



Kawartha Pine Ridge District School Board

PROGRAM REVIEW COMMITTEE MEETING

Tuesday, October 8, 2024, at 7:00 p.m.

Roy H. Wilfong Boardroom, 1994 Fisher Drive, Peterborough, Ontario

The public may view the meeting in-person or through the [KPR YouTube Channel](#).

A G E N D A

- ITEM 1. **CALL TO ORDER AND LAND ACKNOWLEDGEMENT**
- ITEM 2. **ADOPTION OF AGENDA**
- ITEM 3. **DECLARATIONS OF CONFLICTS OF INTEREST**
- ITEM 4. **ADOPTION OF MINUTES**
for the Meeting held on Tuesday, September 10, 2024
- ITEM 5. **BUSINESS ARISING FROM THE MINUTES**
- ITEM 6. **PRESENTATIONS/DELEGATIONS**
- ITEM 7. **DECISION ITEMS**
 - 7.1 **Decision Reports**
Nil
 - 7.2 **Policy Reviews**
Nil
- ITEM 8. **INFORMATION ITEMS**
 - 8.1 **Student Achievement Reports**
 - 8.1.1 Math Achievement Action Plan Report 1
 - 8.1.2 Safe and Caring Schools Update
 - 8.2 **Student Achievement Initiatives**
 - 8.2.1 September 27, 2024 Professional Activity Day Report – Verbal
 - 8.3 **Discussion Items**
Nil



ITEM 9. **CORRESPONDENCE**

ITEM 10. **BOARD MEMBER ADDITIONS**

ITEM 11. **FUTURE MEETING DATES**

November 5, 2024

January 14, 2025

February 11, 2025

March 4, 2025

April 8, 2025

May 6, 2025

June 3, 2025

(all meetings will be held at 7:00 p.m. in the Boardroom unless otherwise noted)

ITEM 12. **ADJOURNMENT**

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

SUBJECT TO COMMITTEE APPROVAL

PROGRAM REVIEW COMMITTEE MINUTES

Tuesday, September 10, 2024 at 7:00 p.m.

ATTENDANCE

Present: Paul Brown (Committee Chairperson), Terry Brown, Cyndi Dickson, and Steve Russell.

Trustee Kathleen Flynn attended via the Microsoft Teams platform.

Also Present: Trustee Angela Lloyd, D. McNaughton, V. Ernst, N. Hay, and M. Nowee.

Trustee Cathy Abraham attended via the Microsoft Teams platform.

Trustee P. Brown, Committee Chairperson, called the meeting to order (7:00 p.m.) and welcomed members and guests to the meeting. Trustee P. Brown provided the land acknowledgement and stated that the Committee was meeting on the traditional territory of the Mississauga First Nations.

Adoption of Agenda

**MOVED BY A. Lloyd, SECONDED BY S. Russell.
That the agenda be adopted as printed.**

CARRIED

Adoption of Minutes

**MOVED BY S. Russell, SECONDED BY A. Lloyd.
That the Minutes of the last meeting held on Tuesday, June 7, 2024, be adopted as recorded.**

CARRIED

Review of Board Policy ES-4.2, Recognition of Student Success

Drew McNaughton, Associate Director of Education reported that in accordance with Board Policy B-1.1, Board Policy ES-4.2, Recognition of Student Success has been reviewed.

Vikki Ernst, Principal of Teaching and Learning K-12 (secondary focus) reported that revisions reflecting updated format, language, and current practice and legislation were recommended for Board Policy ES-4.2, Recognition of Student Success and to Administrative Regulation ES-4.2.1, Recognition of Student Success.

After questions of clarification a motion was adopted to adopt the revisions to Board Policy ES-4.2, Recognition of Student Success.

MOVED BY C. Dickson, SECONDED BY S. Russell.
That Board Policy ES-4.2, Recognition of Student Success, dated September 10, 2024, be received for information.

CARRIED

2024 Focus on Youth

D. McNaughton shared how the Focus on Youth (FOY) program relates to Kawartha Pine Ridge District School Board's (KPR) Vision and strategic priorities.

V. Ernst reported that the FOY program was launched by the Ministry of Education in 2007. The program supports secondary students facing challenges and systemic barriers, enhancing their confidence, self-esteem, and positive self-image while facilitating a positive transition to adulthood through quality employment experiences.

N. Hay, Focus on Youth Lead, stated how the FOY program aligns with KPR's values and celebrates students' unique skills and strengths. Seventy-five students from across KPR were elected to participate in the 2024 FOY program. Students worked in collaboration with KPR staff and various community partners to earn co-operative education credits, community involvement hours, to develop skills for employability and to explore job opportunities.

Feedback on the FOY program from students, staff and parents/guardians was very positive. Many students displayed increased confidence, overcame barriers, and experienced successes that they did not think they were capable of at the beginning of the summer program.

Trustees commented on how impactful this program is for KPR students, staff, and community partners.

MOVED BY S. Russell, SECONDED BY C. Dickson.
That the 2024 Focus on Youth report, dated September 10, 2024, be received for information.

CARRIED

August 29 Professional Activity Day Report

D. McNaughton reported that the August 29, 2024, Professional Activity (PA) Day focused on workplace violence awareness prevention, including topics such as understanding aggressive conduct in schools, behaviour prevention/intervention, and fostering and maintaining relations. The second portion of the day covered health and safety topics such as emergency preparedness, anti-sex trafficking, supporting students with prevalent medical conditions, and suicide prevention. D. McNaughton emphasized the importance of providing this training before students and staff return to school.

Questions of clarification were addressed.

Adjournment

MOVED BY T. Brown, SECONDED BY A. Lloyd
That the meeting be adjourned (8:12 p.m.)

CARRIED

Paul Brown
Committee Chairperson

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Math Achievement Action Plan Update 1**

INITIATOR: Drew McNaughton, Associate Director of Education

BACKGROUND

1. As part of the Ministry of Education's 2024-2025 Responsive Education Programs (REP) allocation, school boards were provided with funding to support Math achievement (e.g., math digital tools, math facilitators).
2. The funding from the REP supported the hiring of six math facilitators, including four elementary facilitators in 22 elementary priority schools, and one facilitator working in four secondary schools.
3. The Math Achievement Action Plan in the Kawartha Pine Ridge District School Board (KPR) offers concrete, visible, and measurable strategies as well as key performance indicators at the board, school, and classroom level under the following areas of focus:
 - Curriculum Fidelity
 - Math Content Knowledge for Teaching
 - Knowing Your Student
 - Growth in Math Achievement
4. In 2023-2024, data collected in KPR classrooms demonstrated the benefits of implementation of high impact instructional practices on student learning. Schools where this evidence was found had some of the following similarities. Schools:
 - developed robust, daily number routines that focused on key concept areas of operations in response to assessment for learning information that illustrated instructional needs,
 - frequently used the three-part math problem solving lessons from the KPR Scope and Sequence,
 - protected at least 60-75 minutes of instructional time in the day for their math block, and
 - leveraged a variety of high impact instructional practices such as core practices of assessment for learning and small group instruction.

Math Achievement Action Plan Update 1

STATUS

- In 2024-2025, the Ministry of Education supported the following selection of KPR Priority Schools with a focus on Grades 3, 6, and 9.

Grade 3	Grade 6	Grade 9
Brighton PS	Dr Ross Tilley PS	Campbellford DSS
CR Gummow PS	Grafton PS	Clarington Central SS
Ganaraska Trail PS	Harold Longworth PS	Norwood DSS
Havelock Belmont PS	Havelock Belmont PS	Thomas A Stewart SS
Highland Heights PS	John M James PS	
Lakefield DPS	Keith Wightman PS	
Otonabee Valley PS	Norwood DPS	
Prince of Wales PS	Otonabee Valley PS	
Queen Mary PS	Queen Elizabeth PS	
Roger Neilson PS	Roger Neilson PS	
Roseneath PS	Waverley PS	

- Baseline data collection in the form of student learning evidence was gathered through nearly 900 Math Coach and student interviews completed in September 2024. Data from this collection of current student evidence is supporting the development of KPR’s Math Achievement Action Plan for priority schools that will focus on supporting content learning relating to composing and decomposing numbers and operations as well as deepening the implementation of key High Impact Instructional Practices including assessment for learning, problem solving, tools and representations and small group instruction.
- Surveys completed by Priority School educators and administrators will provide baseline information about the awareness and implementation of evidence-informed instruction and the number strand of the 2020 Ontario Math Curriculum.
- Last spring, Teaching and Learning and Special Education Services worked together to apply for the “Removing Barriers for Students with Special Education Needs” grant and it was learned in late August that this proposal had been approved. As KPR endeavours to learn more about how to close the achievement gap for students with special education learning needs, Teaching and Learning and Special Education Services will partner to analyse evidence of learning from students with special education needs to explicitly monitor the impact of evidence-informed instruction for these learners.
- Throughout the year, Priority School teams will meet in Grade 3, Grade 6 and Grade 9 groups up to five times to support priority educators and school leaders to engage in ongoing learning and shape next steps and actions in priority schools as KPR seeks to answer the question of “How do we grow in our evidence-informed practices so our students’ learning and efficacy is reflected in their achievement?”

Math Achievement Action Plan Update 1

10. A Math Achievement Action Plan Update 2 report will be shared at the February 11, 2025, Program Review Committee meeting.

BUDGET IMPLICATIONS

11. There are no budget implications for the 2024-25 KPR Budget.

RECOMMENDATION

1. That the Math Achievement Action Plan Update 1 report, dated October 8, 2024, be received for information.

Drew McNaughton
Associate Director of Education

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Safe and Caring Schools Update**

INITIATOR: Sonal Gohil, Superintendent, Student Achievement

BACKGROUND

1. The Kawartha Pine Ridge District School Board (KPR) is committed to creating and sustaining safe and caring schools for the purpose of promoting learning, achievement and well-being. The Safe and Caring Schools team supports a wide range of system and school level actions in keeping with this commitment.

2. The Safe and Caring Schools team supports system and school level actions, working proactively with the Equity, Diversity and Inclusion, Mental Health and Well-Being, Special Education, Indigenous Education, and Information and Communications Technology departments at KPR to foster healthy relationships using a trauma-informed, culturally responsive approach that is inclusive of the individual identities and lived experiences of all students.

3. Board Policy No. ES-1.1, Safe and Caring Schools, provides direction to all schools to establish a Positive School Climate Team whose primary function is to lead a safe and inclusive environment within each school building. A Safe and Caring Schools Advisory Committee was established in October 2023 to support a pilot project comprised of 12 schools, representing both panels across all three regions of the board, purposefully working to implement Positive School Climate Teams in schools. The advisory committee reviewed Board Policy No. ES-1.1, Safe and Caring Schools, Program/Policy Memorandum 144 – Bullying Prevention and Intervention, and Ministry of Education resources related to creating safe and accepting schools in Ontario, over the 2023-2024 school year, to define parameters for its work, while establishing connections to KPR’s Board Action Plan.

4. The Ministry of Education updated Policy Program Memoranda (PPM) 128: The Provincial Code of Conduct and School Board Codes of Conduct, on April 28, 2024, highlighting the use of tobacco, e-cigarettes, student mobile devices and social media. Appendix A to Administrative Regulation ES-1.1.1A, Discipline/Promoting Positive Student Behaviour/Code of Conduct provides an outline for positive student behaviour and Code of Conduct for members of the KPR community based on PPM 128.

5. Board Policy No. ES-1.1, Safe and Caring Schools, provides direction to schools regarding the consequences for unacceptable behaviour up to and including suspensions and expulsions. Suspension and expulsion data is tracked and submitted to the Ministry of Education each September for the previous school year. This data is also used by the schools and the Board to monitor the impact of intervention strategies in addressing inappropriate behaviours.

6. When student behaviours pose a potential threat to safety or may cause serious harm, KPR's Violence Threat Risk Assessment (VTRA) protocol helps principals take immediate steps to protect student well-being, with the support of local agencies and police services. Parents and guardians are notified in advance if their child will be assessed through the VTRA protocol. VTRAs are initiated by the school principal and supported by the Senior Manager of Professional Services.

STATUS

7. The Safe and Caring Schools Advisory Committee actively implemented Positive School Climate Teams at their respective sites with the purpose of ensuring that the roll out of the Positive School Climate Teams across the system in 2024-2025 is supported by learned guiding principles. All pilot schools reviewed the policy documents and resources noted above with their Positive School Climate Teams to establish a collective understanding of the purpose of the committee and a rationale for the work conducted.
8. As a result of the efforts of the pilot schools, a comprehensive guide, the Positive School Climate Team Handbook, attached as Appendix A, was released and shared with the system in August 2024.
9. School Climate Surveys were completed in June 2024. This data will provide Positive School Climate Teams and the system with direction when determining school efforts in support of safe and inclusive spaces for all students and staff in the 2024-2025 school year.
10. Further, the pilot schools along with union partners and Ontario Principal Council (OPC) representatives have revised KPR's Bullying Prevention and Intervention Plan template for schools for release in November 2024 to document the work related to positive school climates and bullying prevention and intervention at each school site across the system.
11. As per guidelines outlined within PPM 128, and together with feedback received from KPR administrators in May 2024, the Safe and Caring Schools team revised Administrative Regulation ES-1.1.1A, Discipline/Promoting Positive Student Behaviour/Code of Conduct to include information on the use of tobacco, e-cigarettes, and student mobile devices. The revisions to Administrative Regulation ES 1.1.1A have been mirrored in the Code of Conduct – Interim Guidelines, attached as Appendix B, that are currently being used by KPR schools as a guiding document for the 2024-2025 school year, with the intention of engaging in a broader consultation with a variety of voices in the development of a stand-alone policy document on Student Code of Conduct over the 2024-2025 school year.

Suspension and expulsion details for the period between 2020-2021 and 2023-2024 are attached as Appendix C.

It is important to note the legend identifying the system considerations that resulted in periods of at-home learning, remote learning, Virtual School options, and/or changes to the structure of semesters (quadrimesters in secondary). Given this changing climate of schools over the past few years, we continue to be cautious when making comparisons in data from one year to the next.

The total number of suspensions increased at a rate relative to the increase in board enrolment. The overall trend indicates that the number of students being suspended has decreased from the 2022-2023 to the 2023-2024 school year, but that the length of suspensions is increasing. While the total number of expulsions has shown an increase from the 2022-2023 to the 2023-2024 school year, it remains important to note that the Safe and Caring Schools team continues to support school administrators to work closely with families and students toward a more trauma-informed and culturally responsive approach to expulsions to best support the students we serve.

12. The Safe and Caring Schools team, alongside school administrators, will continue to engage in a critical analysis of suspension data in the 2024-2025 school year. This will include a review of such areas as progressive discipline approaches, proactive intervention strategies and capacity building around understanding of mitigating factors. In addition, we will also be engaged in a critical analysis of expulsion data, continuing to further explore alternatives to expulsion in support of KPRs System Goals:
 - SP-EL 2: Supporting student success in differentiated and diverse learning pathways responsive to the unique strengths, skills and needs of all students.
 - SP-SL 2: Creating safe, inclusive spaces where belonging, well-being, and mental health support student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and working environments.
 - SP-EC 1: Building social responsibility, enhancing accountability, service excellence, transparency and evidence-based decision making.

13. The Violent Threat Risk Assessment (VTRA) data for the period between 2020-2021 and 2023-2024 is also attached as Appendix C. This data is broken down by panel and level of concern.

RECOMMENDATION

1. That the Safe and Caring Schools Update report, dated October 8, 2024, be received for information.



Positive School Climate Team Handbook

2024-2025



Background

“A positive learning and teaching environment is essential if students are to succeed in school. Research shows that there is a direct link between students’ success and the school environment in which learning takes place. Students are more motivated to do well and to realize their full potential in schools that have a positive school climate, where they feel safe and supported.”

(Safe Schools Action Team, Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships, 2008, p. 1)

What is a Positive School Climate?

The Ontario Ministry of Education (2018) defines a positive school climate as the learning environment and relationships within a school and community. It notes that equity and inclusive education principles are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of preventing inappropriate behaviour.

“A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.”

Everyone has a role in building a welcoming, positive and inclusive school climate. Success depends on the active involvement of school leaders, staff members, students, parents/guardians, and community members committed to a shared, well-developed vision of a safe, caring and supportive school community. No single solution can guarantee the creation and maintenance of a positive school climate. Success requires an ongoing, comprehensive and collaborative effort on the part of everyone involved.

Characteristics of a Positive School Climate

- students, staff members and parents feel – and are – safe, included and accepted
- all members of the school community demonstrate respect, fairness and kindness in their interactions, building healthy relationships that are free of discrimination and harassment
- encouragement and support are given to students, helping them become positive leaders and role models in their school community, for example, by speaking on issues such as bullying
- students, principals, staff members, parents and community members engage in open and ongoing dialogue, and all partners are actively engaged
- principles of equity and inclusive education are embedded across the curriculum
- strategies for bullying prevention and intervention and awareness-raising are reinforced for students and staff
- the learning environment, instructional materials and teaching and assessment strategies reflect the diversity of all learners
- every student is inspired and given support to succeed in an environment of high expectations

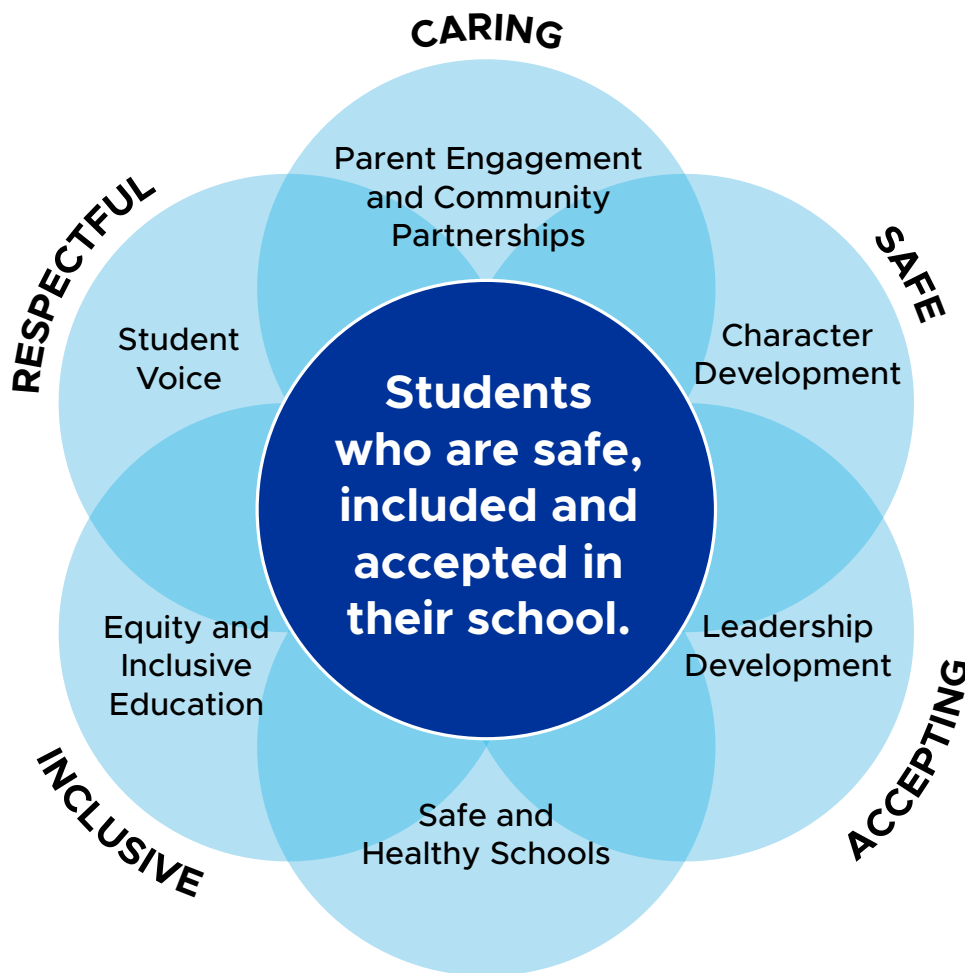
Developing a Positive School Climate

We all have a role to play in modelling positive, inclusive and respectful language and behaviour.

According to the Ministry of Education (2018), all schools should:

- actively promote and support positive behaviours that reflect their board’s code of conduct and equity and inclusive education policy
- involve members of the broader community by inviting them in this effort as part of the school community

Promoting a Positive School Climate in Ontario Schools



Building healthy relationships among all members of the school community.

The diagram above supports and complements the work schools are doing in numerous areas. It brings together ideas from various initiatives already underway within our schools.

“Building a positive school climate requires developing healthy and respectful relationships throughout the school community—among students, adults, and between adults and students.” It also means “...embedding the principles of equity and inclusive education in all aspects of the learning environment to support the well-being and achievement of all students.”

(Promoting a Positive School Climate: A Resource for Schools, Ontario Ministry of Education, 2011, p. 3)

KPR Guiding Principles

Positive School Climate Teams

The Ministry of Education tells us that all schools in Ontario must have Safe and Accepting Schools Teams, also known as Positive School Climate Teams in KPRDSB. These teams are comprised of various members and are responsible for fostering a safe, inclusive, and accepting school climate.

This team's purpose is to analyze school data, develop strategies for resolving issues and improving school climate, and incorporate these actions into the school improvement plan. An existing committee, such as the School Council, may take on the role of a Positive School Climate Team.

Team Composition

Positive School Climate Teams must include the principal or vice-principal and be chaired by a school staff member. Administrators must ensure **at least** one teacher, CUPE education worker, student, parent/guardian, and community member is present on the team. Having more than one student, parent, and community member can increase the comfort and engagement of these groups and ensure a diversity of viewpoints are represented.

Team meetings

The Positive School Climate Teams are to **meet at least four times yearly**. Teams may need to meet more often to affect change within the school and communicate progress between meetings. Team meetings should allow all members to contribute to dialogues and discussions and to feel heard. Members must be respectful of diverse and opposing viewpoints. All members should feel comfortable bringing forward concerns about safety, bullying, diversity, inclusion, and well-being. The end result should be a collaboration of a variety of viewpoints.

Member Selection Considerations

A Positive School Climate Team should be diverse and reflect a range of perspectives, knowledge and experience. Connection will be established around common purposes and concerns highlighted by the team. All staff should be invited to stand on the committee.

The attributes below will be considered an asset when selecting team members:

- ✓ curiosity and interest in school data
- ✓ commitment to making a difference in their school community
- ✓ openness to bold, new ideas
- ✓ willingness to engage in difficult conversations
- ✓ active involvement in the school community
- ✓ critical thinker

Membership Overview

The descriptions below provide further information about the various groups represented on the school teams:

Teachers

Innovative teachers with supportive learning environments and effective collaboration strategies make excellent team members. Include teachers who demonstrate passion for creating and sustaining environments that will promote student and staff well-being. Teachers who have experience in evidence-based interventions are encouraged to consider this opportunity.

CUPE Education Workers

The team will benefit from the vast expertise of staff in roles such as Early Childhood Educators, Educational Assistants, Office Administrators, and Custodians. Consider the voices of education workers who have a deep desire to affect change in support of the overall school community.

Parents/Guardians

Consider a parent/guardian liaison who can represent the concerns of other caregivers and families and communicate with the school community, including the School Council.

Students

Children and youth representation on the team is vital to help all members better understand the strengths and potential resources for change among the student body. Children and youth may also help the committee identify challenges in implementing a bullying prevention/positive school climate initiative and develop effective ways to address those challenges. Consider choosing student representatives with demonstrated maturity, insight, and social skills.

Community Members

A community representative should have a direct or indirect stake in school safety issues. This person may be a health provider, local agency staff, police officer or another key partner from the community.

(Bullying Prevention and Intervention in the School Environment: Factsheets and Tools, 2014)

Engagement Strategies

Member and community engagement will be critical to the success of the Positive School Climate Team. Consider the following recommendations for engaging your team and community:

Include a minimum of two members of a particular group on the committee

- being the only student, parent/guardian, or member of a particular group on a committee can be intimidating and/or isolating
- having a minimum of two such representatives can increase comfort and buy-in
- invite representatives to weigh in on all committee matters (i.e., avoid turning to youth representatives only for “youth issues”)

Be aware of the setting of your meetings and make it as comfortable as possible

- choosing locations where members already congregate or are more comfortable will increase attendance for meetings and events
- students may feel more comfortable in some locations within a school than others

Engagement needs to be a process, not an event

- members will feel more authentically engaged when they are part of an ongoing process with specific intent or to achieve specific outcomes
- relationship building over time will result in stronger partnerships for future collaborative work
- it is important to have goals during this relationship-building process (i.e., avoid meeting just for the sake of meeting) so that people feel their time is valued

School councils can be strong allies in establishing positive school climates

- there is wide variability in the engagement of school councils with respect to Safe and Caring Schools
- effective school councils have identified some useful strategies, such as ensuring that Safe and Caring Schools is an agenda item at every school council meeting and designating at least one parent event annually related to Safe and Caring Schools where the organization and funds are provided by school councils
- exceptional school councils also often have a Safe and Caring Schools champion, who, in many cases, might have additional expertise and interest because of their professional role in the community

(Safe, Caring and Inclusive School (SCIS) Teams Orientation Package, WRDSB, 2016)

Additional Considerations (From the Safe & Caring Schools Advisory Committee)

- empower the team to find durable, actionable solutions to problems
- develop clear timelines
- create small, immediately actionable steps
- coordinate schedules to accommodate team members
- consider a two-part structure for meetings (student school-based work, parent/community public input)
- consider scheduling meetings at a time that allows all voices to be included
- consider a flexible/hybrid format (online and in-person options)
- consider age and stage of students involved and recognize that you may have to modify meeting content accordingly
- include the perspective of all members
- be willing to engage in difficult conversations
- use research-informed practices to guide decisions (e.g., trauma-informed approaches)
- communicate beyond the team so there is awareness and transparency of actions (e.g., staff meetings, school/student council meetings, parent/guardian information sessions)

Resources

[Promote a Positive School Environment](#), Ontario Ministry of Education, 2024

[Ontario Ministry of Education Program/Policy Memorandum 144: Bullying Prevention and Intervention](#), Ontario Ministry of Education, 2021

[Discipline/Promoting Positive Student Behaviour/Code of Conduct, Regulation Code: ES-1.1.1](#), KPRDSB, 2021

[Program/Policy Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour](#), Ontario Ministry of Education, 2018

[Safe, Caring and Inclusive School \(SCIS\) Teams Orientation Package](#), WRDSB, 2016

[PREVNet Bullying Prevention and Intervention in the School Environment: Factsheets and Tools](#), PREVNet, 2014

[Promoting a Positive School Climate: A Resource for Schools](#), Ontario Ministry of Education, 2011

[Safe Schools Action Team, Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships](#), Ontario Ministry of Education, 2008



Kawartha Pine Ridge
District School Board



Code of Conduct - Interim Guidelines

September 2024



Overview

Consistent with KPR's commitment to fostering a culture where learning, belonging and communities matter, the Code of Conduct addresses the standards of behaviours expected of all members of the KPR community. It also aligns with our obligations under the Education Act and PPM 128. Members of the school community include: students, staff, parent(s) / guardian(s) and others such as visitors, volunteers, community partners and community permit groups.

This Board Code of Conduct for Students has been developed in accordance with the guiding principles of Board Policy ES-1.1, Safe and Caring Schools 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 on school property, at school-related activities, on school buses, and, in other circumstances (e.g., online) where engaging in the activity has an impact on the school climate, including in virtual learning environments.

The Board recognizes that all members of the KPR community are entitled to safety and the right to be and feel safe in their school community. This safety translates into a positive school climate where all members of the KPR community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

Responsibilities

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

Community Members

Every member of the school community is responsible for:

- contributing to making the school environment safe and conducive to learning and working, free from discrimination and harassment, including physical and/or psychological abuse
- being a committed partner in the school community and to work co-operatively with each other
- modeling behaviours that support the Board Code of Conduct consistent with the mission, vision and values of the Board.

Students

Students deserve to be treated with respect and dignity. Equally, they must demonstrate respect for themselves, and other members of the KPR community, including the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are about:

- exercising self-discipline, following the established rules and owning actions consistent with age and individual ability
- coming to school prepared, on time and ready to learn
- showing self-respect and respect for others, including those in authority
- refraining from bringing anything to school that may compromise their own safety and the safety of others
- following the established rules and taking responsibility for their own actions.

Staff

School staff have an important role in creating and maintaining a positive learning environment. They are expected to hold themselves and everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students aspire to their full potential and develop a sense of self-worth
- empower students to be committed learners in their classroom, school and community
- incorporate classroom practices, including instructional practices, that are inclusive, trauma-informed and culturally relevant and responsive
- assess, evaluate and report student progress
- communicate regularly and meaningfully with parent(s)/guardian(s)
- maintain consistent and fair standards of behaviour for all students
- discipline fairly and responsibly by considering the age and stage of each individual student, the social and environmental context, the student's lived experiences and identities, and in alignment with Administrative Regulation ES-1.1.1, Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the Code of Conduct
- be punctual and prepared for all classes and school activities
- prepare students for acting responsibly, in particular the skill of respectful communication, both in person and online
- safeguard students from persons or conditions that adversely interfere with the learning process
- demonstrate respect for fellow students and other members of the KPR community
- act for and with students to address any instances of, but not limited to, bullying, discrimination and harassment
- advocate for student well-being and, when required, make appropriate referrals to Board services
- create school and classroom cultures that foster physical and mental well-being where students feel valued
- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

Parent(s)/Guardian(s)

Parents/guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents/guardians do this by:

- attending to their child's physical and emotional well-being
- proactively engaging in their child's schoolwork and progress
- communicating regularly with the school
- helping their child be adequately prepared for learning at school
- ensuring that their child attends school regularly and on time
- promptly reporting to the school their child's absence or late arrival
- becoming familiar with the Code of Conduct and school rules
- encouraging and assisting their child in following the rules of behaviour
- assisting school staff in dealing with disciplinary issues involving their child.

Standards of Behaviour

Respect, Civility and Responsible Citizenship

All members of the school and community 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, both in person and online, and especially when there is disagreement or difference
- 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
- seek assistance from a member of school staff, if necessary, to resolve conflict peacefully
- refrain from using abusive language or swearing at another person
- respect all members of the school community, and respond to any reasonable request made by persons who are in a position of authority
- respect the need of others to work in an environment that is conducive to learning and teaching
- comply with all Ministry of Education and school board policies.

Physical and Psychological Safety

Weapons

The following will be addressed:

- 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

The following will be addressed:

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

Physical Aggression

The following will be addressed:

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

Non-physical Aggression

The following will be addressed:

- emotional, sexual, homophobic, transphobic 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 these standards of behaviour, it is expected that all members of the school community will seek staff assistance, if necessary, to resolve conflict peacefully.

- Bullying, by definition, is aggressive and typically repeated behaviour by an individual where:
 - » the behaviour is intended by the student to have the effect of, or the student 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 student 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, but not limited to:
 - 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 one or than one individual or posting inappropriate 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., online) where engaging in bullying will have a negative impact on the school climate.

Tobacco, Electronic Cigarettes (Vaping), and Related Products

All members of the school and community must understand that:

- the Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017; and
- the Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017

- smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) will not be accepted at school, on school grounds, on school buses and at any school related activities
- at minimum, in the case of these substances being found in the possession of students, parents/guardians must be notified, and the student must forfeit the item(s) to an educator or administrator
- if the student does not forfeit the item(s) above when required, they shall be addressed by school administration. Principals have discretion to consider a range of responses, using a bias-aware progressive discipline approach, to address such behaviour.

Student Personal Mobile Devices

All members of the school and community must understand that:

- personal mobile devices shall not be used during instructional time except under the following circumstances:
 - » for educational purposes, as directed by an educator
 - » for health and medical purposes
 - » to support special education needs
- students in kindergarten to grade 8 shall store personal mobile devices out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above
- students in grades 9 to 12 shall store personal mobile devices out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above
- the student is responsible for their personal mobile device, how they use it and the consequences of not following the school board’s regulations on personal mobile device use
- if the student does not follow direction around appropriate use of personal mobile devices as requested, they shall be addressed by school administration. Principals have discretion to consider a range of responses, using a bias-aware progressive discipline approach, to address such behaviour.

Board 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 and harassment under the protected grounds of the Human Rights Code is prohibited
- Damage to property that falls within the school environment (including school grounds, school buses, on school excursions) is not permitted.

Note: The principal has wide discretion to apply these rules to a student when the student’s conduct outside the school environment negatively impacts on the safety of other students, the school culture and the reputation of the school.

Board Code of Conduct Procedures

Principals, or their designates, maintain a leadership role in the daily operation of the school and do this by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- ensuring accountability for individual behaviour and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community
- outlining in the school, the common practices and procedures of the school. These may include daily routines that have an impact on behaviour, i.e., in classrooms, the use of lockers, lunchtime, hall monitoring, playground, buses, attendance, general department.

Signage

Signs will be posted directing visitor(s) to begin their visit at the office.

Search and Seizure

In alignment with our Police/School Board Protocol (2016), 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 (e.x., drugs, a weapon, etc.) Police may be contacted if the search reveals such an item.

Violent Threat Risk Assessment Protocol

When student behaviours pose a potential threat to safety or may cause serious harm, the Kawartha Pine Ridge District School Board's [Violence Threat Risk Assessment \(VTRA\) protocol](#) helps principals take immediate steps to protect student well-being, with the support of local agencies and police services. Parents and guardians will be notified in advance if their child will be assessed through the VTRA protocol. If parents/guardians cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed.

Strategies to Promote Positive Student Behaviour

Prevention Strategies

In creating a conducive, welcoming and safe learning environment, prevention strategies are required to:

- Establish a culture of caring and take a meaningful, culturally responsive approach to promote a positive school climate
- Maintain effective classroom management and develop healthy relationships using a trauma-informed, culturally responsive approach
- Provide options for Indigenous-centred supports for students who self-identify as Indigenous

- Use of encouragement, reinforcement, and rewarding
- Promote social-emotional skills development
- Provide information regarding anger management programs
- Utilize peer counselling and conflict resolution
- Use of home-school communication
- Provide substance use prevention education
- Promote mental health and well-being
- Teach mental health literacy, coping strategies and how to seek support.

Supportive Intervention Strategies

Supportive intervention strategies build a culture of understanding and commitment to appropriate conduct through the use of:

- active listening
- teachable moments
- teaching social-emotion skills
- verbal redirection, reminders and reinforcement
- choices
- restorative practices and other problem solving techniques
- culturally responsive resources
- interviews/discussion
- school/Board/community resources
- outside agencies
- behavioural contracts, where other interventions have proven unsuccessful.

Consequences for Unacceptable Behaviour

Consequences shall be timely, fair, reflective of key facts and circumstances, related to the nature, context and/or actions specific to the incident and progressive when appropriate.

Consequences may include, but are not restricted to, the following:

- restorative practice
- warnings
- time-outs
- time-owed
- restricted privileges
- restitution i.e., financial, community service
- suspensions
- expulsion

In accordance with current provincial directives, parent(s)/guardian(s) and students are advised that a principal shall carefully consider whether or not to suspend a student, if they have determined from a careful review and assessment of the facts and circumstances, that the student has engaged in any of the following activities while at school, at a school-related activity, on a school bus, or in any other circumstances (e.g. online) 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 or, unless the student is a medical cannabis user, cannabis
- being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis
- 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 student's school or to property located on the premises of the student'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, parent(s)/guardian(s) and students are advised that a student shall be suspended and considered for expulsion on the following grounds:

- the student 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 or cannabis to a minor
 - » bullying, if:
 - the student has previously been suspended for engaging in bullying, and
 - the student'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, parent(s)/guardian(s) and students are advised that the following additional infractions may result in a suspension and may be considered for expulsion:

- the student commits an infraction in the school community, and the infraction has an adverse effect on the school

- the student’s pattern of behaviour is so refractory that the student’s presence is injurious to the effective learning environment of others
- the student has engaged in activities that:
 - » cause the student’s presence in the school to be injurious to the physical or emotional well-being of other students or persons in the school, and/or
 - » caused extensive damage to school property at the student’s school or to property located on the premises of the student’s school
- the student demonstrated, through a pattern of behaviour, that the student has not prospered by the instruction available, and that the student is persistently resistant to making the changes in behaviour which would enable the student to prosper

Board Code of Conduct Expectations - Staff

Should staff members contravene the Board Code of Conduct, consequences will follow related Board personnel policies, and professional standards.

Board Code of Conduct Expectations - Other

Through Section 265(m) of the Education Act, the principal, in consultation with the family of schools superintendent may exclude any individual who is unable to follow the Board Code of Conduct.

Board Code of Conduct Expectations - Review

The Code of Conduct must be reviewed at least every three years. A wide variety of stakeholders including parents/guardians, principals, teachers, students, school councils, and other partners will be consulted. The Board Code of Conduct for Students must be consistent with the provincial code and aligned with Board Policy ES-1.1, Safe and Caring Schools and the corresponding Administrative Regulation.

Suspension Data from 2020-2021 to June 2024

School Year	System Considerations
2020-2021	Formal virtual schools established (VES/VHS) Quadmester structure in all secondary schools January 2021 – Three weeks mandatory remote learning across Ontario April 2021 – Mandatory remote learning across Ontario
2021-2022	Second year of access to virtual schools - noted decrease in enrolment for virtual schools
2022-2023	Third year of access to virtual schools – significant decrease in enrolment for virtual schools as most students returned to bricks-and-mortar
2023-2024	Enrolment continued to increase across KPR. Almost all students engaged in in-person learning.

*Please note percentages indicate change year over year

**Data collected from September to June of each school year for accurate comparison

All Schools	2020-2021		2021-2022		2022-2023		2023-2024	
Student Enrolment	33 229	-3%	34 414	+4%	35 809	+4%	36 406	+1%
Total Number of Suspensions	786	-46%	1440	+83%	1 984	+38%	2004	+1%
Total Number of Students Suspended	585	-40%	1007	+72%	1 264	+26%	1217	-4%
Total Number of Days Suspended	1492	-59%	3152.5	+111%	4155.5	+32%	4489	+8%
Average Duration of Suspension (in Days)	1.89	-24%	2.19	+15.9%	2.09	-4.5%	2.24	+7%

Elementary	2020-2021		2021-2022		2022-2023		2023-2024	
Total Number of Suspensions	359	-48%	631	+75%	820	+30%	777	-5%
Total Number of Students Suspended	237	-49%	428	+81%	511	+19%	464	-10%
Male Students	181	-51%	319	+76%	404	+27%	358	-12%
Female Students	55	-42%	108	+96%	106	-1%	106	0%
Prefer not to Disclose Gender	1	---	1	---	1	---	0	---
Students with Special Education Needs	149	-48%	252	+69%	296	+17%	276	-7%
Suspensions greater than 5 days	6	0%	3	-50%	6	+100%	10	+67%

Secondary	2020-2021		2021-2022		2022-2023		2023-2024	
Total Number of Suspensions	427	-43%	809	+89%	1 164	+44%	1227	+5%
Total Number of Students Suspended	348	-33%	581	+67%	753	+30%	753	0%
Male Students	250	-37%	418	+67%	516	+23%	488	-5%
Female Students	97	-33%	160	+65%	235	+47%	259	+10%
Prefer not to Disclose Gender	1	---	3	---	2	---	6	---
Students with Special Education Needs	182	-33%	318	+75%	395	+24%	401	+2%
Suspensions greater than 5 days	19	-75%	50	+163%	61	+22%	73	+20%

Expulsion Data from 2020-2021 to June 2024

School Year	System Considerations
2020-2021	Formal virtual schools established (VES/VHS) Quadmester structure in all secondary schools January 2021 – Three weeks mandatory remote learning across Ontario April 2021 – Mandatory remote learning across Ontario
2021-2022	Second year of access to virtual schools - noted decrease in enrolment for virtual schools
2022-2023	Third year of access to virtual schools – significant decrease in enrolment for virtual schools as most students returned to bricks-and-mortar
2023-2024	Enrolment continued to increase across KPR and almost all students engaged in in-person learning.

*The numbers for 2023-2024 are as of June 2024. Numbers for previous years reflect a similar September to June timeline.

School Year	2020-2021	2021-2022	2022-2023	2023-2024
Student Enrolment	33 229	34 414	35 809	36 406
Total Number of Expulsions	5	2	4	8
Expelled from Board (all schools)	4	1	4	8
Expelled from one school	1	1	0	0
Elementary				
Total Number of Expulsions/Students	0	0	0	0
Male Students	0	0	0	0
Female Students	0	0	0	0
Students with Special Education Needs	0	0	0	0
Secondary				
Total Number of Expulsions/Students	5	2	4	8
Male Students	5	2	4	6
Female Students	0	0	0	2
Students with Special Education Needs	0	0	1	7

Violent Threat Risk Assessment (VTRA) Data – Complete School Years from 2020-2021 to 2023-2024

School Year	System Considerations
2020-2021	Formal virtual schools established (VES/VHS) Quadmester structure in all secondary schools January 2021 – Three weeks mandatory remote learning across Ontario April 2021 – Mandatory remote learning across Ontario
2021-2022	Second year of access to virtual schools - noted decrease in enrolment for virtual schools
2022-2023	Third year of access to virtual schools – significant decrease in enrolment for virtual schools as most students returned to bricks-and-mortar
2023-2024	Enrolment continued to increase across KPR and almost all students engaged in in-person learning.

	Total VTRAs	Unique Students	Level of Concern		
			Low Risk	Medium Risk	High Risk
2020-2021					
Elementary	3	3	0	3	0
Secondary	3	3	0	2	1
2021-2022					
Elementary	6	6	0	4	2
Secondary	13	13	1	5	7
2022-2023					
Elementary	9	9	0	6	3
Secondary	5	5	1	4	0
2023-2024					
Elementary	11	11	0	8	3
Secondary	6	6	0	2	4