

# Harold Longworth Public School School Handbook

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<http://haroldlongworth.kprdsb.ca/>



## This Handbook belongs to:

Name: \_\_\_\_\_

Room #: \_\_\_\_\_

Address: \_\_\_\_\_

Teacher: \_\_\_\_\_

Bowmanville, Ontario.

Postal Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

# Harold Longworth Public School

*Where Learning Takes Flight!*

## School Handbook

Welcome to the 2018-2019 School Year at Harold Longworth! Please take some time to familiarize yourself with the contents of this Handbook and the Code of Conduct contained within. It is our hope that you will find a lot of valuable information here that will help your child be as successful as possible at school. Should you have additional questions or concerns, please do not hesitate to contact us at (905) 623-3682. We always welcome your questions and comments.

### School Day

Harold Longworth operates on a balanced day format. The day is divided into 3 equal portions of 100 minutes each with a 20 minute Nutrition Break and a 20 minute recess between each period of instruction.

9:15	Entry Bell, Classes Begin
10:55 - 11:35	Nutrition Break
1:15 - 1:55	Nutrition Break
3:35	Dismissal

### Visitors To Our School

Parents and community members are welcome to visit the school. To ensure the safety of everyone in the building, the Board requires **all visitors to begin their visit at the main office.**

Our number one goal is to provide a safe and secure learning environment for staff and students, free from as many distractions and interruptions as possible. This will ensure the most effective and productive use of class instructional time.

In this light, we must insist that you **do not go directly** to your child's classroom when visiting the school (dropping off homework, lunches, dropping off or picking up students, etc.). Your visit can be very disruptive to the teacher who may be in the middle of a lesson and to students who may be working. If you need to see your child, please come to the office and we will call them to the office to see you. This is far less disruptive to the class. If after-school plans change during the day and you need to leave a message for your child, please leave your message with the office and we will ensure that the message is passed along to your child. We will not call a child out of class to take a phone call except in the case of an emergency. We also ask that parents **not call or text** students during the school instructional day.

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

classroom support. Please note: signs are posted in all schools indicating that trespassers will be prosecuted.

## Student Health & Safety

### Emergency Procedures

Harold Longworth has emergency procedures in place for both on-site and off-site emergencies. Fire drills are conducted six times a year and lockdown practices are conducted twice a year. Furthermore, all classes have clear direction regarding their procedures for building evacuation. Please inquire at the office if you wish further information.

### Life-Threatening Medical Conditions

In accordance with the Safe, Caring and Restorative Legislation, the school requires that parents/guardians complete **Individual Emergency Response Plans** for students who have a severe, life-threatening medical condition which may arise while they are at school. If your son or daughter has a severe, life-threatening medical condition, please ensure that you notify the school office immediately, so that we can be prepared to respond appropriately when and if symptoms should emerge. Please note that these forms must be updated and completed **annually**.

### Anaphylactic Allergies

As we do have students attending Harold Longworth with life-threatening allergies to nuts, it is crucial that a safe environment be created for them at school. This requires cooperation from students, parents and staff. Together, a nut-safe environment is possible. Remember that the best way to avoid bringing unsafe products into school is to read labels carefully.

## **Accidents At School**

Despite our very best efforts, accidents do sometimes happen at school. Please know that there are always qualified first aid personnel on school staff, and should your child sustain an injury while at school, a qualified staff member will attend and assess immediately. Every effort will be made to contact parents/guardians (or emergency contacts) to alert them as to their child's condition so that they can take the child home or seek medical services. In the event of serious injury, the school will call an ambulance and then notify the parents. While at the hospital, a staff member will remain in attendance until the parent/guardian arrives. In any emergency situation, school staff will act in the best interests of your child and if necessary will continue to act on your child's behalf while at the hospital.

## **Illness**

Please do not send your child to school if they are ill in the morning as we do not have the space or resources to adequately tend to their needs. Should your child become ill at school, they will be kept comfortable in the office until the parent/guardian, or another emergency contact, arrives.

## **Medications**

Although it is preferable to have medication given to a child by the parent, there are exceptional circumstances when students require the administration of medication during the school day. They must have an Administration of Medication form on file at the school. This form is available from the office and requires the signature of the supervising physician. It is required for all forms of medication including inhalers and Epipens. Please also note that no over-the-counter medications such as Tylenol or allergy medicines are available at the school.

## **Pediculosis**

The Kawartha Pine Ridge District School Board believes in supporting families in understanding pediculosis and its impact on students, their families and school life. 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. We suggest families conduct regular checks to ensure that each child's hair is free of lice and nits. If we find that your child is host to these unwanted guests, we will attempt to notify parents/guardians so that treatment can be given as soon as possible.

## **BUS CANCELLATIONS**

If there are bus cancellations due to inclement weather it will be announced on the STSCO website at [www.stsco.ca](http://www.stsco.ca). It will also be available on your local radio stations such as Country 105, Energy 99.7, STAR 93.3, and on the KRUZ 100.5 before school. The STSCO Telephone Information Line (705-748-5500 or toll free 1-800-757-0307) can also be used to check if there are any large scale bus cancellations (i.e. county or regional). Keep your bus route number handy to identify if your bus is cancelled. If buses are cancelled in the morning, they will not run in the afternoon. Therefore, if you drive your child to school when the buses are cancelled, you must arrange transportation for your child to get home at dismissal.

## **Harold Longworth Code of Conduct**

The Kawartha Pine Ridge District School Board, and the staff at Harold Longworth, believe that 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.

### **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.

### **Communicable Diseases**

Any cases of infectious diseases must be reported to the school as soon as symptoms are clear. The child must stay at home until the isolation period is over.

## **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.

## **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.

## **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.

## **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.

## **Standards of Behaviour**

### **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.

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

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

### **Weapons**

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

### **Alcohol and Drugs**

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

### **Physical Aggression**

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

### **Non-physical Aggression**

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

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

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

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

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

- circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.
- the behaviour includes the use of any physical, verbal, electronic, written or other means.  
**Cyber-bullying** includes bullying by electronic means, including:
  - creating a web page or blog in which the creator assumes the identity of another person.
  - impersonating another person as the author of content or messages posted on the Internet.
  - communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.
- **Bullying**, in any form, has negative effects on:
  - a student's ability to learn.
  - healthy relationships and the school climate.
  - a school's ability to educate its students.

We **will not accept** bullying on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where bullying has a negative effect on school climate. No form of bullying is acceptable, and when bullying occurs, we always consider the most appropriate way to respond to each situation based on a number of factors including the students' ages and their academic, personal and behavioural histories.

**Despite our best efforts, research still indicates that sometimes children don't report when they are being bullied. If your child feels that he or she is being bullied, please encourage him or her to report the bullying immediately to their teacher or to the office. If you have any ongoing concerns, or feel that an issue has not been resolved to your satisfaction, please call the Principal or the Vice-Principal at the school.**

## **School Code of Conduct Rules**

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

- 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.)

### **At all times, students at Harold Longworth are expected to:**

- Attend school regularly, be on time and be prepared for all classes and school activities.
- Speak politely and respectfully to all members of our school community, refraining from abusive or profane language or offensive gestures.
- Behave in a courteous manner towards others, respecting individual differences, (i.e., race, ability, sexual orientation, language or opinion).
- Demonstrate self control when dealing with conflict and express emotions in a socially acceptable manner.
- Refrain from any behaviour that may compromise the safety or well-being of others.
- Refrain from any behaviour that involves inappropriate physical contact.
- Treat all school property and the property of others with care and respect.
- Follow all established rules and the instructions of supervising staff.

### **Personal Electronic Devices**

Students will:

- Be able to use their own P.E.D.s within the classroom (not in the hall, bathroom or outside) during nutrition break and indoor recess.
- Use a mature and responsible approach to their P.E.D., storing them safely away when not in use.
- Refrain from using cameras or any other recording devices without explicit permission from the teacher.
- Under some limited circumstances, be given permission by teachers during instructional time to use P.E.D.s

### **Dress Code**

Students are expected to dress cleanly and neatly in a manner that lets them participate fully in all school activities. Outdoor clothing, including hats and caps, are not worn in class. Students change into indoor shoes after each entry. We ask that these indoor shoes have non-marking rubber type soles.

During the winter season students should be dressed appropriately for the cold weather. Students go outside **every day** and should be prepared appropriately. Hats, scarves, mitts/gloves and warm coats are strongly

recommended. When the weather becomes extremely cold, warm winter boots, heavy coats, and snow pants should be worn. It is also advisable for the younger students to have extra dry clothes at school, especially mittens and socks.

We appreciate your support to ensure that all clothing the students wear displays no offensive or oppositional messages, symbols or pictures. Alcohol, drug and tobacco advertisements are deemed inappropriate. The midriff and personal undergarments should be covered. Any clothing that is deemed immodest by the administration is unacceptable (spaghetti strap tops, short shorts/ skirts). Students who are inappropriately dressed will:

- be required to cover up, or
- be sent home to change, or
- be provided with a school t-shirt.

It is recommended that students participating in physical education classes change into appropriate gym attire (shorts/track pants and t-shirt) along with indoor shoes with non-marking soles.

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

## **School Code of Conduct Procedures**

### **Arrival & Departure**

Students are requested to time their arrival with the start of yard supervision at 9:00 a.m. Once they arrive, all students are expected to remain within the fenced-in, supervised area of the yard behind the school until the bell rings. To promote everyone's safety, students are not allowed to wait at the sides or the front of the school, where they cannot be seen by supervising staff. When the bell rings, students will line up and may enter by their designated class entry/exit door.

All students are expected to leave school property after dismissal unless other arrangements have been made. Any student who feels threatened or unsafe on the way home, is welcome to return to the school and report their concerns to the office.

Bicycles must be dismounted and walked on school property. It is highly advisable that bicycles be locked at the provided bike racks at school and helmets worn when riding. Please note that the school is not responsible for lost or stolen bicycles.

## Attendance

Attendance at school is expected to be on a regular, daily basis. If your child will be late or absent, please call the automated **Safe Arrival Line 1-866-740-2902** or log onto **kprdsb.schoolconnects.com before 9:30 am** to report your child's absence for the same day, while absences for a future date can be reported at any time.

Students who arrive after the 9:15 entry bell are considered late and are required to come through the front doors and report to the office for a late slip. Students who need to leave the school early should have this departure reported through Safe Arrival as well, or should bring a note to the office.

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

## Lunch Time Arrangements

Most students eat lunches in their classrooms during the first Nutrition Break. The school staff provides supervision for students remaining at school during nutrition breaks. Students going home or out for lunch should plan to use the first Nutrition Break for the purpose and provide a signed note by a parent/guardian.

Students who are *chronically late back from lunch* will incur consequences such as:

- make up the time at second Nutrition Break.
- suspension of the privilege of leaving school property for a period of time.
- suspension from school.

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

## Lost And Found

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

## Valuables

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

## Lockers

Lockers are school property and are expected to be maintained in good condition and are subject to search by the school. Intermediate students will be assigned a locker on the first day of school. Combination locks are available at the school for purchase at a cost of \$5.00. If you supply your own lock, please ensure that it is a combination lock with a serial number on it. Key locks will not be permitted.

It is the responsibility of the student to ensure that the locker is locked and the combination is kept confidential. Lockers are to be kept neat and clean. Students are encouraged to post a copy of the timetable on the inside of the locker doors. A mirror can be a useful addition. The school will not be responsible for personal losses when students have given out combinations or allowed other students to share the lockers.

## Instrumental Music

Students in Grades 7 & 8 participate in an instrumental music program and students are able to sign out instruments for practice at home. The student is responsible for the care and safe keeping of this instrument and is expected to return it each morning to the music room. If an instrument is not returned the students will be asked to call home and have it delivered to the school. If instruments are lost or damaged, the parent/guardian will be billed for the cost of replacement or repair. The average cost of an instrument is \$450.00.

## Messages & Office Telephone

The use of the office phone will be limited to student use for school related changes in plans (i.e. co-curricular activities, extra help). The school phone is not available for making changes in social plans.

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

# Strategies to Promote Positive Student Behaviour

## 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.

## 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.

## 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.

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

Harold Longworth staff strive to provide a **consistent** approach to misbehaviours taking individual differences into consideration. Occasionally, a student may misbehave and not abide by his/her responsibilities. When this occurs, students need to experience effective discipline; one that clearly demonstrates to students that logical consequences follow inappropriate behaviour. In the regard, students need to:

- know they have done wrong;
- take responsibility for their actions;
- solve the problem and accept the consequences;
- have their dignity left intact.

When logical consequences are applied, individuals are better able to take responsibility for their actions and problems are resolved.

Inappropriate behaviour can be categorized as minor or major. Minor events are usually dealt with immediately by the adult involved, usually the teacher. Logical consequences are generally related directly to the problem. For example, time-out on the yard may result from playing too roughly. When minor offences continue, parents are contacted to assist the school with a resolution.

Major incidents are another matter. The action taken is determined by the seriousness of the problem. At the most extreme is expulsion from school. Major events range from deliberate serious bodily harm to another individual, persistent noncompliance to authority, and deliberate noncompliance with the behavioural expectations of the school.

## 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.

## Partnerships For Success

We thank all parents/guardians for their dedication to the safety and academic success of all students by assisting the efforts of school personnel to deal with the various discipline issues that arise. The partnership and commitment of parents is appreciated and we ask for your assistance by:

- Reinforcing appropriate behaviour in your child.
- Helping to promote positive decision making.
- Following up and discussing inappropriate behaviour with your child.
- Supporting school-based consequences.

## KPR Assessment, Evaluation & Reporting Guidelines

**Assessment** is the process of gathering, from a variety of sources, information that accurately reflects the curriculum expectations in a subject or course and the learning skills and work habits.

**Evaluation** is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of instruction.

### Our teacher practices reflect:

- use of equitable practices and procedures that meet the needs of all students and may not necessarily be the same for all students.
- assessing, evaluating and reporting on the achievement of curriculum expectations and the demonstration of learning skills/work habits separately.
- gathering evidence of student achievement for evaluation collected over time in the form of observations, conversations and student

- products to inform professional judgement.
- determining the final grade on a student's report card using professional judgement and interpretation of evidence that reflects the student's most consistent level of achievement, with special consideration given to more recent evidence. The averaging of marks is not the **sole** determinant of a final grade.

### Students must:

- be responsible for their behaviour in the classroom and for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in the form approved by the teacher.

## Learning Skills and Work Habits

*Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation*

Learning skills and work habits will be intentionally taught, assessed and evaluated separately from the curriculum. They are strong indicators of potential successes and difficulties.

## Late & Missed Assignments for Evaluation

The teacher will clearly indicate the due date for completion of an assignment for evaluation and the success criteria for the assignment. A number of strategies may be used to help prevent and/or address late and missed assignments.

A missed *assignment for evaluation* is one that is not submitted or completed. The teacher will clearly indicate the due date for completion of an assignment.

Before an assignment can be considered missed:

- the student must be given an opportunity to explain the missed assignment.
- students and parents must have been informed of the impending missed assignment and the consequences for missing the assignment.

## Homework

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

## Cheating and Plagiarism

Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense.

*Cheating is dishonest behaviour or attempted dishonest*

*behaviour during tests, examinations or in the creation of assignments for evaluation.*

*Plagiarism is using words, numbers, graphics, photos, music, ideas or any work of another as one's own without proper referencing.*

Students must always acknowledge others' work (writing, ideas, graphics, data, music, etc.) by citing sources, even those from the internet, correctly.

If a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student.

Remediation and/or consequences for students found to be plagiarizing or cheating may include: re-doing the assignment, completing an alternate assignment, informing parents, demonstrating their understanding of plagiarism or cheating, and/or loss of marks on the original assignment for evaluation.

## **Home-School Communication**

We are partners in your child's education. Teachers will make every effort to keep in touch with parents throughout the school year as maintaining regular contact with regard to your child's progress can only enhance their learning experience. If you or your child have a concern, discussion with the teacher should be the first step in solving the problem. Please communicate with your child's home room teacher as they are most familiar with your child's progress. If you have important information to share, please inform your child's teacher as soon as possible. Open communication is the key to a rewarding school year.

- Electronic copies of school newsletters will be emailed monthly through our School Connects system for those families who have provided a valid email address. They will also be posted on our school website as well as on EDSBY at the beginning of each month. Go to <http://haroldlongworth.kprdsb.ca/> and follow the links.

## **Communicating and Reporting Achievement**

Teachers will communicate regularly with students and parents/guardians to ensure they are informed of student progress. This ongoing dialogue between teachers, students and parents about student achievement will be both informal and formal (e.g., phone calls, notes, emails, report cards and interviews). School Progress Reports are sent home in November and Term I Report Cards will go home in February, while Term II Report Cards will go home in late June.

## **Harold Longworth Has Character – The Best Kind!**

Students at Harold Longworth are great ambassadors for our school as they serve as positive examples of how to behave and conduct themselves throughout our community. They are active in our classrooms, our school community, our neighbourhood, and the wider community of Bowmanville. Thank you for joining us in continuing this proud tradition!

Below are some of the key character traits that we consistently reinforce at school:

### **Respect**

I am polite, courteous and caring. I value myself and others. I treat all people with dignity and uphold their rights. I protect property and our environment.

### **Responsibility**

I am responsible for my thoughts, words and actions. I am accountable for my mistakes and work to correct them. People can depend on me to honour my commitments. I demonstrate active citizenship.

### **Honesty**

I am sincere, truthful and trustworthy.

### **Integrity**

I behave in an ethical and honourable manner even when no one else is around. I am genuine, in that my actions consistently match my words.

### **Empathy**

I respect the feelings of others. I seek to understand what others are thinking to appreciate their perspectives. I listen and consider their views, even though we may not agree. I act with kindness and compassion.

### **Fairness**

I am sensitive to the needs of individuals. I include others and value their uniqueness. I celebrate diversity. I treat people with the dignity and consideration with which I would like to be treated. I gather as much information as possible in order to make a decision that is just.

### **Initiative**

I am eager to do what needs to be done without being prompted by others. I seize opportunities and willingly take the steps necessary towards achieving a goal.

### **Perseverance**

I finish what I start even when it is difficult. I do not give up when faced with challenges or obstacles. I complete all tasks and assignments to the best of my ability.

### **Courage**

I face challenges directly. I speak up for myself and others even when it may be unpopular. I ask for help when necessary. I recognize risks and dangers and do not take unwise changes to please others.

### **Optimism**

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