



GREATER ESSEX COUNTY  
DISTRICT SCHOOL BOARD  
BUILDING TOMORROW TOGETHER  
EVERY LEARNER, EVERY DAY



**Gore Hill**  
Public School

FRENCH IMMERSION & ENGLISH  
Together, we make learning a way of life!



# Student and Family Handbook

## 2025 – 2026

1135 Mersea Road 1  
Leamington, ON N8H 3V7  
(519) 326-3431  
(519) 326-7868

<https://publicboard.ca/en/gorehill/index.aspx>

For regular updates and additional information, please visit Edsby and our school website.

A great place to be



## CODE OF CONDUCT

**Members of the school community will:**

- treat each other with kindness and respect
- support learning and keep distractions out of class
- help others when they are in need

**Members of the school community will not:**

- bully, cyberbully, or encourage others to do so
- harm others, including harm with the motivation of hate or discrimination
- use a personal mobile device during class unless permitted by an educator
- use, share or sell vape, nicotine and/or tobacco products on school property

**Speak with a staff member if you or someone else needs help.**

Visit [ontario.ca/SchoolRules](https://ontario.ca/SchoolRules) to learn more about the Provincial Code of Conduct.



# Greater Essex County District School Board

## Student Calendar 2025-2026

### Elementary and Secondary

Elementary and Secondary PA Days	Secondary Only PA Days	Holidays
Elementary Only PA Days	Exam Days (Grades 9-12)	Break

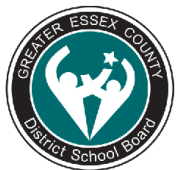
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
24	25	26	27	28	29	30				1 <sub>1</sub>	2 <sub>2</sub>	3 <sub>3</sub>	4							1		1 <sub>1</sub>	2 <sub>2</sub>	3 <sub>3</sub>	4 <sub>4</sub>	5 <sub>5</sub>	6
31	1	2 <sub>1</sub>	3 <sub>2</sub>	4 <sub>3</sub>	5 <sub>4</sub>	6	5	6 <sub>4</sub>	7 <sub>5</sub>	8 <sub>1</sub>	9 <sub>2</sub>	10 <sub>3</sub>	11	2	3 <sub>2</sub>	4 <sub>3</sub>	5 <sub>4</sub>	6 <sub>5</sub>	7 <sub>1</sub>	8	7	8 <sub>1</sub>	9 <sub>2</sub>	10 <sub>3</sub>	11 <sub>4</sub>	12 <sub>5</sub>	13
7	8 <sub>5</sub>	9 <sub>1</sub>	10 <sub>2</sub>	11 <sub>3</sub>	12 <sub>4</sub>	13	12	13	14 <sub>4</sub>	15 <sub>5</sub>	16 <sub>1</sub>	17	18	9	10 <sub>2</sub>	11 <sub>3</sub>	12 <sub>4</sub>	13 <sub>5</sub>	14	15	14	15 <sub>1</sub>	16 <sub>2</sub>	17 <sub>3</sub>	18 <sub>4</sub>	19 <sub>5</sub>	20
14	15 <sub>5</sub>	16 <sub>1</sub>	17 <sub>2</sub>	18 <sub>3</sub>	19	20	19	20 <sub>2</sub>	21 <sub>3</sub>	22 <sub>4</sub>	23 <sub>5</sub>	24 <sub>1</sub>	25	16	17 <sub>1</sub>	18 <sub>2</sub>	19 <sub>3</sub>	20 <sub>4</sub>	21 <sub>5</sub>	22	21	22	23	24	25	26	27
21	22 <sub>4</sub>	23 <sub>5</sub>	24 <sub>1</sub>	25 <sub>2</sub>	26 <sub>3</sub>	27	26	27 <sub>2</sub>	28 <sub>3</sub>	29 <sub>4</sub>	30 <sub>5</sub>	31 <sub>1</sub>		23	24 <sub>1</sub>	25 <sub>2</sub>	26 <sub>3</sub>	27 <sub>4</sub>	28 <sub>5</sub>	29	28	29	30	31			
28	29 <sub>4</sub>	30 <sub>5</sub>												30													

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2 <sub>5</sub>	3 <sub>1</sub>	4 <sub>2</sub>	5 <sub>3</sub>	6 <sub>4</sub>	7	1	2 <sub>3</sub>	3 <sub>4</sub>	4 <sub>5</sub>	5 <sub>1</sub>	6 <sub>2</sub>	7				1 <sub>5</sub>	2 <sub>1</sub>	3	4
4	5 <sub>1</sub>	6 <sub>2</sub>	7 <sub>3</sub>	8 <sub>4</sub>	9 <sub>5</sub>	10	8	9 <sub>5</sub>	10 <sub>1</sub>	11 <sub>2</sub>	12 <sub>3</sub>	13 <sub>4</sub>	14	8	9 <sub>3</sub>	10 <sub>4</sub>	11 <sub>5</sub>	12 <sub>1</sub>	13 <sub>2</sub>	14	5	6	7 <sub>2</sub>	8 <sub>3</sub>	9 <sub>4</sub>	10 <sub>5</sub>	11
11	12 <sub>1</sub>	13 <sub>2</sub>	14 <sub>3</sub>	15 <sub>4</sub>	16	17	15	16	17 <sub>5</sub>	18 <sub>1</sub>	19 <sub>2</sub>	20 <sub>3</sub>	21	15	16	17	18	19	20	21	12	13 <sub>1</sub>	14 <sub>2</sub>	15 <sub>3</sub>	16 <sub>4</sub>	17 <sub>5</sub>	18
18	19 <sub>5</sub>	20 <sub>1</sub>	21 <sub>2</sub>	22 <sub>3</sub>	23 <sub>4</sub>	24	22	23 <sub>4</sub>	24 <sub>5</sub>	25 <sub>1</sub>	26 <sub>2</sub>	27	28	22	23 <sub>3</sub>	24 <sub>4</sub>	25 <sub>5</sub>	26 <sub>1</sub>	27 <sub>2</sub>	28	19	20 <sub>1</sub>	21 <sub>2</sub>	22 <sub>3</sub>	23 <sub>4</sub>	24 <sub>5</sub>	25
25	26 <sub>5</sub>	27 <sub>1</sub>	28 <sub>2</sub>	29 <sub>3</sub>	30 <sub>4</sub>	31								29	30 <sub>3</sub>	31 <sub>4</sub>					26	27 <sub>1</sub>	28 <sub>2</sub>	29 <sub>3</sub>	30 <sub>4</sub>		

May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1 <sub>5</sub>	2		1 <sub>5</sub>	2 <sub>1</sub>	3 <sub>2</sub>	4 <sub>3</sub>	5	6
3	4 <sub>1</sub>	5 <sub>2</sub>	6 <sub>3</sub>	7 <sub>4</sub>	8 <sub>5</sub>	9	7	8 <sub>4</sub>	9 <sub>5</sub>	10 <sub>1</sub>	11 <sub>2</sub>	12 <sub>3</sub>	13
10	11 <sub>1</sub>	12 <sub>2</sub>	13 <sub>3</sub>	14 <sub>4</sub>	15 <sub>5</sub>	16	14	15 <sub>4</sub>	16 <sub>5</sub>	17 <sub>1</sub>	18 <sub>2</sub>	19 <sub>3</sub>	20
17	18	19 <sub>1</sub>	20 <sub>2</sub>	21 <sub>3</sub>	22 <sub>4</sub>	23	21	22 <sub>4</sub>	23 <sub>5</sub>	24 <sub>1</sub>	25 <sub>2</sub>	26	27
24	25 <sub>5</sub>	26 <sub>1</sub>	27 <sub>2</sub>	28 <sub>3</sub>	29 <sub>4</sub>	30	28	29	30				
31													

Important Dates			
First Day of Classes	September 2nd		
Last Day of Classes	June 25th		
194 Instructional Days	Large numbers in black		
Elementary 5 Day Cycle (1-5)	Small numbers in black		
Elem. and Sec. PA Days	Elementary PA Days	Secondary PA Days	Exam Days (Grades 9-12)
September 19th	January 16th	January 30th	January 23rd-29th
October 17th	June 5th	April 24th	June 19th-25th
November 14th			
February 27th			
June 26th			
Holidays and Breaks			
Labour Day	September 1st	March Break	March 16th—20th
Thanksgiving	October 13th	Good Friday	April 3rd
Holiday Break	Dec. 22nd-Jan. 2nd	Easter	April 6th
Family Day	February 16th	Victoria Day	May 18th



Building Tomorrow Together

The Greater Essex County District School Board is committed to creating and promoting a safe environment in its schools and Board properties for staff, parents/guardians, visitors, volunteers and the community. Safety of students is a primary concern of the GECDSB. It is important that all students have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community. All school staff play a critical role in building and sustaining a positive school climate. Every member of the school community has a responsibility to assist in creating and maintaining safe, secure, and harmonious learning, teaching, and work environments. All members of the school community have a role in leadership and modeling of appropriate behavior.

At Gore Hill Public School, Character Education is our foundation and our commitment. In our classrooms, around the school, on our playground, and in our community, KINDNESS MATTERS. We have an amazing and nurturing staff who support and encourage all of our students to be leaders within our school every day. We know that student voice is important to help us build and foster a safe, welcoming and inclusive community that our students, parents, and staff are proud of. Our students have opportunities to develop their sense of self, build new friendships, and feel a sense of belonging. At Gore Hill Public School, together, we make learning a way of life!

We recognize and value the important role parents, guardians, and extended family members play as partners in their child's education. Please talk with your child about what they are learning at school. We look forward to opportunities to have parents in the school, learning alongside our staff and students. We also look forward to an exciting year at Gore Hill Public School. Thank you in advance for your patience and flexibility as we work together to make this a successful year for all of our students.



## Gore Hill Tentative School Organization & Teaching Assignments

English Program Staff		Educational Support Staff	
JKSK 1 2/3 3/4 5/6 6/7 8 FSL Learning Support Prep Coverage Music	J. Betterley J. Melatti C. Williams G. Ligotino J. Vanderbeke T. Joseph H. Sales S. Petrovich & J. Woelk L. Cristine L. Cristine & J. Woelk H. Petrino	Early Childhood Educator (English Program)  Early Childhood Educator (French Immersion Program)  Student Support Worker Child & Youth Worker	C. Lazo Kylie  J. Haslam  K. Trepanier K. Poulin
French Immersion Program Staff		Custodial, Office, and Administrative Staff	
JKSK 1 2 3/4 4/5 6 7/8 Music Learning Support Prep Coverage	K. Wesley & C. Clark A. Moore E. Derksen S. Mastronardi V. Reid S. Boismier (T. Youssef) M. Laforet H. Petrino S. Petrovich M. Loncke & J. Woelk	Day Custodian Afternoon Custodian  Secretary  Vice Principal Principal	A. Silveira J. Leroux  S. Conde  C. Alexopoulos B. Adlam

## Gore Hill Public School Daily Schedule

Students are not to arrive at school prior to 8:00 a.m. At 8:00 a.m. our staff are here to welcome and supervise our students who arrive by bus or through our Kiss and Ride drop off.

Arrival	8:00 a.m.
Entry Bell	8:15 a.m.
Period 1	8:15 a.m. to 9:05 a.m.
Period 2	9:05 a.m. to 9:55 a.m.
Fitness Break	9:55 a.m. to 10:15 a.m.
Nutrition Break	10:15 a.m. to 10:35 a.m.
Period 3	10:35 a.m. to 11:25 a.m.
Period 4	11:25 a.m. to 12:15 p.m.
Fitness Break	12:15 p.m. to 12:35 p.m.
Nutrition Break	12:35 p.m. to 12:55 p.m.
Period 5	12:55 p.m. to 1:45 p.m.
Period 6	1:45 p.m. to 2:35 p.m.
Dismissal	2:35 p.m.

# **GORE HILL PUBLIC SCHOOL**

## **EXPECTATIONS AND GUIDELINES**

Gore Hill Public School is committed to providing the best possible educational opportunities in a safe, supportive environment. Staff, students, parents, and community members & volunteers work together to promote the development and growth of each child and foster acceptance and respect in all ways. The information that follows is provided as a guideline to the expectations and routines within a GECDsB school.

### **Student Information**

All schools require up-to-date information for each student. Please inform the school secretary if you change your address, home or business phone numbers or email address. If your child becomes ill or there is an emergency, we must have the phone numbers of at least two people (i.e., emergency contacts) that we could call if you cannot be reached.

### **Safe Arrival Program**

The Greater Essex County District School Board through the Ministry of Education has in place a Safe Arrival Program in place for elementary school.

### **Recording the Absence of a Student**

- a) After morning announcements (8:25 a.m.) and upon the return to classes at our midday point (11:25 a.m.), teachers will send to the office the names of students who are not in attendance along with any notes that have been sent.
- b) The secretary will contact parents or guardians of any student who is absent without an explanation. A call will be made to the home first, followed by the contact phone numbers provided by the parent/guardian. Please note that there must be contact with an adult. Talking to the absent child will not be acceptable.
- c) Students who arrive late or leave early must report to the office.
- d) Students who leave the school at any time prior to the dismissal time **MUST** be signed out by a parent/guardian.

### **Absences, Lateness, Sickness**

Punctual and regular attendance is expected but if your child is ill, they are better off at home under your care. If a student is going to be absent or late, parents must report the child's absence in advance by calling the school, using Edsby to record the absence, sending a note with the child before the day of absence when it is known ahead of time, or sending a note with siblings and making sure the homeroom teacher or the office is aware of this information. Please leave a message on the 24-hour answering machine stating the child's name, grade and teacher and that they will be late or absent that day as well as the reason. Parents should call the school before the start of the school day.

### **Entrance and Exit Procedures (Arrival and Dismissal)**

Please ensure that your child does not arrive at the school before outdoor supervision begins. Our staff are here to welcome all students arriving by bus or through drop-off at our Kiss and Ride, at 8:00 am. Upon arrival, students are to follow the school's procedures for morning entry. Students are expected to enter and exit through their designated doors.

- 1) This is the Kiss & Ride Area. Students who are driven will enter and exit the school using the door by the second yellow Kiss & Ride sign.

- 2) This is the Bus Bay. Students who ride the bus will enter and exit the school using these doors. Only buses are permitted, within the bus loading and unloading zone.
- 3) IMPORTANT –Buses exit on the **left** side when leaving the school. The entrance for the Kiss & Ride is on the opposite side. Please note the direction of the arrows.
- 4) One additional item to note: Please be respectful of our neighbour's homes and driveways. We ask that you do not block their driveways. For the first few weeks, we will place pylons out in the areas to avoid, directly across the street from the school.



## Allergy Aware and Scent Sensitive Environment

We have several students who have life-threatening allergies to dairy products, eggs, fish, peanuts, and tree nuts. Thank you for your consideration when packing your child's snacks and lunches.

In addition, we are a Scent-Sensitive School. This is because scented products such as fragrances, lotions, hairspray, and deodorant can cause a severe allergic reaction for some students and staff. We ask that no spray products be sent to school and that everyone is mindful of using products that have a fragrance prior to entering the building.

If your child has a prevalent medical condition, please contact the school to update their Plan of Care and/or confirm that there are no changes to their Plan of Care currently in place. Classroom teachers will reach out to students and families with specific requests for their classrooms to ensure student safety when dealing with allergies and scent sensitive environments.

## Bus Transportation

It is the policy of the Transportation Department that all students must use the same bus stop each day. Students are not allowed to change buses for completing group assignments or just to visit classmates. All JK/SK pupils must be met at their bus stop by a parent or designate or the child will be returned back to the school. Parents will be informed if a student does not get on their bus as expected to go home.

## Bus Conduct

Riding on a school bus is a privilege and not a right. The following rules should be reviewed at home with your children to ensure the safety of all:

- Be on time • No rough-housing on or off the bus • Board in single file • Assist small children • No eating or drinking • No littering • Quiet and appropriate talk only • No animals or large objects • Damages will be paid by offender • Listen to the bus patrols • Respect and obey the driver and the requests of the school bus patrols

Misconduct on the bus will be reported to the Principal. Parents will be informed of bus misconduct. Depending on the circumstance students may receive a consequence, including not being allowed the privilege of riding the bus.



## **Celebrating Students & Student Achievements**

Gore Hill Public School uses a variety of incentives to acknowledge personal and school-wide student achievement and reinforce appropriate expectations (*For example, Gator Goodness Tickets, Office Visits, Notes, Celebration of Learning Assemblies, Monthly Spirit Assemblies, Together Tuesday, Displaying Student Work, Student Names displayed on trophies or plaques, etc.*). If you have any questions regarding this, please feel free to contact the school.

## **Communication**

Communication with families is a priority. Our primary modes of communication will be Edsby, School Messenger, our School Website, and Instagram (recently added this year!). If you have questions about setting up your Edsby account, please click on the following link for helpful information and video tutorials! <https://www.edsby.com/support/parents/>

We ask that parents please have access to a phone throughout the day in case we need to communicate with you. Please update all of your contacts and numbers with the school.

Documentation will be sent home early in the school year in order for you to update this important contact information. We are encouraging all of our parents/guardians to use Edsby to communicate with your child(ren)'s teacher when possible.

Our phone lines are always open. Please feel free to call the school and/or your child's teacher with any questions, concerns, ideas, or comments.

## **Dress Code/Appropriate Dress and Footwear**

Pupils and staff should appreciate that clothing worn to school must be conducive to an academic environment. Clothing that detracts from the learning atmosphere which the schools are trying to promote is considered inappropriate. Clothing must also be appropriate for the pupil's age, for weather conditions, and for health and safety reasons. It is important that children wear proper shoes at all times. Should there be a need to evacuate the school, the students need to be able to do so, quickly and safely, with appropriate footwear on their feet. Flip-flops are often unsafe and therefore are discouraged for student footwear. While the selection of clothing worn at school is the responsibility of parents/guardians and pupils, the Principal reserves the right of final decision concerning dress and appearance.

## **Equity and Inclusive Education**

The Greater Essex County District School Board (GECDSB) and Gore Hill Public School embrace the rich diversity of its students, staff, and communities and commit to equitable access, treatment, and outcomes for all.

The GECDSB affirms and upholds the principles of respect for human rights and fundamental freedoms enshrined in the Canadian Charter of Rights and Freedoms, the Constitution Act, 1982 and confirmed in the Ontario Human Rights Code (2012) and the Truth and Reconciliation Commission of Canada: Calls to Action (2015).

The Board is committed to identifying and removing discriminatory biases and systemic barriers and celebrating diversity and respect for all as outlined in Ontario's Equity and Inclusive Education Strategy and the Ontario Ministry of Education Policy/Program Memorandum No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2009)".



The GECD SB is committed to the democratic values of fairness, equity, inclusion, and respect for all being reflected in all of its policies, programs, and practices. The GECD SB understands that greater equity means greater student success.

## **Gum Chewing**

Except for special circumstances, there is no gum chewing allowed on the bus, on the school grounds, or in the school building.

## **Healthy Living and Well Being**

If needed the school can provide information on community supports to address healthy living and well-being. Please contact the school for more information.

## **Homework**

The Greater Essex County District School Board recognizes that homework is a learning activity that should increase in complexity with the students' maturity, should assist in the mastery of knowledge and skills, and stimulate interest in learning on the part of the students.

### **The Board also recognizes that appropriate homework can:**

1. Reinforce the material presented in the classroom, extending limited class time-on-task and building on classroom experience. It can provide students with an opportunity to practice skills, consolidate knowledge and skills, and/or prepare for the next class;
2. Create readiness for learning by providing opportunities for students to construct background knowledge;
3. Provide assessment for learning information that both teachers and students can use to adjust instruction and learning focus. Assessment is different than evaluation in that assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Homework, however, should never be evaluative, which is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality;
4. Permit students to experience success in a non-testing situation and build confidence through achievement;
5. Help students to develop and improve self-discipline, independence, responsibility, time management skills, and work ethic, and;
6. Provide parents and family the opportunity to become directly involved in and familiar with the knowledge and skills of the Ontario Curriculum. The home can become an extension of the classroom setting and parents can contribute to the students' learning through their support and encouragement.

## **Human Rights**

The Greater Essex County District School Board is committed to providing a learning and working environment that actively promotes and supports the dignity, worth, and human rights of all. The Board strives to create a culture of understanding and mutual respect in accordance with the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms and the Ontario Occupational Health and Safety Act. Students, staff and community members have the right to learn and work in a culture free of discrimination and harassment where equity prevails. The Board shall condemn and refuse to tolerate all manifestations of discrimination and harassment based on the protected grounds\*. Any form of harassment and or discrimination based on the protected grounds\* will be dealt with in a timely manner, with sensitivity and fairness. The Board has established a complaint procedure and will protect from reprisal those individuals participating in the process including complainants, witnesses, advisors, representatives, investigators, and decision makers unless anyone of these persons acts maliciously or in bad faith.

The right to freedom from harassment and discrimination are based on the protected grounds under the Ontario Human Rights Code. Workplace Harassment and Workplace Sexual Harassment could also fall under the “protected grounds” of the Ontario Human Rights Code.

Protected Grounds - You cannot discriminate against another person or group of people because of their: • citizenship • race • place of origin • ethnic origin • colour • ancestry • disability • age • creed • sex / pregnancy • family status • marital status • sexual orientation • gender identity • gender expression • receipt of public assistance • record of offence

## **Inclement Weather**

On days when the weather is bad, the Board may decide to close the schools or cancel transportation due to fog, snow or icy road conditions. Decisions about closure or transportation are broadcast by our local media partners as soon as possible on bad weather days. On these days, we urge you to gather this information through the local media or online. The decision to cancel buses is usually made at 6:30 a.m. You may also check bussing cancellations on the web at [www.buskids.ca](http://www.buskids.ca).

## **Nutrition Break Expectations**

Students are expected to:

1. Eat their lunch only in designated areas and remain in their assigned seats;
2. Conduct themselves in a responsible manner;
3. Respect the rights of others;
4. Assist with lunchroom housekeeping duties as directed by the monitors or School Aides;
5. Use recyclable containers, but not glass; and
6. Show respect for all lunchroom supervisors.

## **Medication**

In accordance with Policies and Regulations of the GECDsB, prescription medication can only be administered at school if the proper form (*available from the school office*) has been completed and signed by a qualified physician prior to the administration of medication. This form is valid for one year from the date of completion or until the prescription expires or is altered by the physician, whichever comes first. All medications must be prescribed by a qualified physician and must be stored in the office.

## **Parent-Staff Interviews**

Although appointments may be arranged at any time during the school year by contacting the school office, Parent-Staff Interviews are scheduled in the evening twice each year. Students may be encouraged to attend the interviews. More specific information about interview times will be provided by the school as the dates approach.

### **Interview Dates 2024/2025**

November 13, 2025 (evening)

February 12, 2026 (evening)

## **Personal Possessions**

Gore Hill Public School or the GECDsB cannot be held responsible for lost or damaged personal possessions. It is suggested that valuable items such as electronics, jewellery, collector cards, toys, expensive clothing, etc. be left at home.

## **Personal Communication, Cell Phones & Personal Devices**

We know that cell phones are a significant distraction for students at school, especially in the classroom. They can lead to students being disengaged from their learning and isolated from their peers next to them.

In September 2024, student access to social media platforms on school networks and school devices was restricted. The Greater Essex District School Board (GECDSB) Code of Conduct requires students to refrain from using their cell phones at all times during the instructional day. Exceptions include if use is:

- For educational purposes, if explicitly permitted and supervised by the educator
- For health and medical purposes
- To support special education needs

Parents and caregivers can reach their child at any time by calling the school's main office.

For grades 7 to 12, students' personal mobile devices are stored out of view and powered off or set to silent mode during instructional time, except when their use is permitted and supervised by the educator under the circumstances outlined above.

For grade 6 and below, students' personal mobile devices are stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is permitted and supervised by the educator under the circumstances outlined above.

### **Consequences for Inappropriate Use of Cell Phones**

The student is responsible for their personal mobile device, how they use it and the consequences of not following the school board's Code of Conduct, which may result in progressive discipline.

If a staff member sees a student using their cell phone, the staff member will instruct the student to place the cell phone in a designated location.

For first offences, the staff member may designate the student's pocket, backpack, or storage cubby as the location in which the cell phone is to be placed.

For subsequent offences, the staff member will direct the student to the main office and the administrator will determine the designated secure location in which the student will place their phone; the administrator will notify the student's parent/caregiver and will use progressive discipline.

At the end of the school day, upon being dismissed, students will be permitted to retrieve their cell phones from the designated area in the school office.

If the student refuses to place their cell phone in the designated location, the principal will notify the student's parent/caregiver and use progressive discipline.

To support this new policy, students in Grades 4 to 8 will receive a hardcopy of the guidelines that will require signatures from students, staff, and parents, in turn acting as our Technology Agreement and Contract.

### **School Office Phone Use**

The school phone may be used by pupils with the approval of a staff member or in emergency situations.

### **Playground Rules**

Playground expectations include the following:

1. Listen to and follow staff directives.
2. Stay inside the school yard and remain in your designated area.
3. Request permission from the supervising staff member before re-entering the building.
4. Hands and feet off! - No rough play, play-fighting, fighting or bullying.
5. No put-downs, no swearing, no using racist, sexual, or abusive language.
6. No throwing snowballs, ice, sticks or stones. No snow kicking.
7. No riding bikes, skateboards, roller blades or "Heelys" on school property.
8. Respect and care for school property.
9. Use fixed playground structures safely, appropriately and as they were designed – no playing tag on this equipment.
10. Report any damage to a staff member.

## **Physical Education Classes and Daily Physical Activity (DPA)**

Physical education is a very important part of an educational program. Students may be excused for a single period with a note from home. A note of explanation will be needed from a doctor for longer periods of time. Proper gym attire is strongly encouraged for physical education classes. This consists of shorts or jogging pants, a t-shirt or sweatshirt, and if possible, a pair of indoor running shoes (*just for gym and wearing inside the school*). Please try to avoid black-soled shoes as they mark the gym and school floors. Students must remove jewellery during Physical Education classes and activities for safety reasons.

## **School Council**

The Greater Essex County District School Board envisions a mutually supportive community shaped by a process of active participation, cooperation, and consensus building. The Board values the contributions of parents/guardians and other partners involved in education and believes that the quality of the programs and services offered to its students can be improved and enhanced by building stronger Board, staff, parent/guardian, student, and community relations.

When schools place a priority on the engagement of families, students do better in school. Family involvement promotes a more responsive school climate, which in turn improves student attendance, behaviour, and achievement. One important way in which families can be involved in school is through participation on school councils. Through the active participation of parents/guardians and the community, the council members' purpose is to assist in the improvement of student learning at home and at school and to enhance the accountability of the education system to parents/guardians.

Election of the members is held each September at the first meeting. All parents/guardians are both encouraged and welcome to attend all meetings. We have a "School Council" group on Edsby that all members of our School Council will be invited to join.

## **School Team Athletic Uniforms**

Our Gore Hill Public School uniforms are worn with pride. If your child has been issued a uniform for team sports or clubs, please encourage them to look after it properly so it is returned clean and in good condition. Uniforms are not meant to be worn during the school day. Teams are provided with time to change into uniforms prior to games.

## **Team Athletics**

Our staff members willingly volunteer their time to coach our athletic teams. It is imperative that they are given the professional courtesy and trust of parents/guardians of student-athletes.

Being on a school team should be an enjoyable and rewarding experience for the student-athlete. It allows for a level of competition and skill development that is not usually achieved in the house league system. It does, however, carry an additional set of responsibilities and

expectations.

The privilege of being a representative on a school team is granted to those students who have earned it. Student-athletes are expected to behave and act in a way that reflects our Code of Conduct. To this end, only students who conduct themselves appropriately, regardless of athletic ability, will be selected for school teams.

Staff members who are coaches, are in charge of the players on the team. Decisions regarding the selection of team members are based on a variety of criteria. This criterion includes, but is not limited to, skill level, a willingness to learn, and general attitude towards peers, teachers and academics.

The *twenty-four hour rule* will apply if there are any disputes regarding team athletics-related issues. This rule states that twenty-four hours must pass before a parent/guardian, spectator or other person may bring any issue to the coach of the team. Once this rule has been followed, any team athletics-related dispute must be addressed in the same manner as an academic concern (*i.e., an appointment is to be made with the teacher-coach by calling the office during school hours*).

It is important to realize that although coaches are very concerned about your child's self-esteem and social development, not every student who tries out for a team will be successful. Therefore, if the disappointment of not making a team is a serious concern for you or your child, it may be advisable that he or she not attempt to compete at the school level at this time.

## **Code of Conduct for Team Athletics**

To better understand what is expected of our student-athletes, the following guidelines have been created.

### **1. Staff-coaches are expected to:**

- a) Instill in team members knowledge and respect for the rules of the game. Close competition, good sportsmanship and having fun are all goals of team athletics. Winning at all costs is not consistent with these goals.
- b) Manage the team in a fair, judicious manner. They are to make all of the decisions (e.g., team selection, practice schedule, communications with parents, etc.) concerning the team and the players on the team.
- c) Apply the *twenty-four hour rule* (see section above) when disputes arise regarding team athletics.

### **2. Student-athletes are expected to:**

- a) Do their best during practices and at games. Practices are mandatory and absence from practices may result in a suspension from the team.
- b) Be team players and to be supportive of *all* other team members whenever the team plays or practises.
- c) Display the qualities of good sportsmanship and fair play and to play the game according to the letter and spirit of the rules.
- d) Maintain acceptable levels of academic achievement, effort, behaviour, and attitude about the school. Lack of compliance may result in that student being suspended from the team.

3. The ability and judgment of the referee is not to be questioned by any student-athlete, parent/guardian, or spectator. Any display of disrespect in this area may result in that athlete's removal, not only from the game, but also from the team.

4. Trash-talking, during practices and in games, is not acceptable. Also unacceptable is any behaviour that embarrasses, unduly intimidates, threatens or humiliates another player, team, referee, spectator or school.

5. Only proper attire, as determined by the coach, will be allowed at practices and games.

## Smoking and Vaping

Please know that the health and safety of our students is paramount at the GECDsB, and while we continue to work with students to educate them about vaping, we want to ensure that parents/caregivers know that smoking, vaping, the use of any e-cigarette, along with the use of any tobacco product, is strictly prohibited on school property. Students found in possession or use of tobacco, vapes, or related products must surrender the item(s) to an administrator. Parents and caregivers will be notified. As per GECDsB Regulations, it is expected that students involved in these incidents receive support to learn from inappropriate behaviours and make choices that support continuing their learning. Principals have discretion under the board Progressive Discipline Regulation to consider a range of responses to address violations of the Board Code of Conduct including imposing a suspension.

## Student Expectations and Behaviour (Code of Conduct)

The Greater Essex County District School Board and Gore Hill Public School are committed to creating safe, secure, and harmonious learning, teaching and working environments. We believe that every student has the right to a good education and to attend school without fear, intimidation or reprisal, and a corresponding responsibility not to deny these rights to others. In order to promote safe and harmonious environments all schools, school-sponsored activities, Board properties and Board-sponsored activities must be free from conduct which infringes upon the rights of others or endangers people or property.

The Board and Gore Hill Public School support these expectations through the Safe School Policy, regulations, administrative procedures and related guidelines. Adherence to these requirements and to those set out by the *Ontario Schools: Code of Conduct and the Safe Schools Act, 2000* is expected of all members of the school community.

Our goal at Gore Hill Public School is for students to independently determine appropriate behaviour and to develop a lifetime habit of learning. Modelling of expected behaviours at home and at school will help children to develop self-discipline. Classroom rules and consequences vary a little with each teacher. They are developed, discussed and reviewed regularly with the students.

Pupils are expected to meet the requirements for pupils as legislated in Section 23 of O. Reg. 298 - "Operation of Schools - General".

23 (1) A pupil shall,

- (a) be diligent in attempting to master such studies as are a part of the program in which the pupil is enrolled;
- (b) exercise self-discipline;
- (c) accept such discipline as would be exercised by a kind, firm and judicious parent;
- (d) attend classes punctually and regularly;
- (e) be courteous to fellow pupils and obedient and courteous to teachers;
- (f) be clean in person and habits;
- (g) take such tests and examinations as are required by or under the Act or as may be directed by the Minister; and
- (h) show respect for school property.

23 (4) Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends,

- (a) on the school premises;
- (b) on out-of-school activities that are part of the school program; and
- (c) while travelling on a school bus that is owned by a board or on a bus or school bus that is under contract to a board.

Pupils are subject to the expectations and consequences of Ontario Schools: Code of Conduct and codes of conduct established by local schools. Consequences, both mandatory and

discretionary, shall be determined by the school principal, superintendent, and/or Board, in accordance with the legislation.

## **Bullying Prevention and Intervention**

Bullying, harassment and violence have a contaminating effect on school climate. The Ministry of Education defines bullying as a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (*or should be known to cause*) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. Victims, witnesses, perpetrators, staff, students, and family members are all affected by these behaviours.

Due to varying stages of student growth and development, consequences for elementary and secondary school students will differ in severity. The GECDsB supports a progressive discipline policy which is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours that in the end help students to make good choices. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that is both corrective and supportive. The range of interventions, supports, and consequences used by the school must be clear and developmentally appropriate. For students with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan and/or their demonstrated abilities. Students, teachers, school staff, principals and parents/guardians are encouraged to disclose necessary information regarding inappropriate behaviour and/or acts of aggression to facilitate timely responses that meet the needs of both the victim and perpetrator.

### **How Do I Report Bullying or Racism?**

You have the right to feel safe at school, in your community and online. Talk to someone you trust, a friend, a staff member or a coach.

Adult intervention stops bullying. Tell someone so they can help stop the harassment. You don't have to deal with this alone! If you can't say how, you feel out loud, write it down, then get it to someone who can help.

### **If you are the Victim:**

Share the details of the incident with an adult at school that you trust, remember – all conversations are confidential and dealt with strategically\*.

✓ It is recommended that parents/guardians/caregivers be part of the solution. In fact, it is a MUST if you are under the age of 16 (unless there is a good reason not to).

✓ \*If your safety is at risk, the office will respond to keep you or others safe. Please note that keeping you safe may affect confidentiality.

✓ Work with a trusted adult to problem solve the solution. Often, the incident being reported will need to be investigated.

✓ Honour the investigation and keep all information confidential from others if possible. Avoid social media and responding to students' questions in class or at lunch.

✓ Your Principal and staff in the building will guide you with how to respond when other students get involved.

✓ Keep track of additional information that comes up related to the incident. Report this information to the office right away.

✓ Your Principal cannot help if they do not know!

✓ Student voice must be honoured, and the adults in the school will help you as every situation is unique.

### **If you are the By-Stander or Supporter:**

Encourage the victim to report the situation to a trusted adult.



- ✓ Encourage the victim to report the situation to the Principal
- ✓ If anyone's safety is at risk, you report the incident immediately to an adult, Principal, or the police, depending on the situation.
- ✓ Support the victim by actively listening, attending the school meetings with them, and checking in on them.
- ✓ You want to help them solve the problem. Always honour their confidentiality and the confidentiality of the situation.
- ✓ Avoid social media and responding to other student's questions about the incident.
- ✓ School staff will guide you and the victim by providing what to say when other's get involved.
- ✓ Keep track of additional information related to the incident and encourage the victim to report it to the office right away.

### **What is Bullying?**

The Ontario Education Act says that bullying means an aggressive behaviour that is usually repeated, by a child or youth, that is intended to cause fear, harm or distress to another person. This aggressive behaviour occurs in a relationship where is a real or perceived imbalance of power based on factors such as: sizes, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability and/or other reasons.

### **Types of Bullying:**

- ✓ Physical (hitting, shoving, stealing or damaging property)
- ✓ Verbal (name-calling, threats, humiliating comments)
- ✓ Social (excluding others, spreading gossip and rumours)
- ✓ Electronic/Cyber (spreading hurtful rumours, images or comments using technology)

**Teasing:** Teasing can be positive or negative.

### **Positive Teasing:**

- ✓ Shows closeness, affection, and familiarity with another person
- ✓ Person being teased is not distressed or upset
- ✓ Takes place within a strong relationship
- ✓ Strengthens the relationship

### **Negative Teasing:**

- ✓ Criticizes and embarrasses the other person
- ✓ Person being teased is distressed or upset
- ✓ Takes place within a weak relationship
- ✓ Undermines the relationship

### **When Does Teasing Become Bullying?**

- ✓ There is a power imbalance between the children/youth involved—the person teasing has more social power or social value among peers compared to the person being teased.
- ✓ The child who is teasing intends to distress or harm the child being teased.
- ✓ The child being teased is distressed or hurt by the interaction.
- ✓ The negative teasing occurs repeatedly.

**24/7 Support** <https://kidshelpphone.ca/>

Kids Help Phone 1-800-668-6868

Text: CONNECT to 686868

## Progressive Discipline

Progressive discipline is a whole school approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education needs, interventions, supports, and consequences must be consistent with the expectations in the pupil's IEP.

Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community. Inappropriate behaviour may also include, but is not limited to, one of the following infractions for which a suspension may be imposed:

- Any act considered by the Principal to be injurious to the moral tone of the school;
  - Any act considered by the Principal to be injurious to the physical or mental wellbeing of any member of the school community; and
  - Any act considered by the Principal to be contrary to the Board or school Code of Conduct.
- Such behaviour includes all inappropriate and disrespectful behaviour which is observed or heard during the course of the staff member's duties or otherwise while on school property or during a school related event.
- Such behaviour includes any immutable characteristic or ground protected by the Human Rights Code such as inappropriate sexual behaviour, gender-based violence, homophobia, transphobia, biphobia and harassment on the basis of sex, gender identity, gender expression, sexual orientation, race, age, colour, ethnicity, culture, citizenship, ancestry, origin, religion/creed, family status, marital status, disability as well as any other behaviour, such as bullying, swearing, malicious gossip, name-calling, sexist, transphobic, biphobic, homophobic or racial slurs, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti and other behaviour that might cause a negative school climate.
- The purpose of responding is to stop and correct behaviour so that pupils involved can learn that the behaviour is unacceptable. Responses shall be made in a timely, supportive and sensitive manner and made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration any special and/or disability related needs that the pupil might exhibit or about which the employee might be aware.

Responses may include one or more of:

- a) asking the pupil to stop the behaviour;
- b) identifying the behaviour as inappropriate and disrespectful;
- c) explaining the impact of the behaviour on others and the school climate;
- d) modeling appropriate communication;
- e) asking the pupil for a correction of their behaviour by restating or rephrasing their comments;
- f) asking the pupil to apologize for their behaviour;
- g) asking the pupil to promise not to repeat their behaviour;
- h) asking the pupil to explain why and how a different choice with respect to their behaviour would have been more appropriate and respectful; and
- i) where applicable, identifying the application of the Human Rights Code

### **Positive Practices**

The Board promotes and supports appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and inclusive learning and teaching environments that encourage and support pupils to reach their full potential. The Board also supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

The Board encourages Principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Plans and Safety Plans at regular intervals and following an incident to ensure that every pupil with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

### **Preventative practices include, but are not limited to, the following:**

- Human Rights strategy pursuant to PPM 119 (Equity and Inclusion)
- anti-bullying and violence prevention programs;
- mentorship programs;
- student success strategies;
- character education;
- citizenship development;
- pupil leadership;
- promoting healthy pupil relationships; and
- healthy lifestyles.

### **Positive behaviour management practices include, but are not limited to, the following:**

- program modifications or accommodations;
- class placement;
- positive encouragement and reinforcement;
- individual, peer and group counseling;
- conflict resolution / dispute resolution;
- mentorship programs;
- promotion of healthy pupil relationships;
- sensitivity programs;
- Behaviour/Safety plans as deemed appropriate;
- school, Board and community support programs; and
- student success strategies.

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences up to and including expulsion from all schools of the Board. The Board recognizes and accepts that in the case of a serious incident a long term suspension or expulsion may be the response that is required

### **Consequences**

In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and PPM 145, will be applied, in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized pupils and/or pupils with disabilities.

### **Progressive Discipline Consequences Progressive discipline may include early and/or ongoing intervention strategies, such as:**

- contact with the pupil's parent(s)/guardian(s);
- verbal reminders;
- review of expectations;
- written work assignment with a learning component;
- volunteer service to the school community;
- peer mentoring;
- referral to counseling as deemed appropriate;

- consultation between two (2) or more of the parties (persons involved in the incident; could be pupil, teacher, etc.);
- conflict mediation and resolution; and/or
- restorative justice practices.

**Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:**

- meeting with the pupil's parent(s)/guardian(s), pupil and Principal or designate;
- referral to a community agency for counseling specific to an identified need. For example, anger management or substance use;
- detentions;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- restorative practices; and/or
- transfer to another class or school.

In some cases, short term suspension may also be considered a useful progressive discipline approach. Progressive discipline is most effective when dialogue between the school and home regarding pupil achievement, behaviour and expectations is open, courteous and focused on student success. When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Board policy and procedures, the nature and severity of the behaviour, and the impact on the school climate.

### **Mitigating and Other Factors**

Before imposing a suspension, the Principal or designate, as required by the Education Act, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the pupil.

For the purpose of the Progressive Discipline Policy and Procedures, the Board interprets the provisions of the Education Act and Regulations in a broad and liberal manner consistent with the Human Rights Code. The Principal or designate shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society. At the same time, however, the Principal or designate must also consider the impact the pupil's conduct has on the school climate and the school's ability to ensure and sustain the safety and well-being of all members of the school community.

### **Mitigating Factors**

The mitigating factors to be considered by the Principal or designate are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the Principal or designate will not suspend the pupil. Other progressive discipline and/or other intervention may be considered by the Principal or designate in such circumstances. If the pupil poses an unacceptable risk to the safety of others in the school, the Principal will consult with the school superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure the safety of pupils, staff and others in the school, including, but not limited to, an exclusion pursuant to s. 265(1)(m) of the Education Act.

### **Other Factors to be Considered**

1. The pupil's academic, discipline and personal history;
2. Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure; Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of sex, gender identity, gender expression, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion/creed, family status, marital status, disability and/or any other immutable characteristic or ground protected by the Human Rights code;
3. The impact of the discipline on the pupil's prospects for further education;
4. The pupil's age;
5. Where the pupil has an IEP or disability related needs,
  - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
  - b) Whether appropriate individualized accommodation has been provided; and
  - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
6. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

### **Victims of Serious Pupil Incidents**

The Board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the provincial, Board, and school Codes of Conduct. The Principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil who is less than 18 years of age, or who is 16 or 17 and has not withdrawn from parental control and where the Principal is NOT aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests.

Supports offered to pupils may be internal supports, supports that are external to the Board, or a combination of both types.

Internal supports may include:

- social work services
- psychological services
- guidance, where available
- Child and Youth Worker, where available

External supports may be provided based upon the needs and wishes of the pupil and parent/guardian where appropriate. They may include community partners. The Principal or designate may inform a parent/guardian of a pupil 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that pupil consents to the disclosure of information.

The Board shall develop appropriate plans to protect the victim and will communicate to parents/guardians of victims information about the plan. Principals may consider the following in their plans to protect victims and others:

### **Early and Ongoing Intervention Strategies**

If a student has displayed inappropriate behaviour the principal or designate may utilize a range of interventions, supports, and consequences that are (1) developmentally appropriate, and (2) include opportunities for students to focus on improving their behaviour.

These may include:

- a) Contact with student's parent(s)/guardian(s);
- b) Verbal reminders;
- c) Review of expectations;
- d) Written work assignments addressing the behaviour, having a learning component;

- e) Detentions;
- f) Assigning the student to volunteer services in the school community;
- g) Conflict mediation and resolution;
- h) Peer mentoring;
- i) Referral to counseling, as applicable;
- j) Referral to community agencies;
- k) Positive Behaviour Management Plans;
- l) Withdrawal of privileges;
- m) Supervised withdrawal from class;
- n) Restitution for damages;
- o) Suspension (*subject to mitigating circumstances*);
- p) Recommendation for expulsion (*subject to mitigating circumstances*).

The most severe of the above consequences are suspension and expulsion. The Ministry of Education has created very specific guidelines for our Board and its schools to assist in determining if these consequences are suitable for the situation. Principals must also consider any mitigating factors when considering whether or not to suspend a pupil, the duration of a suspension, and considering whether to recommend the student for expulsion.

## **Activities Leading to Possible Suspension**

A Principal shall consider whether to suspend a student if s/he believes that the student has engaged in any of the following activities while at school, at a school-related activity, or in any other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol or illegal drugs;
3. Being under the influence of alcohol;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. Bullying;
7. Any act considered by the Principal to be injurious to the moral tone of the school;
8. Any act considered by the Principal to be injurious to the physical and/or mental well-being of any member of the school community;
9. Any act considered by the Principal to be contrary to the Board or school Code of Conduct.

## **Activities Leading to Suspension Pending Expulsion**

A Principal shall suspend a student 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:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. An act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical and mental well-being of others;
9. A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
10. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of

other persons in the school or Board;

11. Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;

12. The pupil has demonstrated through a pattern of behaviour that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behaviour that would enable them to prosper;

13. Any act considered by the Principal to be a serious violation of the Board or the school Code of Conduct.

## **Threat/Risk Assessment: Fair Notice and Process**

What behaviours warrant a Student Violence Threat/Risk Assessment?

A Student Violence Threat/Risk Assessment will be initiated when behaviours include, among other activities:

- serious violence or violence with intent to harm or kill
- verbal/written threats to harm or kill others
- using online social media to threaten to harm or kill others
- possession of weapons (*including replicas*)
- bomb threats or setting fires

**For recent, most up-to-date information on GECDsb Policies and Regulations, please feel free to visit the website at: <https://www.publicboard.ca/en/about-gecdsb/policies-and-regulations.aspx>**

## **Visitors**

In the interest of school and student safety, and to minimize disruption to the learning environment, all parents or guardians, or visitors must report to the office upon entry to the school.

## **Voluntary Self-Identification**

In keeping with the Ontario First Nations, Métis, and Inuit Education Policy Framework (2007), the Board is committed to providing the opportunity for First Nations, Métis, and Inuit (FNMI) students and/or their parent(s)/guardian(s) to voluntarily self-identify so that learning opportunities can be put into place to support overall development and success.

The learning aspirations and potential of First Nations, Métis, and Inuit (FNMI) students can be realized through a responsive, transparent, and accountable policy that focuses on improved programs and services. Essential for First Nations, Métis, and Inuit (FNMI) students is to be engaged and feel welcome in the school and to see themselves and their culture reflected in the curriculum and in the school community. Responsive programs and services build strong partnerships with First Nations, Métis, and Inuit (FNMI) parent(s)/guardian(s) and communities.

For more information on how to Voluntarily Self-Identify, please reach out to our school office.

## **Volunteers**

The Greater Essex County District School Board and Gore Hill Public School support and encourage volunteer activities because they benefits students, schools, the school system, as well as the volunteers themselves.

These benefits may include:

- Enriching educational programs and services;
- Enhancing student success and achievement;
- Providing volunteers with opportunities to use their knowledge and skills;
- Enabling volunteers to gain valuable experience, personal growth and satisfaction.



Please watch for our Gore Hill – Volunteer Survey, should you wish to help out in this capacity. A Vulnerable Sector check will need to be completed before a volunteer will be permitted to help out in the school.

We have a “Volunteer – Parent Group” for Gore Hill that volunteers will be invited to join. There will be a survey shared at the end of September, should anyone wish to volunteer.

Volunteers may be parents, extended family members, or even community members. We have a variety of areas where we could use additional help from volunteers, including, but not limited to:

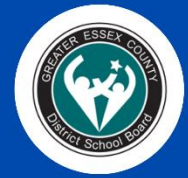
- Ontario Student Nutrition Program (OSNP)
  - preparing snacks for students, including washing, cutting, chopping, distributing
  - shopping for our Ontario Student Nutrition Program
  - picking up donations and/or snacks for our OSNP
- Helping out in classrooms, the school library, or with one of our programs, such as Reading Buddies or assisting with our English Language Learners.
- Helping out in the school for special events at the school such as fundraisers, food days, community events (Track, Play Day, Showcases, etc.)

## **Volunteer Drivers**

From time to time, volunteers are needed to assist in transporting students to various school functions (e.g., *sporting events, field trips, etc.*). Without these volunteer drivers, many of our activities would cease to exist. We are extremely grateful to all who assist in the transportation of students.

In addition to being adequately insured, volunteer drivers must complete and sign the Volunteer Driver form, made available at the school office, prior to transporting students for any organized school event.

# DID YOU KNOW?



- ✓ We are a DUAL TRACK school offering FRENCH IMMERSION and ENGLISH!
- ✓ We have an OUTDOOR CLASSROOM, TWO NATURE TRAILS and AN ABUNDANT GREEN SPACE!
- ✓ Our DEDICATED SCHOOL COUNCIL organizes regular HOT FOOD DAYS, PARENT ENGAGEMENT NIGHTS, monthly PAC ATTACK SURPRISES and much more!
- ✓ We have on-site BEFORE & AFTER SCHOOL CARE provided by DISCOVERY CHILD CARE!
- ✓ We have SUPPORTIVE staff, INVOLVED families & a COMMITTED school community that help to make Gore Hill a FUN and SAFE place to LEARN & GROW!
- ✓ Our STUDENT LEADERS organize special events such as, FUN DAY, DRESS LIKE A STAFF DAY and so much more!

**Discovery  
Child Care  
Before & After  
School Program**  
[discoverychildcareschools.com](http://discoverychildcareschools.com)  
519-733-8202

## AMAZING THINGS HAPPEN HERE



S.T.E.A.M.  
OPPORTUNITIES



COMMUNITY  
OUTREACH



TECHNOLOGY &  
INNOVATIVE  
LEARNING



FITNESS &  
ATHLETICS



DANCE  
CLUB



EQUITABLE & INCLUSIVE  
LEARNING ENVIRONMENT



VIBRANT MUSIC  
PROGRAM & BAND



KINDNESS  
CLUB &  
STUDENT  
LEADERSHIP



STUDENT  
NUTRITION  
PROGRAM



EXTREME ECO  
TEAM & 9-TIME  
GOLD ECO SCHOOL



RESOURCE-RICH  
BILINGUAL LIBRARY



519-326-3431



[gecdsb\\_ghps@publicboard.ca](mailto:gecdsb_ghps@publicboard.ca)



1135 Mersea Rd 1  
Leamington ON



[publicboard.ca/en/gorehill/index.aspx](http://publicboard.ca/en/gorehill/index.aspx)