



Grafton Public School

654 Station Road, Grafton, ON

Phone: 905-349-2591

Website: <http://grafton.kprdsb.ca>

Twitter & Instagram: @GraftonPublic



Take Flight!

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Grafton Public School



Our School:

School Day Organization:

Period	Times
Before School supervision	9:05am-9:20am (back of school)
Period 1	9:20am-10:20am
Period 2	10:20am-11:00am
Nutrition Break	11:00am-11:40am
Period 3	11:40am-12:20pm
Period 4	12:20pm-1:00pm
Period 5	1:00pm-1:40pm
Nutrition Break	1:40pm-2:20pm
Period 6	2:20pm-3:00pm
Period 7	3:00pm-3:40pm
Dismissal	3:40pm

Office Hours: 8:30am-4:30pm

Safe Arrival: Please do not call the school to report an absence or late.

Telephone: 1-844-434-8119

Website: studentabsence.kprdsb.ca

App: the SchoolMessenger mobile app on your smart phone or tablet.



Allergies/Medical Conditions

There are members of our school community who have life-threatening allergies to nuts and other allergens. If they smell or come in contact with these foods, they may have an anaphylactic reaction.

If your child has a serious or life threatening allergy or medical condition, let the school know immediately and speak to the school office about completing the appropriate medical forms. Staff members are not permitted to administer ANY medication to students unless the appropriate forms are completed by the parent/guardian. Students are not permitted to carry medication unless the office made aware of an ongoing medical condition. **Students with asthma puffers, epi-pens etc. MUST keep their medication WITH THEM in the classroom and take on all school events/field trips.** Peanut Allergies ANAPHYLAXIS can result due to peanuts, peanut oil or peanut butter and presents itself as a life threatening allergy. Please look for peanut free labels and check ingredients if you are unsure. It is the law for food companies to label peanuts on ingredients labels. If you are sending in treats to celebrate a special occasion, please ensure that they are made in a nut free environment.

Announcements

We have student leaders share important announcements each day. Announcements include celebrating birthdays, student selected music/jokes, & other school news. Please let the office know if you prefer to not have a birthday read out loud due to religious beliefs.

Arrivals and Departures

Supervision will be provided in the yard from 9:05 a.m. to 9:20a.m. Please do not leave your child unsupervised before 9:05 a.m. Parents should drop off and pick-up from a designated location. Parent parking is south of the school of Station Road. **Please do not walk through the school.** In the event of inclement weather, students will be supervised in their designated hallway entrance. Please follow all current Public Health directions.

Busing Policy

Our school's busing is arranged by Student Transportation Services of Central Ontario (STSCO). All busing information is accessed through their website <http://www.stsco.ca/> or directly at (705)748-5500 or toll free 1-800-757-0307. Students must ride on the bus to which they are assigned. We cannot give a bus pass to ride to a friend's house. You will need your child's OEN number from a report card to access their online system.

Missed the bus

If your child misses the morning bus, we suggest that you make a plan in case this happens. Do you want them to go home or go to a neighbour's? If transportation cannot be arranged, please call the office to report the situation. If a student misses the bus at the end of the day, he/she is to report to the office. Parents/guardians will be contacted to make arrangements for pick-up.

Bus Delays/Cancellations

STSCO (Student Transportation Services of Central Ontario) will email you about your child's bus delays & cancellations. Go to: www.stsco.ca and click on: Transportation Bus Look Up. You will need your child's OEN Number from their report card –it is a 9 digit number and your child's date of birth. Please follow the STSCO Winter Newsletter.

Inclement Weather/Snow Days

The school remains open even if all buses are cancelled. If you transport your child(ren) to school when the bus is cancelled then you are responsible to drop them off at 9:20am and pick them up at the end of the day by 3:40pm. Please send a lunch and snacks as the breakfast and hot lunch programs are cancelled on these days.

Bikes, Skateboards, Scooters and Rollerblades

Students who use bicycles, rollerblades, skateboards or scooters to travel to school:

- Must wear a helmet.
- Must walk while on school property.
- Should lock bikes and scooters on the bike rack.
- Must store rollerblades and skateboards with their backpack or in a space arranged with the classroom teacher.

The school is not responsible for repair or replacement of any of these items.

Kiss 'N Ride

The bus lane must be left open for our early and late buses. Due to safety concerns, we ask that all parents use the parent parking at the south of the school. Parking spaces at the school are for staff. Please do not park on Station Road as it is difficult for bus and car drivers to see students meeting someone in a parked car. We also have a fire hydrant in front of the school which should remain open for emergency services. It is helpful if you park in the lot and choose a meeting place outside the school.

Custody: Parents as Partners

If you have custody agreements for your child(ren), please send a copy to the school. This will help guide us with who has access and rights to make educational decisions for your children.

Safe Arrival/Student Absence & Lateness

Students arriving late to school must report to the office for an Admit to Class slip signed by the secretary. This slip and sign-in is located on a podium outside the office.

Absence Procedure

Parents/Guardians are asked to call School Messenger to report all absences and lates. It is available 24 hours a day, 7 days a week and up to 9:00am on the day of the absence.

Telephone: 1-844-434-8119 Website: studentabsence.kprdsb.ca

If parents/guardians do not report an absence by 9:00am on that day, the system will automatically contact the parents/guardians of the absent child. **You can write a note for the teacher in the agenda or send a letter if you would like to provide more details. Please do not call the school to report an absence.**

Vacation/Prolonged Illness

Parents/Guardians of students who will be absent from school for an extended period of time are asked to report the absence using our attendance reporting system. Parents/guardians are encouraged to communicate the extended absence to their homeroom teacher, at least two weeks prior to the leave to ensure programming and missed work for this period can be arranged to be completed. If the prolonged absence is equal to or beyond 15 consecutive days, please notify the office.

Attendance and Punctuality

Regular attendance and punctuality is expected of all students. Please ensure that students arrive before the morning and afternoon entry times. Students that arrive late can disrupt classmates and risk missing essential instruction.

Withdrawal of Students from School

Parents/Guardians are asked to report to the office to withdraw a child from the school before dismissal, so that we may record their signature in the **Sign Out Book**. Students in grades 6-8 that have a note from their parent/guardian may sign out for first break at 11:00am. A special sign out procedure has been established for these grades to leave and purchase lunch. In September, there is a lunch permission form that parents can use to provide approval for the entire school year. Students that return late after lunch can get their permission to leave revoked.

It is important that students do not consistently leave early from school as they will miss important instruction and activities for the end of day subjects.

When special activities/events are planned to enhance and support student achievement (e.g. Sports Day, Play Day, dances, field trips, outdoor education and assemblies), all students are expected to attend school. Lunchtime sign out will depend on approval by the Public Health Unit.

Electronic Devices

Some students in our junior and intermediate grades bring cellphones/tablets & iPods to school. They are to be used for instructional purposes during the school day. After morning announcements, all personal devices are powered down. We expect that students will not use their personal device to take photos or videos of any student. Students can keep their device in a backpack or in their desk. Devices that are brought to school are the responsibility of the student and will not get replaced/repared by the school. If you need to contact your child, please call the main office instead of messaging their device.

School Milk Program

Chocolate and white milk are available for purchase by students during second nutrition break. Students may buy a \$10.00 milk card which is good for 10 milks or for \$1.00 each. When a student purchases milk, the card will be punched. Kindergarten students can give their Kindergarten teacher/ECE their money to purchase a voucher. Parents should remind their children of the importance of knowing where these vouchers are kept at school.

Class Placements

Due to late registration and enrolments, there may be staffing changes and class reorganization during the first few weeks of school. We do our best to keep these changes to a minimum and support students during any transitions.

Communication between School and Home

Parents/Guardians are our most important partners in educating children. We communicate with you in a variety of ways such as our school website, Edsby, Twitter and by email.

Email/Edsby/School Messenger

To improve communication between home and school and reduce paper waste, we will email school newsletters through School Messenger. A hard copy is sent in September when we are verifying all correct email accounts. If you wish to continue to receive a hard copy of the school newsletter each month, you can contact the office.

Clothing for Physical Education

Students are required to participate actively in this subject area. Running shoes with non-marking soles are expected for this subject. We suggest that one pair of running shoes be left at school as "inside shoes" running shoes. Older students should bring a change of clothes such as shorts or sweatpants and a T-shirt. Students will change back into their regular clothing at the end of the physical education period.

Students bringing a doctor's note requiring exemption from any part of the Physical Education program will be assigned an activity related to the program.

Emergency Information

Let office staff know as soon as possible if any of the following information changes:

- Address, work or home numbers or other contact information
- Emergency contacts and telephone numbers
- Changes in custody agreements
- Medical alert or changes in health conditions (allergies, medications)

School Code of Conduct

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.
- 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.

Procedures at our school

- Students are to respect property belonging to others; "lost and found" items are placed on the shelving in the hallway between the library and the Grade 8 classroom.
- Students will keep the school and playground tidy; no littering; no food/drinks are to be outside at recess times.
- Garbage-less Lunch: We recycle paper and milk cartons at Grafton. We encourage children to bring garbage-less lunches; that is, try to bring everything in containers they can take home again at the end of the day. Any garbage, plastic containers, or juice boxes that come in lunches will go home in the lunch bag at the end of the day to be recycled.
- Students will attend school regularly and bring a note when absent if the school has not already been informed.
- Students will dress in a manner appropriate for the school environment and should reflect the positive learning tone of the school. It is expected that students will wear clothing (tops & bottoms) that cover all parts of any undergarment. Tops should cover the midriff. Skirts, skorts and shorts should be a suitable length. Slogans, language and pictures/depictions on clothing and accessories should reflect the positive tone of the school and should not be offensive to any group. Interventions: Reminders from the school, a request to change or reverse item, provided something else to wear (if available) and parents will be notified to bring appropriate attire.
- Students who ride a bike to school must, by law, wear a helmet. Bikes are stored in the bike racks until the end of the day. Students should lock their bike at the bike rack.
- Snowball throwing is unsafe for a school environment. There is a no snowball throwing rule in place. Consequences are progressive and begin with a warning, then written letter from the principal that a third warning may include suspension from school.

- **Personal Electronic Devices (PEDs):** 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. All students will be asked to power down by morning announcements & will only use PEDs for instructional purposes during the school day. We ask that parents & students communicate through the office during the school day rather than by text messaging. In order to ensure a safe and positive climate for all stakeholders, school principals with their teaching staff will monitor and regulate the use of Personal Electronic Devices. Guidelines include:
 - The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices both on school property and during off site school events
 - The teacher will determine and authorize the usage of a PED during instructional time
 - The usage of PEDs is restricted in some areas of school including washrooms & change rooms
 - When the usage of a PED is inappropriate, the school principal or designate will apply progressive discipline strategies. Depending on the infraction, strategies may include, but are not limited to; speaking with student, parent meeting, detention, confiscating the PED, removal of privilege to have a PED at school or suspension.

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.

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities

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

2.2 Additional Student Responsibilities

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

2.3 Additional Staff Responsibilities

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress
- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
- be on time and prepared for all classes and school activities
- prepare students for the full responsibilities of membership in their community/society
- safeguard students from persons or conditions that interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

2.4 Additional Parent/Guardian Responsibilities

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

- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child.

3. Standards of Behaviour

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

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

Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property
- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

3.2 Physical and Emotional (Psychological) Safety

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

Weapons

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

Alcohol and Drugs

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

Physical Aggression

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

Non-physical Aggression

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

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

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

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

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
 - causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
 - creating a negative environment at a school for another individual
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of

special education.

- the behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying includes bullying by electronic means, including:

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

4. School Code of Conduct Rules

- Students must be allowed to learn.
- Teachers must be allowed to teach.
- The following behaviours are **not acceptable** for anyone in the school community:
 - physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
 - assault
 - bullying
 - actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).
 - damage to property in the school environment (including school grounds, buses, trips.)

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

5. School Code of Conduct Procedures

5.1 Search and Seizure

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

5.2 Signage

- Signs will be posted directing visitors to begin their visit at the office.
- Security systems, which include a camera and intercom, are connected to the main office. Visitors and parents will be "buzzed in" by office staff. All doors will be locked.
- A sign in sheet is available for volunteers to sign in and sign out. A badge will be provided which is visible to all staff demonstrating that the volunteer has signed in. Volunteers are required to have an updated Criminal Reference Check with a vulnerable sector search completed every 12 months. Forms are available at the office. Two pieces of photo identification is required.
- If you are bringing your child to school in the morning, please drop them off outside at the south end of the driveway so that they may walk safely onto the playground. At the end of the day, parents need to wait outside until the bell rings. If you need to speak with a teacher, please put a note in the agenda or call to make an appointment.

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies

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

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

Prevention strategies are designed to:

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

6.2 Supportive Intervention Strategies use:

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

6.3 Community Threat Assessment Protocol

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

7. Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student’s age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student’s Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

7.1 Consequences may include one or more of the following:

- apology
- warnings
- be removed from the classroom for a period of time (time-out)
- time-owed
- problem solve using conflict resolution
- meeting with teacher and/or principal to review behaviour expectations
- restricted privileges
- restitution to school or individual – can be financial or in kind – may be required to compensate for any wilful damage to property(e.g., paying for damage, doing community service)

- be part of a parent/guardian/teacher/principal conference to review behaviour record, interventions to date, and to address next steps.
- modify or loss of one or more privileges
- behaviour contract
- voluntary withdrawal by parent/guardian
- 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 any physical, verbal, electronic, written or other means.
 - Cyber-bullying includes bullying by electronic means including:
 - creating a web page or blog in which the creator assumes the identity of another person,
 - impersonating another person as the author of content or messages posted on the internet, and
 - communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
 - bullying adversely affects a student's ability to learn.
 - bullying adversely affects healthy relationships and the school climate.
 - bullying adversely affects a school's ability to educate its students.
 - bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances(e.g. on-line) where engaging in bullying will have a negative impact on the school climate.
- Persistent opposition to authority.
- Habitual neglect of duty.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
- Being involved in a physical altercation.
- Inappropriate physical contact.
- Failing to complete medical immunizations as required by the Public Health Department.

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

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.

- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if:
 - the pupil has previously been suspended for engaging in bullying, and
 - the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.
- Any incident including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

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

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that:
 - cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
 - cause extensive damage to property at the school or to property located on the premises of the pupil's school
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

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

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

