

Clarington Central Intermediate School

Student Handbook

2023-2024



A Caring Community for Student Success

“CCIS is a caring community of active leaders united in developing character, valuing diversity, and building spirit and pride. We strive to achieve student success and to inspire learning by promoting rich and innovative educational experiences.”

Sarah Carroll
Principal

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**Kawartha Pine Ridge
District School Board**

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CORE BELIEFS

We, the staff, students, parents and community partners of CCIS, are proud of our school and its place in the community. We will demonstrate our pride through our commitment to these core beliefs:

- We wish to create, within our school, a sense of respect, responsibility, self, community and pride;
- We have the right to learn, achieve and work in a safe environment;
- We value individual differences and diversity;
- We are committed to excellence.

CODE OF CONDUCT

1 Rationale

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

The Ministry of Education requires that all schools develop a code of conduct, which communicates to all the members of the school community the standards of behaviour expected from them – whether they are on school property, on school buses or at school-authorized events or activities. Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors and volunteers. This school code of conduct has been developed in accordance with the guiding principles of the Safe Schools Policy in order to create a common understanding upon which safe learning and working environments can be maintained for all school community members.

2 Responsibilities

In order to uphold the right of all school members to have a safe school community, there are a number of corresponding responsibilities for which all school members must be accountable to ensure a safe and positive learning environment.

2.1 Common School Community Member Responsibilities

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 has the responsibility to:

- contribute to making the school environment safe and conducive to learning/working,
- ensure our school is free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work cooperatively with each other; and

- model appropriate behaviour and to support the school code of conduct by upholding the standards of behaviour.

2.2 Student Responsibilities

Each student has the additional responsibility to:

- 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, and ready to learn and support a positive learning environment;
- show respect for themselves, for others, and for those in authority; and
- 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 Teaching Staff Responsibilities

Teaching staff have the additional responsibility to:

- help students work to their full potential and develop their self-worth;
- assess, evaluate and report student progress;
- communicate regularly and meaningfully with parents;
- discipline fairly and consistently in a manner in keeping with the Administrative Regulation of Discipline and the school code of conduct;
- be on time and prepared for all classes and school activities;
- prepare students for the full responsibilities of citizenship; and
- safeguard students from persons or conditions which interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

2.4 Parent/Guardian Responsibilities

Parent(s)/guardian(s) have the additional responsibility to:

- attend to their child's physical and emotional well-being;
- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, clean, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues.

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.

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, including their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, religion, ancestry, place of origin, colour, ethnic orientation, sexuality, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- use non-violent means to resolve conflict;
- dress in a manner that is appropriate to school and school activities with regard to exposure, cleanliness and/or message;
- respect persons who are in a position of authority; and
- respect the need of others to work in an environment of learning and teaching.

3.2 Physical and Emotional (or 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, including but not limited to firearms;
- the use of any object to threaten or intimidate another person;
- the use of any object to cause injury to another person.

Alcohol and Drugs

- possession of, or being under the influence of, alcohol, drugs, or illegal substances;
- providing others with alcohol, drugs, or illegal substances.

Physical Aggression

- inflicting or encouraging others to inflict bodily harm on another person, and/or 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 all these standards of behaviour, it is expected that all school members will seek staff assistance, if necessary, to resolve conflict peacefully.

4. School Code of Conduct

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 (oral or written), sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation), bullying, or discrimination on the basis of race, culture, religion, gender, language, sexual orientation, or any other attribute is not permitted; and
- 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, school buses, on school excursions) is not permitted.
- Personal electronic devices (e.g., cell phones) must be turned off in the classrooms. Usage without permission will result in confiscation.

5. Strategies to Promote Acceptable Behaviour and Safe Communities

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

- establish positive school climate
- maintain effective classroom management
- use of encouragement, reinforcement, and rewards to promote social skills development
- provide anger management programs
- utilize peer counseling and conflict resolution
- use of home-school communication.

Supportive Intervention Strategies

- use of teachable moment

- use of verbal redirection, reminders and reinforcement
- use of active listening
- use of choices
- use of problem solving techniques
- use of behavioural contracts
- use of interviews/discussions
- use of restorative circles
- use of community resources and agencies (e.g., John Howard Society, Durham Regional Police), use of school or Board resources

Community Threat Assessment Protocol

KPRDSB 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 there is a risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents.

6. Consequences for Unacceptable Behaviour

Consequences for unacceptable behavior are appropriate to the individual, the circumstances and the actions. CCIS uses progressive discipline, with a range of responses, supports and restorative practices. Consequences are firm, fair, clear and appropriate to the student's age and development, and mitigating factors are considered. Consequences will be most successful in changing student behaviour when combined with home support. 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, etc.)
- suspension, and
- expulsion.

7. Suspensions and Expulsions

The following are grounds for suspension:
(Suspension is out of the school and could last between 1-20 days)

- A. Swearing at a teacher or at another person in a position of authority
- B. Uttering threats to inflict bodily harm on another person
- C. Possessing alcohol or illegal drugs
- D. Being under the influence of alcohol or illegal drugs
- E. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
- F. Assault
- G. Being involved in a physical altercation
- H. Engaging in another activity that, under Board policy, is one for which a suspension must be considered, such as:

- inappropriate physical contact
- persistent opposition to authority
- use of profane or improper language
- habitual neglect of duty
- conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others (e.g., shoplifting during the school day, possession of drug paraphernalia, taking a photo of a student / staff and distributing it, etc.)

I. Bullying, harassment and/or cyber bullying.

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 behavior 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, or to the individual's reputation or 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.

Cyber-bullying includes bullying by electronic means, including:

- creating a webpage or blog in which the creator assumes the identity of another person
- impersonating another person as the author of content 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.

The following are grounds for expulsion:

- A. Possessing a weapon (including a firearm)
- B. Using a weapon to cause or threaten bodily harm to another person
- C. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- D. Committing sexual assault

- E. Trafficking in weapons or in illegal drugs
- F. Committing robbery
- G. Bullying (if the student has been previously suspended for bullying and the student's continuing presence creates an unacceptable risk to the safety of another person)
- H. Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate
- I. Giving alcohol to a minor
- J. Engaging in any other activity for which a student may be expelled in KPR board policy (including extensive damage to Board property or to goods on Board property).

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

- 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:
 - causes 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.

SCHOOL SPECIFIC INFORMATION

ASSESSMENT AND EVALUATION POLICY

We believe and know:

- All students can learn and achieve.
- Students learn differently and require a variety of learning experiences.
- Students require multiple opportunities to master their learning.
- Students need regular and up-to-date feedback in order to improve.

A. Rational

The intent of this policy is to promote communication among students, parents/guardians, and teachers by ensuring clear and consistent student assessment and evaluation practices at CCIS. Assessment and evaluation practices will be consistent with Ministry policy as outlined in ***Growing Success: Assessment, Evaluation & Reporting in Ontario Schools, 2010*** and with Kawartha Pine Ridge Policy ES-4.1. Assessment and evaluation will be used to support student learning and to provide information to students, teachers, parents, and others about that learning. Assessment and evaluation practices are clear and consistent, and provide ongoing feedback to students and parents/guardians.

*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 based on 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.

B. Assessment Strategies

A variety of strategies will be used to allow students the opportunity to demonstrate the full extent of their achievement of the curriculum expectations, across the four Achievement Chart categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application). Marks will be determined by the collection of data gathered from a variety of assessment methods which may include: essays, oral examinations, tests/quizzes, worksheets, performance assessments and presentations, projects, portfolios, journals, demonstrations, role playing, debates, profiles, case studies, conferencing, discussions, research inquiries, labs, etc. Teachers will make professional judgments on the assessment data collected and individual circumstances affecting students, including the accommodations and modifications outlined in a student's Individual Education Plan (I.E.P.). The Individual Education Plan will be implemented to address individual student learning needs.

C. Communication and Reporting Achievement

Clarington Central Intermediate School teachers are committed to providing ongoing feedback to students and parents/guardians regarding progress in the subject areas studied. Students are expected to maintain a record of achievement in each class to personally track their success. If a student has any questions about his/her progress or a particular assessment, the protocol is: the student (and parents / guardians) should speak with the teacher first. Communication of student progress to parents will include a variety of the following: email, telephone contact, Edsby; a Progress Report (November), 1st Term (February) and Second Term (June) Reports; an opportunity for interviews with teachers on Parents' Night. Parents are also welcome to contact subject teachers regarding student progress at any time.

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.

ATTENDANCE POLICY

We believe and know:

- Regular attendance is essential to student success.
- There are individual and confidential issues relating to student attendance that must be respected.

Our school participates in the SAFE ARRIVAL PROGRAM. It is the responsibility of parents/guardians to use the Safe Arrival program to indicate if a student will be absent or late for the day. Our current program “School Connects” allows parents/guardians to report their child’s absence quickly and conveniently in any of the following ways:

- by calling 1-844-434-8119 toll free
- by logging into the Parent Portal website at kprdsb.schoolconnects.com to set up the ability to report absences online or
- by downloading the Parent Portal app onto your cell phone/IOS or Android device to report absences.

Parents are able to use whichever of these methods they prefer to report their child’s absence 24 hours a day, 7 days a week. Parents are also able to report future absences at any time.

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

BICYCLES, SKATEBOARDS, AND SCOOTERS

Skateboards, bicycles, scooters, etc., must be dismounted and walked on school property. It is highly advisable that bicycles be locked at the provided bike racks at school and helmets worn when riding. The school is not responsible for lost or stolen bicycles.

BUS TRANSPORTATION POLICY

We believe and know:

- Safety is always our main concern in transporting students.
- Student conduct on the bus is as important as conduct in any aspect of school life.

Buses are considered to be the property of KPRDSB and all rules of behaviour apply to students while being transported. School buses are provided to transport students from their designated bus stop to school and back to their designated stop. Students who walk to school shall not use school buses. Since riding the school bus is a privilege, students with inappropriate behaviour will be reported to the office and may lose bus privileges. In this event, parents will be required to provide their child’s transportation to and from school.

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.

CLUBS AND 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 the Kawartha Pine Ridge District School Board, including Clarington Central Intermediate School, 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).

CODE "I" IN GRADES 1-8

"I" is a code used in Grades 1-8 by teachers when, in their professional judgment, 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.

COMPUTER ETIQUETTE

The computer can be a very valuable learning tool. KPRDSB provides a network of resources specifically developed to support the academic pursuits of its students. Students may only access files and programs that have been assigned by staff. Computer access is a privilege that will be **revoked** in cases of:

a) Breach of Security - Security on any computer system is a high priority, especially when the system involves many users. Do not use or access another student's account. If you feel that you can identify a security problem on the network, promptly notify a teacher or administrator.

b) Vandalism - Vandalism will result in the immediate cancellation of computer privileges. Vandalism is defined as any malicious attempt to harm or destroy computer hardware, software, data or networks. This includes, but is not limited to, the uploading or creation of computer viruses. *Students may not download or use programs from external devices on the network.* Any user who violates this condition is financially responsible for any repair costs to revert the network to its original state.

c) Misuse - With the sole intention of education, computers used for alternate purposes will lead to loss of computer privileges. Running programs from USB devices or downloading music to the network is prohibited. Using the internet

bandwidth inappropriately is also in violation of the KPRDSB Network Agreement. Using alternate web browsers and proxy servers to access internet resources is also forbidden. Students may not play online games, listen to or watch streamed media from the internet unless directed to do so by the teacher.

d) Netiquette - Misconduct carried out over the internet –including Edsby- may be subject to school discipline, whether carried out at home, at a school or elsewhere. Students are NOT allowed to post photos, videos or derogatory remarks regarding their peers or staff. In addition, students cannot use cell phones in washrooms or change-rooms. Furthermore, students must use appropriate language when naming files on the school’s computer network.

e) Violations - Any violation of the above may result in the loss of computer privileges and/or school disciplinary actions.

COMMUNITY THREAT ASSESSMENT PROTOCOL

KPRDSB 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 there is a risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents.

DRESS CODE

We believe and know:

- How you dress is a reflection of yourself and your individuality; however, it is important that the way you dress does not disrespect yourself, others or the values of the school and society in general.

The dress code for CCIS has been created in accordance with KPR’s regulation ES-1.1.11 – Safe, Caring and Restorative Schools: Dress Code, the Ontario Education Act, the Ontario Human Rights Code, and the Canadian Charter of Rights and Freedoms.

The dress code at CCIS recognizes the uniqueness of individuals, acknowledges respect for self and others and permits each student to actively participate in the learning environment. CCIS has an expectation that staff and students are dressed in appropriate attire to ensure a positive and safe learning environment. This requires adequate covering of the body, including secure shirts and bottoms, and appropriate footwear.

Clothing or jewelry that promotes or symbolizes drugs, alcohol, or intoxication is not permitted.

Clothing or jewelry that promotes, symbolizes, or incites discrimination in any form (e.g. racism, sexism, transphobia, homophobia, islamophobia, etc.) is not permitted.

Due to allergies, perfumes, colognes, after shave lotions and other perfumed products are not permitted.

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. **If students have not been**

given direction to use them, cell phones and other PEDs must be turned off and stored out of sight in classrooms or lockers during instructional time.

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. **Under no circumstances are students permitted to record (i.e. pictures, video, audio) other individuals without prior consent, and it is to be assumed that students do not have consent to record unless explicitly given.** The teacher will determine and authorize the usage of a PED during instructional time. The usage of PEDs is restricted in the washrooms and change rooms. PEDs may be used during regularly scheduled breaks, such as lunch hour and recess. As with other personal property items, schools are not responsible for lost, stolen or damaged PEDs. These guidelines apply to all stakeholders in the school including students, staff, parents, volunteers and visitors.

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 said student, parent meeting, detention, confiscating the PED, removal of privilege to have a PED at school or suspension.

*In the event of an emergency or for parents/guardians to leave important messages for students during the instructional time, we ask that you contact the school office at 905-697-9857.

EMERGENCY DRILLS

- Each room has a posted fire exit route. When the fire alarm sounds, move quickly and quietly to the indicated exit. **DO NOT RUN.** Once outside, students are to remain in their class grouping line with their teacher. This will be well away from the building and will keep the roads clear for emergency vehicles. There are six mandatory fire drills per school year.
- Two mandatory lockdown practices will take place during each school year. Students are to follow instructions from their teachers and from signs posted in the classroom.

HOMEWORK EXPECTATIONS

At the grade 7 and 8 levels, homework assignments are considered an essential component of student learning. Homework assignments incorporate a wide variety of activities and involve the reinforcement, application and extension of concepts taught, as well as the study of new concepts in preparation for the next day's learning. As such, the completion of assigned work (both in-class and homework) is important to the student's demonstration and successful achievement of curriculum expectations.

IMPORTANT DATES

September 5, 2023	First Day of School
September 29, 2023	PA Day
October 9, 2023	Thanksgiving (Holiday)

November 3, 2023	PA Day
December 25 - Jan 5, 2024	Winter Break
February 2, 2024	PA Day
February 19, 2024	Family Day (Holiday)
March 8 - 15, 2024	March Break
March 29, 2024	Good Friday (Holiday)
April 1, 2024	Easter Monday (Holiday)
April 26, 2024	PA Day
May 20, 2024	Victoria Day (Holiday)
June 7, 2024	PA Day

INCLEMENT WEATHER

In the event of inclement weather, the Board endeavours to keep all elementary and secondary schools open, even in the event of bus cancellations. Bus students (only) not in attendance due to bus cancellation are not marked absent. Parents and students are urged to tune into local radio stations for possible bus cancellations or visit www.stsco.ca.

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 the assignment. Several 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.

LATENESS POLICY:

We believe and know:

- Late entry to class is disruptive to the teaching/learning process.
- On-time attendance and preparedness is a habit essential for future employability.

Policy and Procedures:

Arriving on time and being ready to work are essential skills for student success. All students are expected to arrive to class on time.

If students are late, they are required to report to the office, where they will be recorded as such in Aspen Attendance.

*Chronic lateness will result in consequences from teachers, parent/guardian contact, and/or referral to administration.

LIBRARY BOOKS

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

LEARNING SKILLS

The development and demonstration of strong, effective learning skills are critical to each student’s achievement of curriculum expectations. As well, positive learning skills are essential for personal success in the workplace and post-secondary endeavours. Learning skills will be reported separately from percentage grades. Learning skills include the following:

- * Responsibility
- * Initiative
- * Independent work
- * Organization
- * Collaboration
- * Self-Regulation

The Progress Report Card specifically assesses these skills early in the term to ensure the student is on the path to success.

LOCKS AND LOCKERS

- Lockers are provided for students who’s homeroom class is in the building, but remain the property of the Board.
- The Board has full rights of access to every locker at any time.

MEDICATION

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 a Plan of Care form on file at the school. This form is available from the office and requires the signature of the supervising health care professional. It is required for all forms of medication including inhalers and EpiPens. If a student has a medical concern or a severe

allergy, a Plan of Care form may be completed by the parent/guardian. These forms must be updated and completed annually.

MESSAGES AND THE 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. Changes to end of day routines must be communicated to the office by phone call from the parent or guardian, unless of an emergency nature.

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 a handwritten note to the office.

When picking up students prior to the regular day's end (no later than 2:15 pm), students will be called down to the office upon parent arrival. Students will not be called down prior to arrival due to delays in parent travel, and subsequent loss of instructional time.

MISSED EVALUATIONS

All class assessments are considered important opportunities for students to demonstrate their achievement of the class expectations. To foster a culture of responsibility and ensure fairness to all students, the following will take place in the event of missed assignments/assessments.

Students who are aware of absences in advance (doctor or specialist appointment, school trip or activity) need to discuss expectations with their teachers *before their absence*. **It is the student's responsibility to inform their teacher and make the necessary arrangements in advance.**

Students, who miss a test with a valid reason, can expect to write the test on the day of their return to school or in certain circumstances (i.e. extended illness/absence) at a time negotiated between the student and teacher.

NUT SAFE SCHOOL

We endeavour to be a "nut-safe" school in the interest of safety and wellness for all students. Parents and guardians often ask us how they can contribute to special events such as birthday celebrations, special occasions and on holidays. We appreciate our families' thoughtfulness and generosity!

Given the fact that we have students with life- threatening allergies, we request that only pre-packaged, labelled items come to school with students for sharing.

We need your help in understanding that since some students' allergies are so severe, parents and guardians must be careful to avoid the possibility of cross-contamination with nut products. Even if the food sent to school does not contain any nuts, it still can pose a risk if it came in contact with nuts; for example, if the ingredients, bowls, utensils or cutting boards used to make them also came in contact with nuts and were not cleaned thoroughly between uses. If you are buying prepackaged items, we also ask that you ensure they indicate that they were made in a nut-free facility as indicated in this visual.

As always, student safety is our highest priority. We deeply appreciate your support in ensuring our school remains a healthy environment for all

NUTRITION BREAKS

All students eat in the cafeteria during the first and second Nutrition Break. Students with parent/guardian permission will be allowed to leave school property during the second break only. Students are NEVER to leave the school property without permission once they have arrived on property.

School staff provide supervision for students during nutrition breaks.

During nutrition breaks, students are expected to:

- eat quietly; follow lunchroom rules
- remain seated, when inside, until dismissed by staff
- tidy their own area

SAFE SCHOOLS

a) Tobacco Policy:

The Smoke-Free Ontario Act, 2017 prohibits the smoking of tobacco, the use of electronic cigarettes (e-cigarettes) to vape any substance, and the smoking of cannabis (medical and recreational) on school grounds or within 20 metres of any point on the perimeter of the grounds of the school.

b) Drugs and Alcohol:

Any student in possession of, under the influence of, or distributing any alcohol or drug substance or paraphernalia will be subject to appropriate police action, suspension, and/or expulsion from Clarington Central Intermediate School.

c) Search and Seizure:

If there is reason to believe that a student is in possession of a substance or prohibited material, the school has the right to search school and personal property such as desks, knapsacks, purses, pencil cases, lunch boxes, etc. without prior notice or permission from any person. The police may from time to time be invited onto school premises to conduct their own searches, also without prior notice to or permission of any member of the school community.

SCHOOL CASH ONLINE:

For safety and efficiency reasons, Kawartha Pine Ridge District School Board would like to reduce the amount of cash & checks coming into our school. Please join the thousands of parents who have already registered and are enjoying the convenience of paying online. It takes less than 5 minutes to register. For step-by-step instructions to begin to receive email notifications regarding upcoming events involving your child(ren). <https://www.kprschoools.ca/>

SCHOOL COUNCIL:

A school advisory council is elected each September. The council is composed of members of the community. At the first meeting, we will select our School Council executive for the school year. Parents are encouraged to attend.

STUDENT ILLNESS AND ACCIDENTS

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.

TIMETABLE EXAMPLE

8-8:15	Day 1	Day 2	Day 3	Day 4	Day 5
8:15-8:55 (40)					
8:55-9:55 (60)					
Break (20)					
10:15-11:15 (60)					
11:15-11:55 (40)					
Lunch (40)					
12:35-1:15 (40)					
1:15-2:15 (60)					

TRIPS AND TRANSPORTATION

It is the intention of the Kawartha Pine Ridge District School Board to provide the safest possible transportation in an efficient and economical manner. Bus transportation is a privilege and when students interfere with the safety and efficient travel of others on the bus, this privilege may be lost for a period of time whereby a bus report/phone call is sent home.

If students are experiencing difficulties with the expectations of the bus driver, the parent/guardian will be contacted. In the event of withdrawal of bus privileges, parents/guardians are responsible for transportation to and from school. Amongst behaviours which are not appropriate on a bus are getting out of seats while the bus is in motion, fighting, throwing articles in and out of the bus windows, obscene language, and not following the bus driver’s instructions.

Bus students are assigned to a particular bus and the Board incurs the cost of insurance for those students. Bus students may NOT take friends onto the bus or change buses to ride to a friend’s home.

From time to time, students take field trips. The same bus rules apply during these events. 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 to assist with supervision and meet Ministry and Board established ratios for out of classroom programs.

VALUABLES

The school will not be held responsible for valuables; therefore students are encouraged to not:

- a. bring large sums of money or valuable personal items (such as jewelry, phones and electronic devices) to school.

- b. carry wallets, cell phones, watches or jewelry to gym or fitness classes.
- c. wear or carry outerwear to classes.

VISITORS

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 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 very 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 they will be called 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 prior to 2:15 pm 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 dire emergencies. We also ask that parents not call or text students during the school instructional day.

Volunteers

Parent volunteers and classroom visitors are required to sign in at the office and will be provided with a Visitor Badge. All volunteers are required to provide the principal with an up- to-date police records check prior to commencing their volunteer assignment, including school trips and classroom support. A receipt indicating payment is not acceptable for this purpose. Original copy must be viewed by the Principal

Resources referenced:

- KPRDSB SAFE, CARING AND RESTORATIVE SCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)
- POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)
- ASSESSMENT, EVALUATION AND REPORTING POLICY (Code Reference: ES – 4.1)

The Kawartha Pine Ridge District School Board Supports **CHARACTER EDUCATION**

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.