# SCHOOL CODE OF CONDUCT

**We, the S.T. Worden learning community, are committed to fostering an open and welcoming environment where we work collaboratively to achieve our full potential.**

**Rationale**

Everyone has the right to be safe and to feel safe, welcome and included at school.

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

**Standards of Behaviour**
- We value one another and treat each other with respect and dignity.
- We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.
- Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
- Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions.
- Where bullying does occur, we respond in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.
- We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings, to suspension or expulsion.

## 1. School Code of Conduct

The Kawartha Pine Ridge District School Board (KPR) believes everybody has the right to be safe, and to feel safe, welcome and included, in the school community. This School Code of Conduct reflects the guiding principles of the Board's Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate.

## 2. School Code of Conduct Responsibilities
### 2.1 Common School Community Member Responsibilities
- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, parents and guardians have additional responsibilities unique to their roles.

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

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

### 2.4 Additional Parent/Guardian Responsibilities
- attend to their child's physical, social, academic and emotional well-being
- show an active interest in their child's school work and actively support student progress
- communicate regularly with the school
- help their child be neat, clean, appropriately dressed and prepared for school
- ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child.

## 3. Standards of Behaviour
### 3.1 Respect, Dignity, Civility, Equality and Responsible Participation in School Life
We value one another and treat each other with respect and dignity.  We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.  Everyone in the school community must:
- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
  - respect and comply with federal, provincial and municipal laws
  - demonstrate the character attributes set out by the school board
  - respect the rights of individuals and groups
  - show proper care and regard for school and student property
  - take appropriate measures to help one another
  - address behaviours that are disrespectful, unwelcoming or that exclude anyone
  - use non-violent means to resolve conflict
  - dress appropriately with regard to exposure, cleanliness and message

- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

**3.2 Physical and Emotional (Psychological) Safety**

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

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

**Alcohol and Drugs**
- possessing, being under the influence of, or providing others with, alcohol or restricted drugs

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

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

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

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

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

**Cyber-bullying** includes bullying by electronic means, including:
  - creating a web page or blog in which the creator assumes the identity of another person

- impersonating another person as the author of content or messages   posted on the Internet
- communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.

*Bullying*, in any form, has negative effects on:
- a student's ability to learn
- healthy relationships and the school climate
- a school's ability to educate its students.

We **will not accept bullying** on school property, at school-related activities, on school buses, or in any another circumstances (e.g., online) where bullying has a negative effect on school climate.

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

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

## 5. School Code of Conduct Procedures

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

### 5.2 Pediculosis

The Board recognizes that head lice is not a disease or a health issue, but is defined as a social nuisance which needs to be managed in the best interest of students through the partnership of parent(s)/guardian(s), students, staff and the school community. The treatment and eradication of head lice is ultimately the parent(s)/guardian(s)' responsibility.

Should a child have head lice, parents are asked to pick up their child from school for the purpose of treatment. A Pediculosis (Head Lice) Fact Sheet is available from the school office.

Upon returning to school, the student will be re-examined and must be free of live lice prior to re-admission to class.

### 5.3 Visitors

Visitors are always welcome. Please note that the doors are locked during the school day. There is a buzzer at the main entrance. It is the policy of the Board that all visitors report to the office upon their arrival to sign in.  Please also remember to sign out before leaving the school. A visitor' tag must be worn at all times when in the school.

## 5.4 Emergency Prepardness

The school will conduct emergency preparedness drills throughout the year. Every person in the school building participates in the drills.

## 5.5 Lost and Found

Parents are encouraged to label their child(ren)'s belongings . In addition to the lost and found area, items will also be displayed throughout the year in the front foyer at various times in the year.  Unclaimed items will be donated to a charitable organization.

Students are encouraged to keep all valuable items at home as the school is not responsible for any lost or stolen items.

## 5.6 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.

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.


## 5.7 Dress Code

We expect our students to come to school dressed for learning.  They should be in loose, comfortable, clean clothes ready for the day's activities.  Appropriate footwear for the day's activities should be worn. Students should have two pairs of shoes, indoor and outdoor.  Please remember that safety is also a concern.  They should not have dangling strings on jackets.  We also need to take into consideration sun protection during the warmer months.

Many parents choose to have their child/ren wear their gym shoes as indoor shoes.  Following this guideline will help to keep our classrooms cleaner and prevent injuries to your child/ren's feet.  Footwear is compulsory for students.

The following is a guideline for appropriate school attire:
- no tube tops or spaghetti straps;
- midriff covered;
- underwear (tops and bottoms) must not be seen;
- no offensive/violent language or message;
- no hats or bandanas in school;
- no heavy chains or studded jewellery;
- pyjamas are for "pyjama day" only;
- no oversized tank/muscle shirts;
- no opaque clothing.

School is a place for work.  Although we recognize the need for fashion and the right to express individuality, we feel that it is most important that each child maintains his/her dignity.

### 5.8 Class Trips And Excursions

Throughout the school year, as part of our regular program, students leave the school site to go on trips. This includes both curricular and co-curricular events such as sports.
Some excursions may be community walks, while others are more distant and require transportation.

When experiencial learning is planned outside the classroom, all necessary consent//information forms will be sent home in advance. In order for students to participate, all forms must be completed and returned to the school. Unfortunately, we are unable to accept verbal consent.

### 5.9 Volunteers

Volunteers are critical members of our school. We appreciate their on-going commitment to the school. If you are interested in volunteering in some capacity, please contact the office. All volunteers must submit a current (within the last 12 months) criminal reference check with vulnerable sector search. These are valid for one year.

### 5.10 Homework

Homework is defined as work that students do at home to practice learned skills, and/or prepare for learning in the next class.

Homework is designed to support the learning that has occurred in class.  It provides students an opportunity to develop and demonstrate life-long skills and work habits such as self-regulation, organization, responsibility, independent work, initiative, and collaboration as identified in the learning skills and work habits portion of the report card.

Homework is an opportunity for parent(s)/guardian(s) to engage, discuss and stay informed of the learning taking place in their child's class.

### 5.11 Safe and Acceptable Use of Computers

Students of Kawartha Pine Ridge District School Board develop computer skills that will assist them to be life-long learners.  Word processing, database, spreadsheet, presentation and reference software may be used across the curriculum.  Electronic mail within our Board may be taught, and internet access may be provided when appropriate.  Before e-mail and/or internet access are granted to students, an additional agreement will be provided.

Each student will have their own account on the computer network when appropriate.  This account will be accessed by a school-generated user name and each account will be protected by a password.  A computer account is a privilege for a student.  **Teachers and Principals can examine all files in any user account, just like checking other assignments, and will remove files if necessary**.

**All students are expected to use our computing resources in a responsible manner that respects the rights of all users**.  Working on a computer network is like living in a community.  All users are affected by what their fellow users do.  Acceptable use of a computer network is called *netiquette.*

### Expectations of Students

Students who use the school network must abide by the expectations described herein.

Although the network involves only Board approved software that is carefully controlled, should a student see anything on the network that makes them feel uncomfortable, they should leave it on the screen, but get the teacher right away.  The school network

<u>does not</u> mean use of the internet.

**<u>Netiquette</u>**

*Proper school netiquette involves the following*

| **DO....** |
| --- |
| ☐Use only your account. |
| ☐Appropriately use the software, hardware and network utilities you have been assigned to complete school work. |
| ☐Cite the source of your information. |
| ☐With teacher approval and supervision use only teacher designated programs. |
| ☐With teacher approval and supervision, use e-mail only to complete school requirements. |
| ☐Clean unnecessary or outdated files out of your account. |
| ☐Print only with your teacher's approval.<br>☐Print only when necessary, only what is necessary, and only when it is ready to be printed. |

### 5.12 Custody Orders

If a custody or access order signed by an Ontario Court Judge has been issued in regard to an S.T. Worden Public School student, parents are requested to provide the school office with a copy of the order for the child's Ontario School Record (OSR).  This is done in order to protect the legal rights of the school, child and custodial parent(s).

Parents should direct any questions or concerns about the security of the child(ren), or the provision of information to non-custodial parents, to the school Principal.

### 5.13 Leaving The School At Nutrition Break

All students who stay for lunch break are expected to remain on school property for that time. The school is responsible for student safety and, therefore, needs to know where students are.  Students are required to sign out before leaving as well as sign in upon their return. Due to the fact that crossing guards are not available, students may not leave the property at second Nutrition Break (1:30-2:10) unless they are accompanied by a parent.

### 5.14 Nutrition Breaks

Students who remain at school for lunch are accommodated in classrooms.  Some senior students will serve as lunch helpers.  Lunch helpers assist students. Staff provide supervision. Students are expected to:
- stay in their seats,
- speak in reasonable tones,
- participate in clean-up,
- participate in the recycling program.
Students who are unable to follow lunch rules are given consequences related to their behaviour.  Parents of students who are chronically unable to follow lunch-time expectations will be contacted and asked to make other arrangements for their child.

### 5.15 Yard Supervision

The yard is supervised beginning at 9:00 a.m.  Students should arrive at school at or after this time.  There is no supervision on the yard at the end of the school day.  Please remind your child, as we do at school, to get help should they be hurt.  Yard duty teachers can help if they are informed at the time.   There are special situations where a child may need to stay indoors at recess.  Arrangements need to be made in consultation with the Principal.

### 5.16 Co-Curricular Activities

The school staff promotes student involvement in these activities as a way of enhancing teacher-student relationships, student self-concept and enthusiasm about school. Permission forms must be completed and signed in order for your chil(ren) to participate in these activities.

### 5.17 Newsletter

The school newsletter will be posted to the website and available in hard copy monthly.

## 6. Strategies to Promote Positive Student Behaviour

### 6.1 Prevention Strategies
Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential.  Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation ("making it right"), healing and reintegration, while preventing future harm.  It may include responses ranging from informal conversations or meetings, to formal restorative conferences.

In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate.  **Prevention strategies** are designed to:
- establish a positive school climate
- maintain effective classroom management and discipline
- encourage, reinforce and reward positive behaviour
- promote social skills development
- provide information regarding anger management programs
- use peer counselling and conflict resolution
- use effective, respectful home-school communication.

### 6.2 Supportive Intervention Strategies use:
- "teachable moments" (using a current situation or news story to teach students a valuable skill or lesson)
- verbal reminders, redirection and reinforcement
- interviews, discussion and active listening
- offering positive choices to support positive behaviour/citizenship
- problem solving techniques including restorative practices
- contracts for expected behaviour
- appropriate outside agency support
- school/Board/community resources

- understanding of individual and group interactions and power imbalances within society
- learning and information-sharing to better understand people and situations.

### 6.3 Community Threat Assessment Protocol

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

## 7. Consequences for Unacceptable Behaviour

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

### 7.1 Consequences may include one or more of the following:
- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion.

**7.2** The Principal, or their designate, **will consider suspending** a student if they believe that the pupil has participated in any of the following infractions:
- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying
    - 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.

**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)

# CLASSROOM AND OUT OF SCHOOL PROGRAMS

**S.T. Worden Public School Policy Assessment, Evaluation and Communication**

**Philosophy:**
Assessment of student learning is an integral component of the Ontario Curriculum and effective classroom practice. Assessment is based on clear statements of expected outcomes. To be effective, assessment and evaluation must be a continuous and ongoing process involving the individual student and his or her peers, teachers, and parents. Teachers will use the results of the evaluation of student achievement to assess the effectiveness of programs and their classroom practices, and to make modifications in these practices that will enable all students to achieve the intended outcomes. The results of the evaluation of student achievement will also form the basis of reports concerning student progress.

**Assumptions**:
Ongoing assessment, evaluation and communication of student achievement and program are an essential part of quality instruction. Effective assessment, evaluation and communication are valuable in assisting the student in the development of self-awareness, in providing comprehensive information to teachers and parents regarding student progress, and in providing diagnostic information to the teacher for program planning for student

**Purpose**:
We support assessment and evaluation for continuous progress in learning through school and classroom-designed assessment activities and through assessments from sources external to the classroom in areas such as: academic knowledge, performance skills, attitude to learning, interpersonal skills, responsibility, co-operative learning skills, communication skills, work ethic, punctuality and attendance, task completion and social skills.

**Classroom Assessments**

➢ Assessment methods should be appropriate for and compatible with the purpose and context of the assessment.
➢ Students should be provided with a sufficient opportunity to demonstrate the knowledge, skills, attitudes, and behaviours being assessed.
➢ Procedures for judging or scoring student performances should be appropriate for the assessment method used and should be consistently applied and monitored.
➢ Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the outcomes for the reporting period.
➢ Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

Provincial assessment of reading, writing and mathematics occurs annually in May for students in grades 3 & 6. Parents receive individual reports of student achievement and the school uses combined results to revise and confirm program.

**Communication**
Ongoing communication with students and parents is essential to ensure that all participants contribute to the successful achievement of the learning outcomes.

Interviews with parents and students can occur at any time.  They are intended to clarify perceptions, set objectives and goals.  Formal interviews are held in December.  Report cards for grades 1 - 8 go home 3 times a year.  JK/SK students have an interview in December, then a report card in February and June.

**Assessment**
Assessment is the process of collecting student information regarding knowledge, attitudes, skills and values through a variety of techniques and practices such as: anecdotal records, portfolios, conferences, self and peer evaluation, documented teacher observations, diagnostic tests, summative tests, examinations, standards, student achievement profile, student demonstration of skills, projects and assignments, dramatization, interview, composition (dance, musical), and/or co-operative activity.

**Evaluation**
Evaluation is the process of interpreting data produced from assessments to make decisions concerning student achievement and to plan for further student growth.

**Learning Outcomes**
Outcomes are observable, measurable demonstrations of learning that students have acquired at certain points in their schooling.  They clarify what students know, value, and do as a result of their learning experience.

**Socially Responsible Assessment**
To help children learn, as individuals and as a population, the assessment needs to be classroom based, that is, centred primarily on the relationship between the teacher and the students.  The results should be useful to teachers and to students in improving their relationship.

A socially responsible assessment system is fair and equitable for all students.  Fairness includes being culturally responsible, which means the assessment system needs to be flexible.

**Promotion**
Any decision regarding promotion provides the learning environment most conducive to a student's continuous progress.  Parents are always consulted when promotion is in question.

**Placement or Retention**
In respect to promotion, placement or retention, a student will be expected to demonstrate the learning outcomes, in achievement and personal growth, considered necessary for future success.  Consultation will occur between parents and staff and, where appropriate, will include the student to ensure that the most appropriate placement is made to meet the student's ongoing, individual needs.

Expanded opportunities for some students including mentoring, peer-assistance programs, ongoing parental consultation, teacher-guided remediation and homework, may be used if deemed necessary.

*The evaluation and reporting of student achievement is the task of the teacher, who must consider the special requirements of individual students and work in consultation with them and, you, the parent/guardian in order to establish the basis for continued growth as lifelong learners.*


**SCHOOL COUNCIL**

**Election Procedures and Information**

- parents and legal guardians of students enrolled at the  school are eligible to both vote for and run as parent representatives,
- board employees may both vote for and run as a parent representative at any public school where their children are enrolled,
- nomination ballots should be returned to the school and they will be kept by the office,
- voting will occur at the first School council meeting scheduled in September,
- all parents/guardians of students may vote,
- no individual campaign literature for School Council elections may be distributed or posted in the school.  Elections by acclamation are acceptable,
- non-teaching staff, student and teacher representatives will be elected by their peers prior to the initial meeting of the newly elected school council.