

James Strath P.S. Code of Conduct

'FOCUS ON SUCCESS'

James Strath and its community take pride in providing quality education for our children, in an atmosphere which is friendly, inviting and challenging. The achievement of this objective depends on an appropriate level of commitment from our students, their parents/guardians and our school staff. We value your co-operation and collaboration. The school staff provides a standard of discipline which is fair and consistent for all children. This involves adherence to policy and guidelines which are established by the Ontario Ministry of Education, the Kawartha Pine Ridge District School Board, and the James Strath School community.

Expectations are clearly communicated to our students. They ensure a quality learning environment for all. Parental support of students and staff is critical to successfully fulfilling our responsibilities. This requires an atmosphere of mutual trust, respect, co-operation and ongoing communication

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.

1. SCHOOL CODE OF CONDUCT

The Kawartha Pine Ridge District School Board (KPR) believes 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.

2. SCHOOL CODE OF CONDUCT RESPONSIBILITIES

2.1 Common School Community Member 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, parents and guardians have additional responsibilities unique to their roles.

2.2 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.

2.3 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.

2.4 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.

3. STANDARDS OF BEHAVIOUR

3.1 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.

3.2 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; or
 - 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

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.

4. SCHOOL CODE OF CONDUCT RULES

- 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.)

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

5. SCHOOL CODE OF CONDUCT PROCEDURES

5.1 Dress Code

"Dress in a manner that is appropriate to school activities with regard to exposure, cleanliness, and message."

Kawartha Pine Ridge DSB Code of Behaviour School is 'a place of business' for students and staff, and expectations regarding appropriate dress apply to everyone. From time to time, as fashion changes, the school principal may interpret to students an understanding of 'appropriate' with regard to specific clothing.

Students are encouraged to express their individuality within the following general guidelines:

Exposure

- Shirts, shorts, skirts, dresses etc. should cover the torso.
- Clothing should cover undergarments.
- Provocative clothing is not allowed, and shoulder straps should be 'two fingers' wide.
- Shorts and skirts should reach mid-thigh (or bottom of finger tips when arms are at your side).

Cleanliness

- Good hygiene is expected.

Message

- Clothing with suggestive or offensive slogans or drawings is prohibited.

Other Clothing Notes

- Hats are outdoor wear unless for special events or a medical reason.
- Students are requested to bring indoor shoes to keep at school (e.g. running shoes for gym and Fire Drills)
- Parents are encouraged to label clothing as this greatly assists with returning lost items.
- For safety reasons, KPRDSB does not permit the wearing of 'Heelys'.

5.2 Absences and Lates

Student absence is reported to the office each morning and afternoon, and phone calls home are made to verify a student's absence. If your child will be late or absent, call the 24 hour Safe Arrival line (**1-844-434-8119**). If you have created your account on **studentabsence.kprdsb.ca** you can report the absence on the website or use the **SchoolMessenger** mobile app. On return to school, a student must present to his/her teacher an explanatory note from a parent or guardian. Habitual absenteeism or lateness is brought to the attention of the Principal/Vice Principal. Please contact the office if your child will be away for more than a few days.

5.3 School Supplies

Consumable supplies such as pencils, pens, erasers, etc. will be supplied in September. Students may also wish to bring some of their own consumables. Textbooks and library books will be loaned to you free of charge, as long as you treat them with care. If you lose or damage a book, you will be asked to pay for it. If a book is damaged by an unavoidable accident, notify your teacher immediately.

5.4 Shoes

A pair of shoes is to be kept at school to be worn inside. Running shoes can double as gym shoes. Not only does this help keep the school clean, but also it is essential in case of fire drills or real emergencies.

5.5 Lost And Found

Found items are to be sent to the office. There is a lost and found box across from the gym. Once a month, during the last full week of the month, the lost and found items will be spread out for inspection by students. Any items remaining at the end of the month will be sent to a local charity.

5.6 Lockers

Lockers are the property of the school. Students in Intermediate grades and some Junior grades will be provided with lockers. Access to lockers is permitted before class in the morning, at break times and after school. Locks are available (at a cost of \$6.00) and a record will be kept of lock combinations. Lockers may be inspected by school staff at any time.

5.7 School Newsletter

A school newsletter will be published to focus on school wide items of importance. Reports from school council and its committees will also be communicated. The monthly newsletter will be available on the school website or by request, a paper copy.

5.8 School Phones

Phones are for emergency use only. Students must have the permission of the office staff prior to using the office phone. Classroom phones are solely for the use of staff.

5.9 Dogs on School Property

In order to ensure that the school environment is safe and healthy for all, we are requesting that dogs (unless they are a 'working dog') not be brought to school, even if on a leash. We have students and staff who have allergies and some for whom contact with dogs creates anxiety.

5.10 Fire Drills

Fire drill routes are posted in each classroom. Students can expect to participate in at least 6 fire drills over the course of the year. Some of these drills are conducted by the fire department and can occur at any time. These fire drills simulate conditions we could expect during a real fire or emergency. Therefore, indoor shoes are very important as these drills can occur in any weather conditions.

5.11 Lockdowns, Hold and Secure Drills

Lockdowns and Hold and Secure drills will be communicated to the parent community and practiced during the year.

5.12 Daily School Routines

a) Student Safety - Coming to school and going home demands safety. Children who have to cross streets should do so at the crosswalks. Remember, the crossing guard is there to protect you. Our safety patrollers work hard to assist our students.

b) Pick Up/Drop Off - Please ensure that you have consistent pick-up and drop-off procedures and that students should report back to the office if no one is there to meet them after school (if that is the daily routine).

c) Bikes, Skateboards, Scooters, etc - If you bring your bicycle to school, you should realize that we cannot watch it during the day. When you leave it on the rack, you do so at your own risk. Remember, a lock can prevent the loss of your bicycle. A good cyclist, like a good motorist, takes no risks. Always walk your bicycle on school grounds and follow traffic laws when you are on the road. Remember, by law you must wear a bicycle helmet.

Skateboards, inline skates, scooters, etc. are not allowed to be used on school property. If you bring this equipment to school, you must store it in your locker. The Kawartha Pine Ridge District School Board is not responsible for lost or stolen property.

5.13 School Council

The School Council is an elected board composed of parents, school staff and community members. Elections take place in the fall. School Council meetings are open to everyone. As well, there are a number of committees of council on which all members of the school community are invited to serve. We hope to see you there.

5.14 Visitor/Volunteer Protocol and Volunteer Policy

Parents, guardians, visitors and volunteers are always welcome in the school. During the instructional day, individuals can only gain entry to the school through the main door security system. Signs are posted directing visitors to begin their visit at the office, to sign in and to pick up a visitor / volunteer badge.

Police Record Checks with Vulnerable Sector Screening will be required on an annual basis for all volunteers who are in direct and regular contact with students or where they are responsible for children (i.e., direct classroom volunteers or care of children on an outing- especially supervising students during washroom breaks or in change rooms). Volunteers will need to pick up a letter signed by our Principal to present to the police department.

5.15 Medical Needs

If your child needs to take medication at the school, please inform your child's teacher and the school office. An 'Administration of Medication' form will have to be completed. These forms are available at the office. All medication is stored in a secure location. Administration logs are completed daily.

We have many children and staff at our school with life threatening allergies or medical conditions. In order for our school staff to respond properly in case of a medical emergency, an individualized 'Plan of Care' will have to be developed for each identified student. If your child has any life threatening allergies or medical conditions, please contact your child's teacher and the school office.



*** James Strath is a Peanut/Nut/Latex Safe School**

Due to many students, staff and volunteers having breathing difficulties at our school, we would ask that individuals keep our school a Scent Safe Zone.



5.16 Student Transportation

a) Company and Route Information

Please make every effort to post the necessary information in a prominent place in your home.

<p>Bus Company:</p> <p>_____</p> <p>Phone #</p> <p>_____</p> <p>Route #</p> <p>_____</p> <p>Driver's Name</p> <p>_____</p>
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b) Bus Safety

All students using the School Transportation System are responsible to their Principal through the Bus Operator for their Conduct on the bus.

1. Students must abide by the Bus Operator's instructions.
2. Students must take their assigned seats on the bus and remain seated throughout the trip.
3. Aisles must be kept clear at all times. Students must keep books, lunch boxes and other bulky items under the bus seat. Permission must be obtained, in advance, from the driver, if it is necessary for students to bring larger items on the bus (e.g. projects or sporting equipment).
4. Students must not drink or eat, chew gum, litter, smoke, drink alcohol or use non-medical drugs on a school bus.
5. Students must not throw objects at, on, or from the school bus.

c) Changing Transportation Arrangements

The policy of the school board is that only students entitled to ride a specific bus may do so. In emergency situations, parents may contact the Principal regarding temporary arrangements.

d) Missed Bus

If your child should miss an afternoon bus, he/she is to report to the office. The secretary will contact you immediately to make arrangements for pick-up.

e) Kindergarten Drop off

Please remember that the bus companies will bring Kindergarten children back to school if there is no adult to meet them at their assigned stop.

RIDING ON A SCHOOL BUS IS A PRIVILEGE, NOT A RIGHT.

5.17 Personal Electronic Devices (Peds)

Personal Electronic Devices include, but are not limited to laptops, netbooks, tablets, cellular phones, smartphones, portable audio players/recorders (iPods, MP3 players), handheld game consoles, photo and/or audio devices (cameras, camcorders).

As per Board Policy, the Board expects that students, staff, parents, visitors and volunteers (including teaching and support staff) will:

1. Power-off and store all PEDs during the school day, between 8:15 a.m. and 2:35 p.m., which includes during instructional time, tests, quizzes, evaluations and examinations, regularly scheduled classes, assemblies, and other school-related activities (i.e. school trips) unless they are being used for educational purposes.
2. PEDs cannot be used, at any time, in washrooms and change rooms.
3. School staff may authorize the use of PEDs on an as-needed basis. However, students using the PEDs must be supervised by the authorizing staff member.

Consequences for inappropriate or prohibited use of PEDs will follow the progressive discipline guidelines, Ontario Safe and Caring Schools Legislation and Board Policy. Consequences may include:

1. Staff directing students to turn in their PED to the school Principal or designate.
2. A student's privilege to have a PED at school may be prohibited.
3. If the infraction is of the criminal nature, it may be necessary for the student's PED to be confiscated and turned over to the police in accordance with Board/police protocols and current legislation.

5.18 Search and 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.

6. STRATEGIES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

6.1 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.

6.2 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.

6.3 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.

7. 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.

7.1 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

7.2 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
- 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.
- Inappropriate physical contact.
- Failing to complete medical immunizations as required by the Public Health Department.

7.3 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).

7.4 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.

KPRDSB SAFE, CARING AND RESTORATIVESCHOOLS:
Discipline/Promoting Positive Student Behaviour/Code of Conduct
(Regulation Code: ES-1.1.1A)
POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)

KPR Assessment, Evaluation and 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.

Achievement Level	Letter Grade	Percentage Mark Range
Level 4 +	A +	95 - 100
Level 4	A	87 - 94
Level 4 -	A -	80 - 86
Level 3 +	B +	77 - 79
Level 3	B	73 - 76
Level 3 -	B -	70 - 72
Level 2 +	C +	67 - 69
Level 2	C	63 - 66
Level 2 -	C -	60 - 62
Level 1 +	D +	57 - 59
Level 1	D	53 - 56
Level 1 -	D -	50 - 52
Below 50%	R	R

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 and 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.

Teachers will use a variety of strategies before considering deducting marks or ultimately assigning a mark of zero. 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 and 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.

Communicating and 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.

For more information about Kawartha Pine Ridge District School Board's policy supporting Assessment, Evaluation and Reporting see this link: <http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/Get/Document-4427/ES-4.1%20Assessment%2C%20Evaluation%20and%20Reporting.pdf>

Parents/Guardians: Please sign below indicating that you have read and understood this document as it represents the expectations of the Kawartha Pine Ridge DSB and James Strath Public School.

Student Signature: _____

Parent/Guardian Signature: _____