

ARMOUR HEIGHTS PUBLIC SCHOOL

245 McFarlane Street

Peterborough, ON K9H 1K1

Telephone/Safe Arrival: (705) 742-6001

Fax: (705) 742-8378

School Website: <http://armourheights.kprdsb.ca>

Our Motto: We Welcome, We Include, We Learn



Armour Heights Public School is committed to developing self-motivated students with the academic and social skills needed to embrace the challenges of an ever-changing world. The staff is committed to student achievement, supporting students in building individual character and providing opportunities for students to grow and develop academically, physically, socially and emotionally. We believe that parents are our partners in education, and we value ongoing communication so that together, we may provide the best possible learning environment and experiences for each child. We look forward to working with all stakeholders, and we welcome your continued participation and support in helping to educate all of our students.

Superintendent of Student Achievement:

Mr. Peter Mangold

peter_mangold@kprdsb.ca

Principal:

Mrs. Marguerite Masterson

marguerite_masterson@kprdsb.ca

Secretary:

Mrs. Heather LeVon

heather_levon@kprdsb.ca

Head Custodian:

Ms. Patricia Terryberry

patricia_terryberry@kprdsb.ca

This Agenda belongs to: _____ Grade: _____

Thank you to School Council for providing this year's agendas.

PROCEDURES TO ENSURE A SAFE, ORDERLY SCHOOL ENVIRONMENT

The following procedures have been put in place to create a safe and orderly environment at Armour Heights PS, where teaching, learning and working can be a priority.

SCHOOL DAY

Entry Bell	9:00am
Instructional Block	9:00am - 10:40am
1 st Nutrition Break	10:40am - 11:20am
Instructional Block	11:20am - 1:00pm
2 nd Nutrition Break	1:00pm - 1:40pm
Instructional Block	1:40pm - 3:20pm
Dismissal	3:20pm

ARRIVAL AND DEPARTURE

Students are requested to time their arrival with the start of yard supervision at 8:45am. Students should enter and leave 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.

ATTENDANCE PROCEDURES

Our school participates in the SAFE ARRIVAL PROGRAM. It is the responsibility of parents to contact the school if a student will be absent or late. Messages may be left on the school answering machine outside of school hours and left with the school secretary before 9:00am. The school secretary will attempt to contact parents at home or work if we have not received information regarding an absence. Students with numerous unexplained absences/lates will be referred to the Board's Attendance Counsellor.

Students who arrive after the entry bells are considered late and are required to report to the office. If a student is significantly late due to an appointment or family circumstance, please send a note explaining the reason for the delay in arrival. Students who need to leave the school early should bring a note and sign out at the office.

VISITORS TO OUR SCHOOL

Parents and community members are welcome to visit the school. To ensure the safety of everyone in the building, the Board requires **all visitors to begin their visit at the 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 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/picking up students, etc.). 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 teacher and 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. We also ask that parents **do not call or text** students directly during the school's instructional day.

Parent volunteers are thoroughly welcomed for trips, as well as various classroom experiences. Please note that all volunteers and classroom visitors are required to sign in at the office and will be provided with a Volunteer/Visitor Badge. All volunteers are required to provide the Principal with an up-to-date police record check, completed and submitted prior to commencing their volunteer assignment, including school trips and classroom support. A receipt indicating payment is not acceptable for this purpose. Signs are posted in all schools indicating that trespassers will be prosecuted. This is in place for the safety of all.

ARRIVAL/DEPARTURE/PARKING

Please use the crossing guard to help ensure the safe arrival and departure of your child at school. If dropping off your son/daughter, please do not block the bus area or park in the school driveway. This area must be kept clear. The use of the handicapped parking spot is exclusively restricted to those vehicles displaying valid permits and for emergency vehicles attending the school. Thank you to St. Luke's for sharing their parking lot with school staff and visitors.

ENCOURAGING

ENVIRONMENTAL AWARENESS

At Armour Heights, we strongly promote recycling and composting in an effort to reduce garbage. We recommend reusable lunch containers and ask that uneaten food be brought home by your child. Food and drinks are not permitted on the yard.

NUT AWARE ENVIRONMENT

Please do not send peanut butter or foods that contain any nuts to school. We greatly appreciate your co-operation in this regard, as your assistance will help ensure the safety of all children, staff members and visitors.

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. They must have an "Administration of Medication" form on file at the school. This form is available from the office and requires the signature of the supervising physician. It is required for all forms of medication, including inhalers and Epipens. If a student has a medical concern or a severe allergy, an **Individual Emergency Response Plan** form needs to be completed by the parent. These forms must be updated and completed annually.

STUDENT ILLNESS/ACCIDENT

When a child becomes ill or is injured during the school day, the child will be attended to and made comfortable by school staff. 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 serious injury, the school will call an ambulance and then notify the parents.

WHEELED TRANSPORTATION

If a student is using a bike, scooter, skateboard, roller blades, etc. as a means of transportation to and from school, we ask that helmets be worn and that students walk as soon as they arrive at the edge of school property. We ask students to bring a lock to keep their bike secured, and all other items must be stored in the office area. These items are not permitted in the hallway/classrooms. Please note: the school will not be responsible for lost or stolen items.

BUS INFORMATION

Please contact STSCO (www.stsco.ca) for detailed information regarding the procedures and policies for riding the bus. We ask families to note that a child may only ride the bus to which they are assigned, and students are not allowed to switch buses.

Riding the bus is an extension of the school day, and rules of conduct and safety do apply. We kindly remind students and parents that riding the bus is a privilege.

In the event that inclement weather or poor road conditions require the cancellation of school transportation services, please visit www.stsco.ca for up to date information. If a bus is cancelled in the morning, it will not run in the afternoon.

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 (PED) can be used effectively as an educational resource, support or aid for teaching and learning. Furthermore, PED, when used appropriately, can provide a safety net for students and staff. In our school community, PED are to be used respectfully and conscientiously.

While the use of Personal Electronic Devices is permitted during non-instructional time, students must use all items safely, responsibly and in accordance with the Code of Conduct. The school will not assume responsibility for the security of such items.

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 PED during instructional time
- The usage of PED is restricted in some areas of school including washrooms & change rooms
- When the usage of PED is inappropriate, the Principal 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.

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

These guidelines apply to all stakeholders, including students, staff, parents, volunteers and visitors.

USE OF TELEPHONES

Unless a student is ill, personal calls are discouraged. Parents are requested to send written notes with their children to school to inform us of any changes to your child's normal routine. Students and parents are asked to contact the office directly, instead of texting, as cell phones are not permitted for use by students during the instructional day.

FIELD TRIPS AND EXCURSIONS

Class trips are intended to be a worthwhile and safe learning experience. All trips must be approved by Administration and are determined on a year by year and teacher by teacher basis. Permission forms for excursions beyond walking distance must be signed and returned to the school by the predetermined date stated on the trip form. While every effort will be made to ensure that all students wishing to participate will be included, due to advance booking of events and buses, the last minute submission of forms or hand-written permission forms will not be accepted. No student will miss out on a trip or special event due to financial concerns. Please contact the Principal if you have any concerns.

Requests to depart from an itinerary must be made in advance to the teacher or Principal, thereby placing the responsibility on the student/parent/guardian making the request.

To help make excursions possible, parent volunteers will be needed to help us meet our supervision requirements. Supervising parents may not bring younger children on school trips, and all volunteers must ensure a current police record check is on file with the school office in advance of the trip.

LUNCH PROGRAM

Armour Heights will accommodate and provide shared supervision for students during both nutrition breaks. During this time, students are required to stay in their own seats and to have staff permission to leave the classroom. Students will be made aware of all nutrition break expectations.

On Hot Lunch days, food will be delivered to the students during the second nutrition break. Snacks should be brought for the first break. Walkers who go home for lunch or those students who bring signed notes allowing them to leave the school will do so during second break.

PERSONAL ITEMS

In order to reduce the loss of items brought to school, we ask that articles of clothing and indoor/gym shoes be clearly labeled.

NEWSLETTER AND WEBSITE

The Armour Heights newsletter is published monthly, and in an effort to reduce paper, the newsletter will be posted on our school website (<http://armourheights.kprdsb.ca>). Please check our website regularly for newsletter and other important school and classroom updates!

SCHOOL COUNCIL

The Armour Heights School Council meets on a regular basis throughout the school year. The advisory role of the School Council is to promote ideas to assist the Principal, to support student achievement and to consider the best interests of all students. School Council must operate within the Ministry of Education and Board policies and procedures. Armour Heights is proud of the ongoing efforts by the School Council, and we welcome and encourage all parents and guardians to join us for our meetings, to get involved and to learn more about the school and our students. For more information, please contact the school office.

RESTORATIVE PRACTICE

Make the connections, build our community!

Making connections in our community requires a process that is both FIRM and FAIR. It includes the following:

Engagement - involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account;

Explanation - explaining the reasoning behind a decision to everyone who has been involved or has been affected by it;

Expectation clarity - making sure that everyone clearly understands a decision and what is expected of them in the future.

Proactive circles are FIRM and FAIR:

Circles provide students with opportunities to share their feelings, ideas and experiences, in order to establish relationships and social norms on a non-crisis basis. Classrooms tend to be more productive when teachers and students "Make the connections to build their community." Circles by their very structure provide a fair process, equality, safety, trust, responsibility, ownership and connection.

Circles set explicit expectations like:

1. Treat everyone with respect.
2. Keep it real.
3. Make it right.

Circles can use great questions like:

What happened?

What do you think about it?

How has this affected you and others?

What has been the hardest thing for you?

What do you think we need to do to make things right?

What will you do next (to make things right)?

ARMOUR HEIGHTS SCHOOL CODE OF CONDUCT

School Motto: *We Welcome, We Include, We Learn!*

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/ 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 & 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 & 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 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 another 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.

In addition, at Armour Heights the following expectations are in place to promote safety and a healthy classroom/school environment:

- snow, sand, pea stone or any other objects that can cause injury may not be thrown or kicked
- clothing with inappropriate messages or images (such as reference to drugs, violence, alcohol, disrespect towards others) and/or which do not cover undergarments and/or result in inappropriate exposure of skin is not permitted (this includes spaghetti straps, halter tops and short skirts/shorts as determined when arms are relaxed and fingertips extend below the length of the short/skirt, or straps on shirts are less than 3 fingers wide)
- hats are not to be worn inside unless a teacher requests special permission for a special event
- gum is not to be chewed in the building unless a teacher requests special permission to allow gum chewing for a special event
- a demonstration of respect with regards to the use of scented products. Spray deodorants and body sprays are not permitted at school.
- the Computer Use Agreement must be followed
- smoking and consumption of alcohol on all school premises, including the parking lot, playground and bus is prohibited
- students are not to leave school property during the school day unless they are with an adult. A signed note is required from the parent if a student is to accompany an adult other than his/her parent/guardian. Any exceptional circumstances must be discussed with the Principal. Students must sign-in/out at the office to ensure safety.
- respect for the environment will be shown by keeping our school and playground free from litter and a conscious effort to reduce/reuse/recycle will be encouraged
- wheeled forms of transportation (e.g., skateboards, scooters, roller blades etc.) must be stored in the office area and are not permitted to be used on school property or in the hallway/classrooms. Bikes are to be secured at the bike rack.

- the use of cell phones is not permitted during instructional time and cell phones must be turned off and out of sight. If a student needs to make a phone call, regular school procedures will be followed.
- the use of personal electronic devices (PED), including cell phones, is a privilege during non-instructional times and must be used respectfully and safely. While texting during this time is permitted, phone calls are to be made from the office area. Taking/using photographs without the permission of others is not allowed.
- the appropriate use of personal electronic devices (PED) by the owner will be permitted upon consultation with Administration.

5. School Code of Conduct Procedures

5.1 Signage

Signs will be posted directing visitors to begin their visit at the office.

5.2 Nutrition/Recess Breaks

Students are expected to be in their seats during the eating portion of nutrition breaks. Students are expected to be outdoors during recesses except in inclement weather conditions. Permission for entering the building will be given by a staff member.

5.3 Hallways

Students shall have permission from a staff member to be in the hallway and shall move quietly so as not to disturb the learning of others. The middle stairwell is out of bounds.

5.4 Signing-in and out of the school

Students leaving school early or arriving late must sign in/out at the office to ensure safety.

5.5 Bus

Students must follow the school code of conduct while riding the bus. Students are not permitted to ride on a different bus. Riding the bus is a privilege.

6. Strategies to Promote Positive Student Behaviour

At Armour Heights Public School, we work to build a welcoming, warm, supportive environment which nurtures each individual's sense of self-worth and self-discipline. Our proactive focus includes an emphasis on academic excellence, modelling of appropriate behaviour, the KPR Character Education attributes and various co-curricular activities.

Our school is a community of students, parents, staff and community members who believe in working together to enable our students to grow into responsible, productive, healthy and caring citizens. Such growth requires the practise of self-discipline, being responsible for one's own behaviour, choosing to use non-violent methods in solving problems, and learning to respect others and our environment.

6.1 Prevention Strategies

Schools in KPR promote academic excellence through the character attributes of respect, integrity, responsibility, honesty, 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 & 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/detentions
- restorative conversation
- completing a problem report
- communication with parents
- restricted privileges
- supervised work period in alternate location
- apology
- police contact
- 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
 - 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 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 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.

(Infractions, continued):

- 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.

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)

Information Regarding Search and Seizure

School administrators will respect the privacy of each person and have the authority to search school property such as lockers, desks etc. without notice or permission of any person as directed by the Education Act. Personal property such as knapsacks, purses, etc. may become subject to search according to Board Policy.

The Kawartha Pine Ridge District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals may use progressive discipline to help students take responsibility for their actions, change their behaviour, learn from their mistakes and make things right. The Community Threat Assessment Protocol outlines how a school responds immediately to serious threatening behaviour. In situations where there is a concern for safety due to serious threatening behaviour, the principal may choose to utilize the Community Threat Assessment Protocol to gather information and seek appropriate support.

Promoting Respect through Student Clubs/Groups/Activities

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within KPRDSB, including Armour Heights PS, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse, and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

Armour Heights Grade 8 Awards of Achievement

Annually, the successes of our Grade 8 graduating class are recognized at their Graduation Ceremony. This is an exciting event for our graduates and something which the Grade 8 students look forward to each June.

Outlined below are the awards that we encourage each and every student to work towards throughout the year!

Outstanding Achievement Awards

English Award
Science Award
Art Award
Mathematics Award
Geography Award
Music Award
Drama Award
Dance Award
History Award
Phys. Ed. Award
French Award
Media Award

Honour Roll Award

To the students who achieve an 80% or better average in all subject areas with no mark less than 70% in any subject area. Subjects include: English, French, Mathematics, Science, Geography, History, Music, Art, Drama, Dance, Health and Physical Education.

Academic Excellence

To the students who demonstrate excellence in all areas of academic studies.

Athletic Awards

To the Grade 8 male and female who display the highest qualities of an athlete: effort/sportsmanship/leadership/skill/participation.

Avis Glaze Award

This award recognizes students who embody the character attributes taught and encouraged in all Kawartha Pine Ridge District School Board schools.

William S. Eakins' Music Award

To the Grade 8 student who has contributed to the school community with music skills, both at school and in the community.

Keith Taylor Memorial Award

To the graduating students who have put forth great effort and positive attitude in some aspect of their school life.

Future Aces Award

This award is given to the graduating student who exemplifies all of the traits of the Future Aces creed.

Principal Award for Leadership

To the graduating student who demonstrates leadership and positive character throughout the year.

AAACS Awards

These three levels of awards - bronze, silver, and gold - are given to students who become involved in school life in the areas of Arts, Athletics, Academics, and Community Service.

Valedictorian Award

The Valedictorian is a student who is selected by staff who has achieved an excellent academic record throughout the year and has the respect of his or her peers.

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.

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. 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 and Missed Assignments for Evaluation:

The teacher will clearly indicate the due date for completion of an assignment for evaluation and the success criteria for it. A number of strategies may be used to help to 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.

Before an assignment can be considered missed:

- the student must be given an opportunity to explain the missed assignment
- the student and parent 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 grade that misrepresents the extent of a student's attainment of the overall learning goals.

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 serious academic offenses.

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 by citing sources, even those from the internet, correctly.

If a Principal determines that a student has cheated or plagiarized, there will be a range 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, follow this link:

<http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/View/Collection-55>

Name of Student

- I have taken the time to review the expectations in this Agenda/Handbook.
- I have begun to consider some of my academic and personal goals for this new school year.
- If I have any questions or need to seek clarification, I will speak with a staff member.

Student Signature

Parent Signature

ARMOUR HEIGHTS BELIEVES IN THE FUTURE ACES PHILOSOPHY

What is the Future Aces Philosophy?

The Future Aces Philosophy is concerned with the way people feel about themselves and others, and how this affects their behaviour.

The Power of Positive Attention

The Future Aces Philosophy is based on the belief that positive attention contributes to and reinforces a young person's self-esteem. In seeking to achieve its goals, the philosophy focuses on the positive rather than the negative, by recognizing and encouraging attitudes and actions that are desirable and constructive.

A Realistic and Practical Approach

The Future Aces Philosophy respects young people for who they are, rather than expecting an impossible ideal. It enables them to develop a sense of achievement and self-respect through small successes, which can lead to greater things. Moreover, by providing clear standards against which they can measure their behaviour, the Creed helps them to develop the self-discipline and confidence needed to deal with difficult situations. In this way, the Creed helps young people to settle their differences peaceably and thus contributes to anti-violence both at school and in the home.

More than a Reward System, a Life-long Endeavour

The Future Aces Philosophy involves a continuous process of learning about one's relations with others. In striving to become Future Aces, young people learn attitudes and approaches that they can build on throughout their lives. There is no point at which someone becomes an "Ace" once and for all. Living up to the Future Aces Philosophy means constantly seeking ways to improve. Future Aces people are always trying to do better.

FUTURE means always striving for improvement.

ACES means being the best you can be and an acronym for:

A I will develop a positive **Attitude** toward all people and toward my work.

I will develop my talents and **Ability** in order that I may be helpful to society.

I will take **Action** with *integrity*.

I will take *initiative* to **Achieve** my goals with *honest* and sincere effort.

C I will **Co-operate** with and respect others by seeking understanding with all people, regardless of race, gender or beliefs.

I will demonstrate **Courage**, standing up for what is right and speaking out against what is wrong.

I will display **Confidence** in all my actions without being arrogant.

E I will show **Empathy** and *consideration* by advancing the values that are important to me and others.

I will set a good **Example** to others, taking *responsibility* for my actions.

I will acquire the best **Education** within my capability.

S I will be of **Service** to others.

I will practice good **Sportsmanship** in all my decisions, demonstrating fair play to all.

At Armour Heights, we build character, and we live the creed!