



**2023 - 2024**

**Dr. Ross Tilley Public School**

45 West Side Drive Bowmanville, ON L1C 4Y8  
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## SCHOOL DAY

Dr. Ross Tilley Public School operates on a balanced day format. The day is divided into three portions with a 20 minute Nutrition Break and a 20 minute recess between each session.

9:15 a.m.	Entry bell, classes begin
10:55-11:35 a.m.	Nutrition Break/Recess
1:15-1:55 p.m.	Nutrition Break/Recess
3:35 p.m.	Dismissal

## 2023-2024 SCHOOL YEAR CALENDAR

August 31	PA Day
September 1	Board Holiday
September 5	FIRST DAY OF SCHOOL
September 29	PA Day
October 9	Thanksgiving
November 3	PA Day
December 25-	Winter Break Begins
January 8	Winter Break Ends
January 8	Classes Begin
February 2	PA Day
February 19	Family day
March 8-15	March Break
March 29	Good Friday
April 1	Easter Monday
April 26	PA Day
May 20	Victoria Day
June 7	PA Day
June 27	Last Instructional Day
June 28	PA Day

## VISITORS TO OUR SCHOOL

Family 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 both teachers and students. If you need to see your child, please come to the office and s/he will be called to the office to see you. 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 3:15 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 emergencies.

**We ask that parents not call/text students during the school day. Please direct all calls through the office.**

Family volunteers and classroom visitors are required to sign in at the office and will be provided with a Volunteer Badge. All volunteers are required to provide the principal with an up-to-date police records check completed and submitted prior to commencing their volunteer assignment, including school trips and classroom support.

## ARRIVAL AND DEPARTURE

Students are requested to time their arrival with the start of yard supervision at 9:00 a.m. Bus students are supervised from the time of their arrival at school. 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.

## KISS N RIDE

Kiss N Ride drop off is available in the morning beginning at 9am

Please wait to let your children out until you are in the drop off zone in front of the building where the purple hats are and the sidewalk is painted yellow

Please do not get out of your car. The students in the purple hats are more than happy to help, but when parents get out of their cars, it slows everything down and causes cars to back up onto the road.

The kiss n ride is a single lane only. Please do not drive into the lot in the other lane unless directed by staff. It is dangerous to pedestrians and other cars.

## ATTENDANCE PROCEDURES

Our school participates in the SAFE ARRIVAL PROGRAM. It is the responsibility of families to contact the school if a student will be absent or late for the day. Please call our absence reporting system at **1-844-434-8119** if your child is going to be away. You can also report online by establishing an account with our Family Portal at **studentabsence.kprdsb.ca**. The school secretary will attempt to contact families at home or work if we have not received information regarding a student's absence. Students should bring a note upon return to the school explaining the reason for the absence. Students with numerous absences/lates will be referred to the Board's Attendance Counselor for support. 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.

## 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 families (or emergency contacts) to alert them to the 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 family.

## MEDICATIONS

Although it is preferable to have medication given to a child by the family, there are exceptional circumstances when students require the administration of medication during the school day. They must have Plan of Care on file at the school. This form is available from the office and may require the signature of the supervising physician. It is

required for all forms of medication including inhalers, epi-pens, and over the counter products. If a student has a medical concern or a severe allergy, a **Plan of Care** form must be completed by the family. These forms must be updated and completed **annually**.

### **LUNCH TIME ARRANGEMENTS**

All students eat lunches in classrooms during the first Nutrition Break. The school staff provides supervision for students remaining at school during nutrition breaks. Students going home or out for lunch should plan to use the first Nutrition Break for the purpose.

Students who remain at school for lunch should:

- eat quietly; follow lunchroom rules
- consume all opened drinks
- remain seated until dismissed by staff
- tidy their own area
- bring a note of permission each time they wish to leave the school property at lunch

Students who are chronically late back from lunch will incur consequences as per Progressive Discipline

From time to time, the School Council offers special Hot Lunch days. Please note deadlines for orders. Late orders cannot be accepted due to advanced ordering practices. Should your child be absent the day of the special lunch, we cannot refund your money as we have pre-ordered and pre-paid. This includes bus cancellation days. You are welcome to come to the school at the first Nutrition Break to pick up the order in the event of an absence.

### **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.

### **DRESS CODE**

#### **A) Appropriate Dress**

Students must wear;

- Clothing which includes both a top and bottom layer
- Footwear

Students may wear;

- Any clothing that supports a human rights related need or accommodation
- Clothing (tops) that expose arms, shoulders, stomach, midriff, neckline, cleavage, and straps but will cover nipples
- Clothing (bottoms) that expose legs, knees, thighs, hips and expose waistbands but will cover groin and buttocks
- Any headwear that does not obscure the face, subject to human rights related needs and Accommodations

#### **B) Inappropriate Dress**

Students may not wear;

- Clothing that promotes /symbolizes illegal activity (including gang activity) or drugs or alcohol or their use
- Clothing that promotes, symbolizes or incites hate, discrimination, bias, prejudice, profanity, pornography, incites harassment or bullying, threatens harm to the safety of self or others or that includes offensive (e.g. sexist,

racist, homophobic, anti-indigenous, anti-Black, anti-Semitic, Islamophobic, etc.) images or language

- Clothing (tops) that exposes nipples
- Clothing (bottoms) that expose groin and/or buttocks
- Clothing (mask/scarf) that obscures the face (unless required to meet human rights related needs or accommodations)
- Undergarments as outerwear
- Transparent clothing that fully exposes undergarments
- Swimwear unless required for curricular or co-curricular approved activities

### **C) Health and Safety Dress Code Requirements**

Students must comply with Health and Safety requirements for specific courses and/or co-curricular programs.

Specialized dress requirements including personal protective/safety equipment occur in many classes/programs including science and physical education. Parents, guardians, and students will be informed in advance, and individual needs will be accommodated short of undue hardship.

For some special events, the school may allow students to wear a costume. The costume must not promote racial, gender, cultural or other negative stereotypes based on Human Rights Code grounds. Students still need to comply with the dress code requirements

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

Skateboards, scooters, and other 2-wheeled conveyances other than bicycles are **NOT PERMITTED** at Dr. Ross Tilley due to safety concerns. Students need to dismount and walk these devices on school property and lock them up outside. It is highly advisable that bicycles be locked at the provided bike racks at school and helmets are worn when riding. The school is not responsible for lost or stolen bicycles, skateboards, scooters, etc.

### **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 after a bus report/phone call is sent home.

If a student is 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.

From time to time, students take field trips. The same bus rules apply during these events. The cost of busing for trips is divided amongst all students participating, and cannot be avoided by families providing their own transportation. Family volunteers on field trips are expected to ride the provided transportation in order to assist with supervision and meet Ministry and Board established ratios for out of classroom programs.

## INCLEMENT WEATHER

In the event of inclement weather, the Board does attempt 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](http://www.stsco.ca).

## LOST AND FOUND

The student Lost and Found boxes are located on the main floor near the gym. Many teachers also maintain a classroom Lost and Found. Careful labeling of items such as clothing and lunch bags will most likely ensure their return. At the end of each term, the contents of the Lost and Found box are put on display for students to peruse. Items deemed suitable for re-use are donated to a local charity. Please do not send any items of a valuable nature to school.

## LICE

We support families in addressing this health nuisance. We suggest families conduct regular checks to ensure that each child's hair is free of lice and nits. If you find that your family is host to these unwanted guests, please alert the school as soon as possible. Children who have head lice will be readmitted to class once they've had treatment.

## EMERGENCY PROCEDURES

Dr. Ross Tilley has emergency procedures in place for both on-site and off-site emergencies. Fire drills are conducted six times and lockdowns twice throughout the school year, and classes have clear direction regarding their procedures for building evacuation. Please inquire at the office if you wish further information.

## VALUABLES

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

## MESSAGES AND OFFICE TELEPHONE

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

When picking up students prior to the regular day's end (3:35 pm), students will be called down to the office upon family arrival. Students will not be called down prior to arrival due to delays in family travel, and subsequent loss of instructional time.

## CELL PHONES AND USE OF PERSONAL DEVICES

Some families choose to have their child(ren) bring cell phones to school. Please note, chromebooks and iPads are available and cell phones **ARE NOT** required to access learning.

Students are often distracted by their cell phones and despite staff supervision, cell phones present a significant and frequent disruption to the learning environment. Inappropriate use and access to cell phones easily contributes to:

- **Safety concerns** (making photos/videos/cyber bullying/ addiction, viewing/sending inappropriate content, use of phones in the yard, washrooms etc.)
- **Learning concerns** (distraction, avoidance, TikTok/ social media challenges, cheating etc.)
- **Operational concerns** (texting during class time, communicating with others before an investigation is complete, rumours, receiving phone calls/texts from home, theft/damage etc.)

Students and parents will be required to sign a Safe and Acceptable Use Agreement prior to bringing personal devices to school. They may use their personal devices with teacher permission for specific purposes. Students who misuse their cell phones at school will be reminded by the teacher /staff member of appropriate use and/or to put the device away. Should the student not listen, they will be asked to place the phone in the office, where it will be kept safe until the end of the day. Students who refuse to comply will be subject to progressive discipline and families of students who repeatedly must be reminded of school routines and procedures around cell phone use will be contacted by the school to develop a positive plan of action.

Students and parents will follow regular school procedures if they need to call home, i.e. permission from a teacher or from administration, and then proceed to the office to use the school phone. Parents should call the school phone if they need to contact their child(ren). Students should not be receiving texts or calls during the school day. The student is solely responsible for the phone and for the choices made in its use.

The school is not responsible for lost/stolen or damaged electronic devices.

## SCHOOL CODE OF CONDUCT

The Ministry of Education requires that all schools develop a code of conduct which communicates the standards of behaviour to all the members of the school community the types of behaviour expected from them. Members of the school community include: students, staff, families, and others such as visitors, volunteers, community partners and community rental groups.

The Board recognizes that all students, families, teachers and staff have the right to be safe, and feel safe in their school community.

This school Code of Conduct has been developed in accordance with the guiding principles of the Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct in order to create a common philosophy and understanding upon which safe learning and working environments can be maintained for all school community members.

It is applicable to students while at school or engaged in a school-related activity or in other circumstances where engaging in the activity has an impact on the school climate.

## School Code of Conduct Responsibilities

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

Every member of the school community has the responsibility to:

- contribute to make the school environment safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work co-operatively with each other; and
- model appropriate behaviour and to support the Code of Conduct by upholding the standards of behaviour.

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;
- show respect for themselves, for others and for those in authority; and
- refrain from bringing anything to school that may compromise the safety of others.

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 parent(s)/guardian(s);
- discipline fairly and consistently in a manner in keeping with the administrative regulation 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 citizenship; and
- safeguard students from persons or conditions which interfere with the learning process.

Families 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.

## **Standards of Behaviour**

### **Respect, Civility and Responsible Citizenship**

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;

- 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, or disability;
- respect the rights of others;
- show proper care and regard for school property and 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 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.

### **Physical and Emotional (or Psychological) Safety**

The following will **not** be tolerated:

#### **Weapons**

- possession of any weapon or replica weapon, including but not limited to firearms;
- use of any object to threaten or intimidate another person; and/or
- causing injury to any person with an object.

#### **Alcohol and Drugs**

- possession of, or 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; and/or intimidation.

#### **Non-physical Aggression**

- emotional, sexual, homophobic or racial actions that hurt an individual or a group of individuals;
- threatening physical harm, bullying or harassing others; and/or
- use of any form of discrimination.

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

**Bullying**, by definition, is aggressive and typically repeated, on-going 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.
- 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 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.

### **School Code of Conduct Rules**

- Students must be allowed to learn;
- Teachers must be allowed to teach;
- The use of physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g. sarcasm, ridicule, humiliation), bullying, or discrimination (e.g. race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability) is unacceptable; and
- Damage to property in the school environment (including school grounds, school buses, on school excursions) is not permitted.

Note: The principal may also apply these rules to a pupil when the pupil's conduct outside the school environment negatively impacts on the school.

### **Strategies to Promote Positive Student Behaviour**

- Prevention Strategies
- Establish a positive school climate;
- Maintain effective classroom management;
- Use of encouragement, reinforcement, and rewarding;
- Promote social skills development;
- Provide information regarding anger management programs;
- Utilize peer counselling and conflict resolution; and/or
- 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 restorative practices and other problem solving techniques;
- Use of behavioural contracts;
- Use of outside agencies;
- Use of interviews/discussion; and/or
- Use of school/Board/community resources.

### **Consequences for Unacceptable Behaviour**

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

Consequences may include the following:

- |                         |                                |
|-------------------------|--------------------------------|
| *restorative practice   | *warnings                      |
| *time-outs;             | *time-owed;                    |
| *restricted privileges; | *restitution, i.e. financial,  |
| *community service;     | *suspension; and/or expulsion. |

In accordance with provincial directives, families and pupils are advised that a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate:

- 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 (as per the definition previously provided in this document).
- 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.

In accordance with provincial directives, families and pupils are advised that a pupil shall be suspended and considered for expulsion on the following grounds:

- the pupil commits one or more of the following infractions while at school or engaged in a school-related activity, or in other circumstances where engaging in the activity has had a negative impact on the school climate
- possessing a weapon including a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons or in illegal drugs;
- committing robbery;
- giving alcohol to a minor;
- bullying, if: the pupil has previously been suspended for engaging in bullying, and the pupil's continued presence in the school creates an unacceptable risk to the safety of another person;
- any incident, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

In accordance with provincial directives, families and pupils are advised that the following additional infractions may

result in a suspension and may be considered for expulsion:

- the pupil commits an infraction in the school community, and the infraction has an adverse effect on the school;
- the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning environment of others;
- the pupil has engaged in activities that
  - cause the pupil's presence in the school to be injurious to the physical or emotional well-being of other pupils or persons in the school, and/or
  - caused extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- the pupil demonstrated, through a pattern of behaviour, that the pupil has not prospered by the instruction available and that the pupil is persistently resistant to making the changes in behaviour which would enable the pupil to prosper.

## ASSESSMENT, EVALUATION AND REPORTING

**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.

**Assessment for learning** is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to adjust instruction and provide feedback, and by students to focus their learning and next steps. Assessment for learning takes place while the student is still learning and serves to promote learning.

**Assessment as learning** is the process of developing and supporting students' awareness of their own thinking while learning and conditions that lead to success during their learning. The practice of using this information makes the student a part of the assessment process. Students monitor their own learning, use feedback from teachers and peers to determine their next steps, and set their own learning goals. Students are required to have a clear understanding of the learning goals and what it means to be successful, as they are the critical connector between assessment and learning.

**Assessment of learning** is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality.

**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.

**Communication** is the ongoing dialogue between teachers, students and families about student achievement. Communication must be both informal and formal, including strategies that ensure ongoing two way contact (e.g., phone calls, notes, emails, report cards and interviews).

**Learning Goals** are brief statements that describe, in student friendly language, what a student should know or be able to do by the end of a period of instruction. The goals represent clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum.

**Success Criteria** describes what it looks like when a student successfully meets the learning goals. Success criteria are used to determine to what degree a learning goal has been achieved. Success is defined by criteria in the achievement chart, and discussed and agreed upon in collaboration with students. Using success criteria, students and teachers are able to evaluate the progress being made in the process of completing a task and then evaluate their achievement on completion.

**Professional Judgement** is judgement that is informed by professional knowledge of curriculum expectations, the classroom and school, evidence of learning, methods of instruction and assessment, and the criteria that indicate success in student learning. In professional practice, judgement involves an intentional and orderly thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

An **assignment for evaluation** is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays.

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

**Learning Skills and Work Habits** are the skills and habits that can be demonstrated by a student across all subjects, courses and grades, and in other behaviour at school. The six learning skills and work habits that are consistent from Grades 1 to 12 are: responsibility, organization, independent work, collaboration, initiative and self-regulation.

**Teachers will:**

- implement assessment and evaluation practices that are fair, timely, transparent and equitable, to all students.
- work with other staff members to plan, assess, evaluate and communicate procedures consistent with this policy and the administrative regulations.
- clearly identify what students are expected to know and be able to do. These learning goals will be shared with students in language they can understand.
- describe, in specific terms, what successfully meeting learning goals will look like. This success criteria will form the basis of descriptive feedback and provide an assessment tool for students.
- use a variety of assessment methods that fit the context of learning and student needs.
- collect evidence of student achievement through a variety of *products*, *conversations* with individual students and *observations*, providing students with multiple opportunities to demonstrate their overall understanding of knowledge and skills.
- assess, evaluate and report on the achievement of curriculum expectations and the demonstration of learning skills/work habits separately. This will provide information to families and students that is specific to each of the two areas of achievement.
- ensure students are actively engaged in relevant classroom assessment practices.

- communicate regularly with families to ensure they are informed of the progress of their child.
- determine a report card grade based on professional judgement and interpretation of evidence (observations, conversations and student products) through the use of the curriculum achievement charts.
- determine report card grades that reflect the students most consistent level of achievement, with special consideration for more recent achievement and will not average marks as the *sole* determinant of a final grade.
- encourage students to be responsible for providing evidence of their learning within established timelines, and outline for students there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

#### Students will:

- provide evidence of their learning within established timelines and recognize that there are consequences for cheating, plagiarizing, not completing work and submitting work late.

#### Late and Missed Assignments

- Schools will use a variety of communication methods to inform students and their parents about the importance of respecting deadlines for submitting assignments for evaluation and the consequences for failing to uphold them.
- Teachers will communicate clearly to all students, and where appropriate to their parents, deadlines for the submission of assignments for evaluation and appropriate consequences.
- Teachers will collaborate with colleagues and students, where age appropriate, to determine deadlines for submission or completion of assignments for evaluation.
- Teachers will use a variety of strategies to encourage and facilitate completion and submission of assignments for evaluation on time.

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 and the date beyond which the assignment will be determined to have been missed. Before an assignment can be considered missed:

- the student must be given an opportunity to explain the incompleteness.
- students and families must have been informed of the impending missed assignment and the consequences for missing the assignment. Where applicable, the special education resource teacher has been informed.
- 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.
- The final grade on a student's report card will involve teachers' professional judgement and interpretation of evidence through the use of the achievement charts. The averaging of marks shall not be the *sole* determinant of a final grade. The evidence of student learning from observations, conversations and products to be considered will reflect the student's most consistent level of

achievement, with special consideration being given to more recent evidence.

- When students submit assignments late and/or miss submitting an assignment, this information will be part of their evaluation of learning skills/work habits.

#### 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.
- 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.
- Cheating or attempted cheating is dishonest behaviour during tests, exams or assignments for evaluation. Examples include, but are not limited to: copying answers or ideas from others during tests, examinations or assignments, allowing one or more students to copy from one's own test, exam or assignment, communicating with one or more people during a test or exam, or tampering with record entries, report cards or transcripts.
- All student evidence of learning must be his/her own, original work.
- All schools will communicate this policy's definition of cheating and plagiarism to students using a variety of methods which may include newsletters, school websites, student handbooks, course outlines or others.
- It is important that teachers aim to prevent plagiarism and cheating by using a number of strategies.
- A teacher who has evidence of cheating or plagiarism must report it to the principal.
- When 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.
- The principal will keep records of all incidents of plagiarism and cheating.

#### Homework

- Homework may be used as evidence of assessment for learning but not for evaluation purposes.
- Elements of *assignments for evaluation* (which may include rich performance tasks, demonstrations, projects and/or essays) may be partially completed outside of class time, however, to ensure equity, *assignments for evaluation* must be completed, whenever possible and as age and grade appropriate, under the supervision of the teacher.
- Homework can be part of evidence gathered and included in final Learning Skills and Work Habits determination.
- Homework will be equitable, differentiated and based on student needs.



# 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 choices. I admit 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 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 even 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 chances to please others.

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

## Equity, Diversity and Inclusion

The Kawartha Pine Ridge District School Board and Dr. Ross Tilley P.S. value equity, diversity, inclusiveness and the dignity and humanity of each individual in its policies, practices, programs and interactions.

