaviour.

In the regard, students need to:

- know they have done wrong;
- take responsibility for their actions;
- solve the problem and accept the consequences;
- have their dignity left intact.

When logical consequences are applied, individuals are better able to take responsibility for their actions and problems are resolved.

Inappropriate behaviour can be categorized as minor or major. Minor events are usually dealt with immediately by the adult involved, usually the teacher. Logical consequences are generally related directly to the problem. For example, time-out on the yard may result from playing too roughly. When minor offences continue, parents are contacted to assist the school with a resolution.

Major incidents are another matter. The action taken is determined by the seriousness of the problem. At the most extreme is expulsion from school. Major events range from deliberate serious bodily harm to another individual, persistent noncompliance to authority, and deliberate noncompliance with the behavioural expectations of the school.

Consequences may include one or more of the following:

- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion.

The Principal, or their designate, **will consider suspending** a student if they believe that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying. By definition, bullying is aggressive and typically repeated behaviour by a pupil where:
 - the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of causing harm, fear, or distress to another individual including physical, psychological, social or

academic harm to the individual person's reputation or harm to the individual's property, or creating a negative environment at a school for another individual.

- 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.
- Behaviour includes the use of any physical, verbal, electronic, written or other means.
- Cyber-bullying includes bullying by electronic means including:
 - creating a web page or blog in which the creator assumes the identity of another person,
 - impersonating another person as the author of content or messages posted on the internet, and
 - communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
 - bullying adversely affects a student's ability to learn.
 - bullying adversely affects healthy relationships and the school climate.
 - bullying adversely affects a school's ability to educate its students.
 - bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances (e.g. on-line) where engaging in bullying will have a negative impact on the school climate.
- Persistent opposition to authority.
- Habitual neglect of duty.
- The willful destruction of school or Board property.

- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
- Being involved in a physical altercation.

As required by law, a student **shall be suspended and considered for expulsion** on the following grounds:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if:
 - the pupil has previously been suspended for engaging in bullying, and
 - the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.
- Any incident including bullying, 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 similar factor (e.g. socio-economic status, appearance).

In accordance with provincial directives, a student **may be suspended, and expulsion may be considered**, if:

- the pupil commits an infraction in the school community, which has an adverse effect on the school.
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment.
- the pupil has taken part in activities that:
- cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school.

- cause extensive damage to property at the school or to property located on the premises of the pupil's school.
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

Where illegal activities – including those noted above – take place, schools also involve their local police service. The School Board – Police Protocol guides police involvement in schools.

Partnerships for Success

We thank all parents/guardians for their dedication to the safety and academic success of all students by assisting the efforts of school personnel to deal with the various discipline issues that arise. The partnership and commitment of parents is appreciated and we ask for your assistance by:

- Reinforcing appropriate behaviour in your child.
- Helping to promote positive decision making.
- Following up and discussing inappropriate behaviour with your child.
- Supporting school-based consequences.

KPR Assessment, Evaluation & Reporting Guidelines

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and the learning skills and work habits.

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of instruction.

Our teacher practices reflect:

- use of equitable practices and procedures that meet the needs of all

students and may not necessarily be the same for all students.

- assessing, evaluating and reporting on the achievement of curriculum expectations and the demonstration of learning skills/work habits separately.
- gathering evidence of student achievement for evaluation collected over time in the form of observations, conversations and student products to inform professional judgement.
- determining the final grade on a student's report card using professional judgement and interpretation of evidence that reflects the student's most consistent level of achievement, with special consideration given to more recent evidence. The averaging of marks is not the *sole* determinant of a final grade.

Students must:

- be responsible for their behaviour in the classroom and for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in the form approved by the teacher.

Learning Skills & Work Habits

Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation

Learning skills and work habits will be intentionally taught, assessed and evaluated separately from the curriculum. They are strong indicators of potential successes and difficulties.

Late & Missed Assignments for Evaluation

The teacher will clearly indicate the due date for completion of an assignment for evaluation and the success criteria for the assignment. A number of strategies may be used to help prevent and/or address late and missed assignments.

A *missed assignment for evaluation* is one that is not submitted or completed. The teacher will clearly indicate the due date for completion of an assignment.

Before an assignment can be considered missed:

- the student must be given an opportunity to explain the missed assignment.
- students and parents must have been informed of the impending missed

assignment and the consequences for missing the assignment.

If marks are deducted on an assignment for evaluation, teachers will ensure that mark deductions will not result in a final percentage grade that misrepresents the measurement of a student's attainment of the overall learning goals.

Homework

Homework is work that students do at home to practise learned skills, consolidate knowledge and skills, and/or prepare for the next class. Assignments for evaluation must not include homework. Information collected through homework completion will be used as data to inform instruction.

Cheating & Plagiarism

Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense.

Cheating is dishonest behaviour or attempted dishonest behaviour during tests, examinations or in the creation of assignments for evaluation. Plagiarism is using words, numbers, graphics, photos, music, ideas or any work of another as one's own without proper referencing.

Students must always acknowledge others' work (writing, ideas, graphics, data, music, etc.) by citing sources, even those from the Internet, correctly.

If a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student.

Remediation and/or consequences for students found to be plagiarizing or cheating may include: re-doing the assignment, completing an alternate assignment, informing parents, demonstrating their understanding of plagiarism or cheating, and/or loss of marks on the original assignment for evaluation.

Code I in Grades 1-8

"I" is a code used in Grades 1-8 by teachers when, in their professional judgement, there is insufficient evidence of student achievement on overall expectations to determine a final grade.

This may happen, for example, if a student recently moved schools or had an extended illness. Students who receive "I" on the final report card will not receive a mark for that subject area.

Home-School Communication

We are partners in your child's education. Teachers will make every effort to keep in touch with parents throughout the school year as maintaining regular contact with regard to your child's progress can only enhance their learning experience. If you or your child have a concern, discussion with the teacher should be the first step in solving the problem. Please communicate with your child's home room teacher as they are most familiar with your child's progress. If you have important information to share regarding religious beliefs, health problems etc., please inform your child's teacher as soon as possible in September. Open communication is the key to a rewarding school year.

- Electronic copies of school newsletters will be posted on our school website as well as on EDSBY at the beginning of each month. Go to <http://queenmary.kprdsb.ca/> and follow the links.
- Teachers will make every effort to contact all parents during the first two months of school.

Communicating & Reporting Achievement

Teachers will communicate regularly with students and parents/guardians to ensure they are informed of student progress. This ongoing dialogue between teachers, students and parents about student achievement will be both informal and formal (e.g., phone calls, notes, emails, report cards and interviews). School Progress Reports are sent home in November and Term I Report Cards will go home in February, while Term II Report Cards will go home in late June.



Character Ed at Queen Mary Public School!

Students at Queen Mary Public School are great ambassadors for our school as they serve as positive examples of how to behave and conduct themselves throughout our community. They are active in our classrooms, our school community, our neighbourhood, and the wider community of Peterborough.

Below are some of the key character traits that we consistently reinforce at school:

Respect

I am polite, courteous and caring. I value myself and others. I treat all people with dignity and uphold their rights. I protect property and our environment.

Responsibility

I am responsible for my thoughts, words and actions. I am accountable for my mistakes and work to correct them. People can depend on me to honour my commitments. I demonstrate active citizenship.

Honesty

I am sincere, truthful and trustworthy.

Integrity

I behave in an ethical and honourable manner even when no one else is around. I am genuine, in that my actions consistently match my words.

Empathy

I respect the feelings of others. I seek to understand what others are thinking to appreciate their perspectives. I listen and consider their views, even though we may not agree. I act with kindness and compassion.

Fairness

I am sensitive to the needs of individuals. I include others and value their uniqueness. I celebrate diversity. I treat people with the dignity and consideration with which I would like to be treated. I gather as much information as possible in order to make a decision that is just.

Initiative

I am eager to do what needs to be done without being prompted by others. I seize opportunities and willingly take the steps necessary towards achieving a goal.

Perseverance

I finish what I start even when it is difficult. I do not give up when faced with challenges or obstacles. I complete all tasks and assignments to the best of my ability.

Courage

I face challenges directly. I speak up for myself and others even when it may be unpopular. I ask for help when necessary. I recognize risks and dangers and do not take unwise changes to please others.

Optimism

I have a positive attitude. I see challenges as opportunities. I think, speak and act to make the world a better place. I have hope for the future.