

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE MEETING

Tuesday, April 10, 2018 at 7:00 p.m.

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

A G E N D A

- ITEM 1. **CALL TO ORDER**
- ITEM 2. **ADOPTION OF AGENDA**
- ITEM 3. **ADOPTION OF MINUTES**
for the Meeting held on Tuesday, March 20, 2018
- ITEM 4. **BUSINESS ARISING FROM THE MINUTES**
- ITEM 5. **PRESENTATIONS/DELEGATIONS**
- ITEM 6. **DECISION ITEMS**
- 6.1 **Decision Reports**
Nil
- 6.2 **Policy Reviews**
6.2.1 Board Policy ES-1.1, Safe, Caring and Restorative Schools
- ITEM 7. **INFORMATION ITEMS**
- 7.1 **Student Achievement Reports**
Nil
- 7.2 **Student Achievement Initiatives**
7.2.1 Math Strategy Update
7.2.2 KPRts and Leadership Camp
- 7.3 **Discussion Items**
Nil
- ITEM 8. **CORRESPONDENCE**
- ITEM 9. **BOARD MEMBER ADDITIONS**
- ITEM 10. **FUTURE MEETING DATES**
May 8, 2018
June 12, 2018
(all Meetings will be held at 7:00 p.m. in the Boardroom unless otherwise noted)
- ITEM 11. **ADJOURNMENT**

SUBJECT TO COMMITTEE APPROVAL

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

DRAFT PROGRAM REVIEW COMMITTEE MINUTES

Tuesday, March 20, 2018 at 7:00 p.m.

Roy H. Wilfong Boardroom, Education Centre, Peterborough, ON

ATTENDANCE

Present: Trustees M. Lynch-Taylor (Committee Chairperson), D. Lloyd (Chairperson of the Board), C. Abraham, C. Dickson, J. Klassen Jeninga and S. Patterson.

Trustee A. Caruso (Vice-chairperson of the Board), attended via audio conference.

Also Present: Trustee S. Bobka; and G. Ingram, D. Severin and P. Jones were also present.

Trustee M. Lynch-Taylor, Committee Chairperson, called the meeting to order and welcomed members and guests to the meeting. It was recognized and acknowledged that the Committee was meeting on the traditional territory of the Mississauga First Nations.

Adoption of Agenda

**MOVED BY C. Dickson, SECONDED BY D. Lloyd
That the agenda be adopted as printed.**

CARRIED

Adoption of Minutes

**MOVED BY C. Abraham, SECONDED BY J. Klassen Jeninga
That the Minutes of the last meeting held on Tuesday, February 13, 2018, be adopted as recorded.**

CARRIED

Secondary Graduation Rate and Student Achievement

Superintendent G. Ingram shared information regarding the secondary graduation rate and student achievement. It was reported that student achievement data is provided by the Ministry of Education each year to all district school boards in the province. In 2010, the Ministry set a provincial graduation rate target of 85% beginning with the 2010-2011 school year. This rate was based on students completing their OSSD requirements within five years of entering secondary school.

The Ministry of Education initially published provincial and Board graduation rates in 2015 via local media and their own website. The current graduation rate is based on the cohort of students who started Grade 9 in 2012-2013.

A comparison of the Provincial and KPR five year graduation rate over time was provided. It was indicated that KPR data for the 2012 cohort indicates the following:

The five year graduation rate is 84%. This rate includes all students who started in KPR and graduated within five years either in our Board or through another publically funded board in Ontario. Students are also included who are not working toward the completion of a diploma but started attending a secondary school in September 2012. The five year graduation rate for students who started and finished in KPR is 86% which is a two percent gain from the previous cohort. The four year graduation rate is 77% which is a three percent increase from the previous cohort.

Various student achievement indicators that are used to measure the impact and growth over time in support of increasing the graduation rate were shared. It was also reported that a variety of programs and approaches are currently in place to support an increased graduation rate, some of which include: Focused Intervention and Planning Process (FIPP) in Grade 9 Applied Level Math, Achieving Excellence in Applied Courses (AEAC), AEAC/Indigenous Student Support and Re-engagement, AEAC Extension to Grade 11 Math and Science, Supervised Alternative Learning (SAL), eLearning/blended learning, Dual Credits/School Within a College (SWAC), Specialist High Skills Major (SHSM) Programming, Student Success School Teams, Children and Youth In Care programming, Grade 12/12+ Re-engagement strategy, Ontario Youth Apprenticeship Program (OYAP) and Cooperative Education.

Administration engaged committee members in an activity that examined graduation rate statistics and information within the contexts of Grade 9 courses, gender, students with Special Education needs, and post-secondary destinations.

The following key messages were also shared:

- The graduation rate is steadily increasing
- Students who remain in KPR are doing well
- Success in Grade 9 is critical
- Grade 9 English success is the best indicator of graduation within five years

Questions of clarification were addressed and discussion was held. It was emphasized that transition supports should continue to be a significant focus to ensure student success in Grade 9. Administration was invited to apprise trustees of any specific needs that may have potential budget implications, for consideration during the upcoming budget deliberations.

MOVED BY C. Abraham, SECONDED BY D. Lloyd
That the Secondary Graduation Rate and Student Achievement report, dated
March 20, 2018, be received for information.

CARRIED

Experiential Learning

Superintendent Ingram shared information regarding Experiential Learning programs indicating that KPR students participate in experiential learning opportunities in a variety of ways from K-12. Students may engage in the world around them through educational field trips, community learning partnerships, guest speakers, innovation and inquiry projects, curriculum extensions into the community, career focused activities, and specialized programming.

It was reported that KPR is a provincial leader in the number of students participating in secondary school experiential learning opportunities through both classroom embedded learning and specialized programming such as: Cooperative Education (COOP), Technology Education, OYAP, SHSM, and Dual Credits.

The 2017 Grade Twelve Exit Survey indicated that students pursued all destinations (Apprenticeship, College, University, Workplace), and KPR statistics related to each pathway for learning were shared.

Specific details on each of the following programs were provided:

- Cooperative Education (COOP)
- Ontario Youth Apprenticeship Program (OYAP)
- Technology Education
- Specialist High Skills Major (SHSM)
- School College Work Initiative (SCWI) Dual Credits
- School Within a College (SWAC)
- Dual Credit Programs

Information was also shared on Community Connected Experiential Learning, indicating that the Ministry of Education continues to work toward the development of a Community Connected Experiential Learning Policy. This policy is still in the consultation phase and focuses on the importance of changing the learning experience for all students to consistently connect learning to the world around them: local, national and/or global. Although the policy is still in draft and implementation has been delayed, each school board has been asked to identify an experiential lead. Over the coming months the role will continue to be defined, the community partnerships already in place in schools will be identified, and other possibilities to further support experiential learning in the classroom will be discovered.

MOVED BY C. Dickson, SECONDED BY J. Klassen Jeninga
That the Experiential Learning report, dated March 20, 2018, be received for information.

CARRIED

Secondary Math and Literacy Update

D. Severin, Principal of Student Success, provided an update on initiatives currently being undertaken in the areas of secondary math and literacy.

Future Meeting Dates

Future meeting dates for the 2017-2018 school year were reviewed. The next regular meeting of the Program Review Committee will be held in the Roy H. Wilfong Boardroom at the Education Centre, 1994 Fisher Drive, Peterborough, at 7:00 p.m. on Tuesday, April 10, 2018.

Adjournment

MOVED BY S. Bobka, SECONDED BY D. Lloyd
That the meeting be adjourned (8:55 p.m.).

CARRIED

Mary Lynch-Taylor
Committee Chairperson

DRAFT

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Revisions to Board Policy No. ES-1.1, Safe, Caring and Restorative Schools**

INITIATOR: Peter Mangold, Superintendent of Education: Student Achievement

BACKGROUND

1. Revised Board Policy ES-1.1, Safe, Caring and Restorative Schools, was presented to the Program Review Committee at its meeting of February 13, 2018. The Policy had undergone a significant review and re-write which included feedback from the Safe, Caring and Restorative Schools Committee, legal counsel and senior administration.
2. Discussion resulted in the adoption of a motion that the Policy be referred to administration for further review, and that the draft Policy be brought back to Program Review prior to vetting through regional school councils and school councils.

STATUS

3. The following steps were taken to satisfy recommendations from the Program Review Committee:
 - a) Cross reference points and hyperlinks were added in sections 2, 7 and 8.
 - b) Policy/Program Memorandum (PPM) No. 144, Bullying Prevention and Intervention, was reviewed to ensure that language used in the Policy was the same as directed by the PPM. This was confirmed.
 - c) An additional paragraph from PPM No. 144 was added to further clarify the serious nature of bullying and cyberbullying by giving examples and also indicating that suspension or consideration for expulsion would be potential consequences.
 - d) References to cannabis in sections 7 and 8 are aligned with language from the Education Act and will become active when legislation passes this summer. Until that time the existing language will remain. The new language has been highlighted so that you are aware of the changes.

RECOMMENDATION

1. That Board Policy ES-1.1, Safe, Caring and Restorative Schools, be approved for consultation as revised.

Peter Mangold
Superintendent of Education: Student Achievement

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Section: Educational Services

• Student Welfare

Policy Code: ES-1.1

Policy: SAFE, CARING AND RESTORATIVE SCHOOLS

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Schools in the Kawartha Pine Ridge District School Board are places that promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage, and optimism. These attributes provide the foundation for a safe and caring learning and teaching environment that enables every student to reach his or her full potential. A positive school climate exists when relationships are strong and all members of the school community feel safe, comfortable, cared for, and included.

Restorative practice is an overall approach where conflict and tensions are managed by repairing harm and strengthening relationships as a way of building school community. It focuses on repairing the harm caused by offending behaviour while holding the offender accountable for his or her actions. It provides an opportunity for the parties directly affected by such behaviour—victim, offender and community—to express how they are affected and identify and address their needs that result from the offending behaviour, and seeks a resolution that affords reparation, healing and reintegration, and prevents future harm. Interventions occur along a continuum of restorative practices.

The Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards of behaviour apply not only to students but also to all individuals involved in the school system—parents, volunteers, employees—whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. These standards are as follows:

1. The Board and its school staff will neither tolerate nor accept actions that could have a negative impact on students' ability to learn, healthy relationships, a school's ability to educate its students, and/or on the school climate. These actions include:
 - 1.1 possession, use, threatened use, or trafficking of weapons;
 - 1.2 possession, use, or trafficking of prohibited material or substances;
 - 1.3 bullying behaviours, discrimination, hate propaganda such as homophobia, racist, sexist comments and other forms of behaviour motivated by hate or bias, assault, sexual assault, gender based violence, sexual harassment, inappropriate sexual behaviour, robbery, threatening or intimidation, being under the influence of alcohol or restricted drugs or providing alcohol or restricted drugs, or any other behaviours that infringe on the physical or emotional well-being of students, staff and/or community members; and

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- 1.4 — ~~damage to property in the school environment (including school property, school buses, another person's property).~~
2. — ~~All Board employees working directly with pupils shall respond to incidents that may have a negative impact on school climate.~~
 - 2.1 — ~~Board employees are not required to respond if, in the opinion of the employee, responding would cause immediate physical harm to himself or herself or to that of a student or another person. If they do not respond immediately, Board employees are expected to verbally inform the principal as soon as possible.~~
 - 2.2 — ~~These incidents include, but are not limited to, racist, sexual, sexist, homophobic comments, negative comments related to student needs and/or abilities, slurs and jokes or graffiti.~~
 - 2.3 — ~~These incidents include those which are physical, verbal, electronic or in written form. Cyber bullying includes bullying by electronic means including:~~
 - 2.3.1 — ~~creating a web page or blog in which the creator assumes the identity of another person;~~
 - 2.3.2 — ~~impersonating another person as the author of content or messages posted on the internet; and~~
 - 2.3.3 — ~~communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.~~
 - 2.4 — ~~These incidents include behaviours occurring 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.~~
3. — ~~The Board shall support consequences for unacceptable behaviour up to and including suspension and expulsion for:~~
 - 3.1 — ~~actions as directed by the Education Act, and~~

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- 3.2 — actions that compromise a school's capacity to achieve respect, civility, academic excellence and a safe and caring learning and teaching environment, and/or are injurious to the moral tone of the school.
4. — In the case of suspensions, a committee of a minimum of three trustees of the Board will hear and decide on appeals.
5. — In the case of an expulsion hearing, a committee of five trustees of the Board will hear and decide on the expulsion and provide an information report to the Board.
6. — Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The use of restorative practices as a component of progressive discipline is a means of building relationships, strengthening school communities, and maintaining safe, inclusive school cultures. The range of interventions, supports, and consequences used by the Board and all schools must be firm and fair, clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices. For students with special education needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP). The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and Regulations. Progressive discipline and restorative strategies and approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.
7. — Educators and community members have a responsibility to work in partnership to develop responsible citizens. Education of students, staff, parent(s)/guardian(s), and school community members is necessary in order to understand and respond to societal violence.
8. — The administrative regulations for this policy will be maintained and organized in accordance with the Education Act to provide comprehensive guidance regarding safety issues for students and school communities. Safe, Caring and Restorative Schools administrative regulations and/or supporting guidelines will include the following: access to schools, attendance, bomb threats, bullying/harassment prevention, child in need of protection, suspensions, expulsions, progressive discipline/code of conduct, safe arrival programs for elementary students, Supervised Alternative Learning, substance abuse, intruders, police involvement in schools, school dress code and others as required. Bullying prevention is outlined in detail in the Safe, Caring and Restorative Schools Manual.

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9. The administrative regulations reflect the following guiding principles:

9.1 effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parental/community involvement and support and staff development;

9.2 each individual is important and unique and should be empowered to contribute positively to the school community; and

9.3 responsibility, accountability, and ownership for a safe learning environment must be assumed by all members of the school community; prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline. The range of interventions, supports and consequences utilized will be developmentally appropriate and include opportunities for individuals to learn from mistakes, restore relationships and improve behaviour.

10. Each school must have in place a Safe, Caring and Restorative Schools team which will be composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner, and the principal. An existing committee such as the School Council may take on this role. The Chairperson of this team must be a staff member.

The Kawartha Pine Ridge District School Board (KPR) is committed to creating and sustaining safe, caring and restorative schools for the purpose of promoting learning, achievement and well-being. We believe every student is able to reach their full potential through a whole school approach to ensuring a positive school climate exists and all members of the school community feel safe, comfortable, cared for and included. Each school must have a School Well-Being team to lead and support this expectation of creating a positive school climate.

The Board values a learning environment where the character traits of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism are demonstrated by all members of the school community in order to support students in becoming healthy and contributing members of society.

Behaviour occurs in context, is learned, serves a function and can be changed over time. All students benefit from clear, concise behavioural expectations as outlined in the Board's Code of Conduct with positive modeling. To enhance safe, caring and restorative school climates, supports are provided and inappropriate behaviour is addressed taking into account mitigating and other factors using a progressive discipline approach. A clear focus on developing healthy relationships using restorative practices and the timely reporting of inappropriate behaviours

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such as bullying allows for appropriate action to be taken which may include a variety of consequences up to and including suspension and expulsion.

Responsibility for safe, caring and restorative schools must be assumed by all members of the school community. It requires supportive leadership, effective teaching practices, healthy relationships, a systemic approach to addressing behaviour, and the involvement of parent(s)/guardian(s) and the broader community. All Board employees working directly with pupils shall respond to incidents that may have a negative impact on school climate.

This policy authorizes the creation of administration regulations in respect to all issues relating to safe, caring and restorative schools, including, but not limited to, bullying prevention and intervention, student incident reporting, progressive discipline, suspensions, expulsions, critical incidents, home education, safe arrival, and children in need of protection. These regulations provide comprehensive guidance and procedures to follow regarding safety issues for students and school communities.

The Board is required to adhere to all applicable legislation including the Education Act, the Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act, the Child and Family Services Act, the Occupational Health and Safety Act and the Accessibility for Ontarians with Disabilities Act.

1. School Well-Being Team

The School Well-Being Team is to be composed of at least one student (where appropriate), one teacher, one parent, one support staff member, one community member, and the principal. An existing committee such as the School Council may take on this role. The Chairperson of this team must be a staff member.

2. Code of Conduct for Students

The Board's Code of Conduct for Students (see **Administrative Regulations ES-1.1.1 and ES-1.1.1A**) sets clear standards of behaviour that are firm and fair. These standards of behaviour apply not only to students but also to all individuals involved in the school system – parents, volunteers, employees – whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

The Board and its school staff will neither tolerate nor accept actions that could have a negative impact on students' ability to learn, healthy relationships, a school's ability to educate its students and/or on the school climate. These actions include:

- 2.1 possessing a weapon, including possessing a firearm;

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- 2.2 using a weapon to cause or to threaten bodily harm to another person;
- 2.3 committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 2.4 committing sexual assault;
- 2.5 possessing, using, or trafficking in weapons, or in illegal drugs;
- 2.6 committing robbery;
- 2.7 giving alcohol to a minor;
- 2.8 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 ability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance);
- 2.9 committing an infraction in the school community, which has an adverse effect on the school; a pattern of behaviour so refractory that the student's presence is harmful to the learning environment;
- 2.10 taking part in activities that cause the student's presence to be harmful to the physical and emotional well-being of others in the school;
- 2.11 taking part in activities that have caused extensive damage to the school; or
- 2.12 a pattern of behaviour that has shown the student has not prospered by the instruction available and the student persistently resists changing their behaviour.

3. Restorative Practice

Restorative practice is an overall approach where conflict and tensions are managed by repairing harm and strengthening relationships as a way of building school community. It focuses on repairing the harm caused by offending behaviour while holding the offender accountable for their action. It provides an opportunity for the parties directly affected by such behaviour – victim, offender and community – to express how they are affected and identify and address their needs that result from the offending behaviour, and seeks a resolution that affords reparation, healing and reintegration, and prevents future harm. Interventions occur along a continuum of restorative practices.

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4. Progressive Discipline

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The use of restorative practices as a component of progressive discipline is a means of building relationships, strengthening school communities, and maintaining safe, inclusive school cultures. The range of interventions, supports, and consequences used by the Board and all schools must be firm and fair, clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices. The Board supports consequences for unacceptable behaviour up to and including suspension and expulsion. For students with special education needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP). The Board and school administrators must consider all mitigating and other factors as required by the Education Act and Regulations.

5. Mitigating and Other Factors

The mitigating factors to be considered by the principal are:

- 5.1 whether the student has the ability to control their behaviour;
- 5.2 whether the student has the ability to understand the foreseeable consequences of their behaviour; or
- 5.3 whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

Other factors to be considered:

- 5.4 the student's history;
- 5.5 whether a progressive discipline approach has been used with the student;
- 5.6 whether the activity was related to any harassment of the student because of their race, ethnic origin, religion, disability, gender or sexual harassment or to any other harassment;
- 5.7 how the suspension or expulsion would affect the student's ongoing education;
- 5.8 the age of the student; and

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- 5.9 in the case of a student for whom an IEP has been developed:
- 5.9.1 whether the behavior was a manifestation of a disability identified in the student's education plan;
 - 5.9.2 whether the appropriate individualized accommodation has been provided;
or
 - 5.9.3 whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

6. Bullying

Bullying means aggressive and typically repeated behaviour by a pupil where:

- 6.1 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:
- 6.1.1 causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or
 - 6.1.2 creating a negative environment at a school for another individual; and
- 6.2 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.
- 6.3 Cyber-bullying is bullying by electronic means including (but not limited to):
- 6.3.1 creating a web page or a blog in which the creator assumes the identity of another person;
 - 6.3.2 impersonating another person as the author of content or messages posted on the internet; and

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6.3.3 communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology). Instances of bullying and cyber bullying will result in the application of progressive discipline and may possibly lead to suspension or consideration for expulsion.

7. Suspension

Suspension must be considered by the principal if they believe a student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate as outlined under section 306(1) of the Education Act (see Administrative Regulation ES-1.1.2):

7.1 uttering a threat to inflict serious bodily harm on another person;

7.2 ~~possessing alcohol or illegal drugs~~ **alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis (date of this change to be determined);**

7.3 ~~being under the influence of alcohol~~ **alcohol or, unless the pupil is a medical cannabis user, cannabis (date of this change to be determined);**

7.4 swearing at a teacher or at another person in a position of authority;

7.5 committing an act of vandalism that causes extensive damage to property at, or located on premises of, the student's school;

7.6 bullying (aggressive, typically repeated behaviour intended to cause harm, fear or a negative environment for another individual; a symptom of the misuse of power, authority or control over another person or group); or

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7.7 any other activity for which a student may be suspended under KPR policy which includes:

7.7.1 persistent opposition to authority;

7.7.2 willful destruction of school or Board property;

7.7.3 use of profane or improper language;

7.7.4 conduct injurious to the moral tone of the school or to the physical/emotional well-being of self/others;

7.7.5 habitual neglect of duty;

7.7.6 being involved in a physical altercation;

7.7.7 inappropriate physical contact;

7.7.8 failing to complete medical immunization as required by the Public Health Department; or

7.7.9 a breach of the Board's or school's Code of Conduct.

8. Expulsion

A principal shall suspend a student and shall conduct an investigation to determine whether to recommend to the Board that the student be expelled if they believe that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate as outlined under section 306(1) of the Education Act (see **Administrative Regulation ES-1.1.3**):

8.1 possessing a weapon, including possessing a firearm;

8.2 using a weapon to cause or to threaten bodily harm to another person;

8.3 committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;

8.4 committing sexual assault;

8.5 trafficking in weapons or in illegal drugs;

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- 8.6 committing robbery;
- 8.7 giving ~~alcohol~~ alcohol or cannabis to a minor (date of this change to be determined);
- 8.8 bullying (if the student has been previously suspended for bullying and the student's continuing presence creates an unacceptable risk to the safety of another person);
- 8.9 any activity listed above 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); or
- 8.10 any other activity for which a pupil may be expelled in KPR policy which includes:
- 8.10.1 committing an infraction in the school community, and the infraction has an adverse effect on the school;
- 8.10.2 a pattern of behaviour that is so refractory that the pupil's presence is injurious to the effective learning environment of others;
- 8.10.3 engaging in activities that cause the pupil's presence in the school to be injurious to the physical or emotional well-being of other pupils or persons in the school;
- 8.10.4 causing extensive damage to Board property or to goods on Board property; or
- 8.10.5 demonstrating through a pattern of behaviour, that the pupil has not prospered by the instruction available and that the pupil is persistently resistant to making the changes in behaviour which would enable the pupil to prosper.

Established: April 16, 1998

Revised/Reviewed:

March 25, 1999
January 23, 2001
May 24, 2001
May 25, 2006
January 31, 2008
January 28, 2010

DRAFT September 25, 2012
DRAFT October 9, 2012
DRAFT September 25, 2017
DRAFT February 13, 2018
DRAFT April 10, 2018

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **KPRts and Leadership Camp**

INITIATOR: Joe Tompkins, Superintendent of Education: Student Achievement

BACKGROUND

1. In June 2014, KPR launched an annual Integrated Arts and Leadership Camp opportunity for Grade 7/8 students, to enrich those students interested in the Arts, and to experience the world outside of their home, school, and programs. The opportunity would also build the capacity of students in the area of the Arts and leadership, in order to bring the learning back to their home schools.
2. A KPRts Committee representing a variety of stakeholders was struck to support the initiative, and this group, led by the Arts Resource staff in Teaching and Learning, has taken responsibility for the KPRts and Leadership Camp's continued sustainability.
3. The philosophy of the camp focuses on the immersion of students in a creative outdoor culture, where learning in the Arts encourages each child's voice to be heard, fosters a culture of inclusion, develops leadership capacity and celebrates the diverse talents and skills of all students in a unique setting.

STATUS

4. The KPRts Integrated Arts and Leadership Camp will take place again this year on May 9-11, 2018, at Camp White Pine in Haliburton; a 1600 acre camp with cabins providing adventure sports and activities in a safe, inviting outdoor learning environment. It has on-site dance and visual art studios, and theatre and musical performance facilities to support this initiative. Students will spend time with professional artists in all of the disciplines, exposing them to real world Arts experiences alongside mentoring professionals, with the goal of inspiring students to think about the Arts in their future.
5. Guiding principles for the camp experience continue to remain:
 - Equitable opportunity for all grade seven and eight students throughout the Board regardless of art experiences (interest based); and
 - Integrated Arts with leadership.
6. During closing celebrations on the final day of the camp, students will be sharing their experience with parents and others in attendance. An invitation is extended to trustees to attend Camp White Pine on the final day as well, to witness the benefits of the experience first-hand.

RECOMMENDATION

1. That the KPRts and Leadership Camp Report, dated April 10, 2018, be received for information.

Joe Tompkins
Superintendent of Education: Student Achievement