

KIWETIN KIKINAMADING



PARENT/STUDENT HANDBOOK

ABOUT OUR SCHOOL

Kiwetin Kikinamading, is located at the heart of Timiskaming First Nation in Québec. We are an elementary school that services approximately 100 students from Kindergarten through to Grade 8. We have students who attend from the community along with other neighboring towns. Our school has a focus on outdoor learning, culture and technology. Our students are taught the Ontario Curriculum in all subjects: Language Arts, Math, Social Studies, The Arts, History/Geography as well as French, Culture/Language and Physical Education. We are lucky to have a dedicated staff of roughly 45 employees, who genuinely care about our students and want them to succeed.

Mission Statement:

A culturally caring and respectful learning community that ensures success

Our Value Statements:

- *OWNERSHIP* - Students, staff and community will take ownership for learning
- *CULTURE/TRADITIONS* - We will bring aspects of Indigenous culture into our daily teaching activities
- *RESPECT* - We will foster an environment with mutual respect between students, staff and community
- *ESSENTIAL KNOWLEDGE* - We will instill within our students essential knowledge necessary to be successful
- *SAFETY* - We will provide an environment where everyone feels safe, secure and comfortable at school

Our Vision:

We will create a safe, positive and culturally-rich environment in which all students, staff and community take ownership for their learning

Our Purpose:

To embrace, foster our cultural traditions while preparing our students to reach their potential with pride

MESSAGE FROM THE PRINCIPAL

Kwe! My name is Dayna Preseault and I am thrilled to be working as Principal in my home community. I attended University in North Bay, ON and graduated with a Bachelor of Arts Degree in Psychology with Honors. After that, I continued to Teachers College in 2013 and obtained my Bachelors of Education. I started out at Kiwetin as a teacher in the junior grades and continued to take courses over the years. I believe that learning is a lifelong process. Today, I am pleased to bring my educational experience with my background in psychology to the job as Principal.

Dayna Presseault
Principal

BELL TIMES

8:15 - 8:30	Morning Recess/Drop Off
8:30-8:40	Entry / Classes Begin
10:15 - 10:30	First Group Recess
10:30 - 10:45	Second Group Recess
12:00 - 1:00	Lunch
1:00	Classes Start
2:05 - 2:20	First Group Recess
2:20 - 2:35	Second Group Recess
3:25	Dismissal Bell
3:35 - 4:00	After school sports, clubs etc...

MORNING DROP OFF

Students should be dropped off between 8:15 - 8:30 am at the back. There is no supervision outside of the school until 8:15 am.

ABSENCES/LATES AND PICKUPS

Please notify the school secretary if your child is going to be late or absent (819-723-2533). You will also need to let the secretary know if you are planning to pick up your child so that we can ensure they are ready at the front office. Any changes near the end of the day need to be reported to the office by 2:30 PM at the latest.

ADMINISTRATION OF MEDICATION:

Parents/guardians of children needing medication during school hours must make special arrangements by completing the Administration of Prescribed Medication form (you can get this form from the school secretary). Medication must be in the original container with the dosage amount for the prescribed medication and delivered to the office by a parent or guardian. This process must be completed each year.

BUS INFORMATION

Transportation to and from Kiwetin Kikinamading is provided to eligible students as a privilege and not a right. It is through the cooperation of parents, drivers, school personnel and students that the safety and well-being of all students being transported is assured. Every pupil is responsible for his or her conduct to the Principal of the school while traveling on a bus that is under contract to the school. The following behaviours are unsafe and/or inappropriate . They will not be tolerated and may result in the loss of the privilege of bus travel:

- Fighting on the bus
- Throwing objects
- Yelling or talking loudly
- Using inappropriate language or gestures
- Disobeying the driver's and/or monitor's instruction
- Teasing or harassing others (verbally or physically)
- Entering or exiting the bus in a disruptive manner
- Standing/moving about the bus while it is in motion
- Blocking the aisle

- No toys on the bus
- Smoking, vaping or lighting matches or lighters
- Eating or drinking on the bus
- Possessing and/or using alcohol or drugs
- Littering on the bus
- Causing willful damage
- Projecting parts of body out of window
- Throwing snowballs at bus, in bus, or from the bus
- Sitting in an unauthorized seat
- Talking unnecessarily to the driver while the bus is in motion
- Unauthorized opening of doors, windows, or emergency equipment
- Entering/exiting at an undesignated stop without permission
- Any action deemed by the Principal to endanger the safety and/or well-being of others on the bus

The school cannot accommodate bus changes unless there is a shared custody situation, in which case it would be indicated on your registration forms. Students will otherwise be picked up and dropped off at one location.

HEALTHY EATING/SCHOOL LUNCHES

School lunches are provided to all students. Please look over the menu with your child each week. If they do not like what is being served, please pack a lunch for them. You may send in a snack with your child. Junk food (pop, chips, chocolate bars and candy) are not permitted.

ALLERGY INFORMATION

We have a number of students at our school with allergies. To make the school environment as safe and worry-free as we can for all of our students and their parents, we ask that you kindly make sure that your children do not bring any products containing nuts into the school as we are a nut-free school. Student allergy lists are posted in the school cafeteria, office and staff room.

INCLEMENT WEATHER

If the bus is delayed or canceled, staff members will post on their respective classroom pages. News will also be posted on our Facebook page and sent out on the Bright Arrow messenger. When there is inclement weather, the school remains open but does not follow a normal schedule. It is the parent's responsibility to drop off their child at 8:30 am and pick them up by 3:30 pm. In the case of a two-hour delay, the bus will circulate, two hours later than normal pick up time.

SPECIAL EDUCATION

If your child requires accommodations in class, the Special Education Department is there to ensure they can access the support they need. Feel free to contact your child's teacher at any time if you feel your child is struggling and needs additional help, and they will let the Special Education Coordinator and/or the Special Education Resource Teacher know.

CODE OF CONDUCT

1.0 Rationale:

Kiwetin Kikinamading is committed to supporting a strategy for promoting a safe, inclusive, and accepting school climate. The purpose of the Code of Conduct is to ensure the rights and responsibilities of all members of the school community. Practices will focus on prevention and will foster dignity and respect while ensuring the safety of all through firm, fair and progressive strategies designed to promote both self-respect and respect for others.

2.0 Definitions:

Progressive Discipline

Progressive Discipline is a range of early and later interventions, supports and consequences that are developmentally appropriate. It includes opportunities for students to learn from mistakes and focus on improving their behaviour.

School Community

The School Community includes the Band, all staff of the school (Director, Principal, Teachers, Support Staff), students, parents, police services, community partners, and community groups who use the facility.

3.0 Policy:

It is the policy of Kiwetin Kikinamading to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct. A Code of Conduct promotes responsibility, respect, civility and academic excellence. It sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, included and accepted.

PROCEDURES:

1. Introduction

All students, parents/guardians, teachers and staff members have the right to be safe, and to

feel safe, included, and accepted, in their school community. With this right comes the responsibility to contribute to a positive school climate.

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe, inclusive, and accepting learning and teaching environment.

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

The promotion of strategies and initiatives such as the SBE Anti-bullying Program, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports student achievement and well-being.

Kiwetin Kikinamading's Code of Conduct is based on the standards of behaviour as detailed in the Ontario Code of Student Conduct. The standards of behaviour apply not only to students, but also to the entire school community, i.e. individuals involved in the school system – principal, teachers, staff, parents/guardians, volunteers, community groups – whether they are on school property, on school buses, or at school-related events or activities, or in other circumstances that could have an impact on the school climate.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

A whole school approach involving all members of the school community builds and sustains a positive school climate.

2. Guiding Principles and Purpose of the Code

The purposes of the code are:

- To ensure that all members of the school community are treated with respect and dignity;
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- To prevent bullying in our school;
- To encourage the use of non-violent means to resolve conflict;
- To promote the safety of people in the schools;

Student Code of Conduct System Policies and Procedures

- To discourage the use of alcohol and illegal drugs;
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

3. Standards of Behaviour Respect, Civility and Responsible Citizenship

All members of the school community will:

- Respect and celebrate the Algonquin culture;
- Comply with all applicable Federal, Provincial and Municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times, especially where there is disagreement;
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek school staff assistance, if necessary, to resolve conflict peacefully;
- Respect all members of the school community;
- Respect the needs of others to work in an environment that is conducive to learning and teaching.

Roles and Responsibilities of the School

The School will:

- Cooperate fully with police and community agencies in the administration of this policy;
- Seek input from the Kiwetin School Parent Committee and the Timiskaming First Nation Educational Advisory Committee.
- Communicate the School's Code of Conduct to: parents, students, principal, teachers, school staff, and all members of the school community, to obtain their commitment and support;
- Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- Provide opportunities for staff to acquire the knowledge, skills and attributes necessary to develop and maintain a safe learning and teaching environment.

Principal

The Principal will:

- Take a leadership role in the daily operation of the school by demonstrating care and commitment to a safe, inclusive and accepting teaching and learning environment;
- Hold those under her/his authority accountable for their actions and behaviour;
- Empower students to be positive leaders in their school and community;
- Communicate meaningfully and on a regular basis with all members of the school

community;

- Will ensure that the school code of conduct is based on but not limited to the minimum expectations set out in this policy;
- Communicate annually to the school community the school code of conduct via school website or other means the principal deems appropriate;
- Serve as a role model.

Teachers

Teachers will:

- Help students work to their full potential and develop their self-worth;
- Empower students to be positive leaders in their classroom, school, and community;
- Communicate regularly and meaningfully with parents;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- Prepare students for the full responsibilities of citizenship;
- Serve as role models.

Support Staff

Support staff will:

- Help students work to their full potential and develop their self-worth;
- Empower students to be positive leaders in their classroom, school, and community;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- Prepare students for the full responsibilities of citizenship;
- Serve as role models.

Students

Students will:

- Follow the established rules and accept responsibility for their personal actions;
- Demonstrate through acceptable behaviour respect for self and others, for those in authority and for responsible citizenship;
- Fulfill expected academic obligations;

- Come to school punctually each day, prepared and willing to learn;
- Obey the rules of the school, on school buses, and at other sites during school activities;
- Refrain from bringing anything to school that compromises the safety of others;
- Use respectful language, free from profanity;
- Work cooperatively with staff and other students;
- Be honest in their academic work (refrain from plagiarism, cheating, etc.);
- Use free time responsibly;
- Refrain from any bullying, violent, or harassing behaviour;
- Serve as role models.

Parents

Parents will:

- Demonstrate respect for all members of the school community;
- Support the efforts of school staff in maintaining a safe and respectful learning environment;
- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Help their child be appropriately dressed and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child's absence or late arrival;
- Show that they are familiar with Kiwetin Kikinamading's Code of Conduct, and school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their child;
- Serve as role models.

Consequences for Students

In addressing inappropriate behaviour by students, Kiwetin Kikinamading will utilize a progressive discipline approach.

Student Code of Conduct System Policies and Procedures

- Utilize Student Success and Character Development strategies and programs;
- Provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- Utilize models such as those based on the concepts of peer mediation, peer counseling and/or restorative practices;
- Document incidents requiring disciplinary measures;

- Consider mitigating factors to be sensitive to unique circumstances which may affect student behaviour;
- Ensure that contact with the parents and guardians of students, under the age of eighteen, is made early in the disciplinary process and involves them in a plan to improve the student's behaviour until the behaviour is acceptable;
- Utilize consequences in a progressive and appropriate manner.
- *The Kiwetin Kikinamading Anti-bullying Policy and the Kiwetin Kikinamading Suspension and Expulsion Policy sets out the process for suspension and expulsion of students, including mitigating factors that must be considered and progressive discipline that may be incorporated.*

SUSPENSION POLICY

When the principal's investigation of an incident determines that the student has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has a negative impact on the school climate, the principal (for infractions not attracting more than five (5) days suspension) shall consider whether that student should be suspended, taking into account any mitigating or other factors that might be applicable in the circumstances.

The infractions for which a suspension may be imposed by the principal include:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Using racial slurs
3. Possessing alcohol, illegal and/or restricted drugs;
4. Being under the influence of alcohol, vaping or smoking on school property
5. Swearing at a teacher or at another person in a position of authority;
6. Committing an act of vandalism that causes extensive damage to the school property or to property located on the premises of the school;
7. Bullying;
8. Any act considered by the principal to be injurious to the moral tone of the school;
9. Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
10. Any act considered by the principal to be contrary to the School Code of Conduct

The infractions for which a principal may consider recommending to the Director that a student be expelled from the school include:

1. Possessing a weapon, including possessing a firearm or a knife;
2. Using a weapon to cause or 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, illegal or restricted drugs;
 6. Committing robbery;
 7. Giving alcohol or drugs to a minor;
 8. An act considered by the principal to be significantly injurious to the moral tone of the school; and/or the physical or mental well-being of others;
 9. A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and working environment of others;
 10. Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school;
 11. Activities engaged in by the student on or off school property that have caused extensive damage to the school property or to goods that were on the school property;
 12. The student has demonstrated through a pattern of behaviour that has not improved even with the resources available and they are persistently resistant to making changes in behaviour
 13. Any act considered by the principal to be a serious violation of the requirements for student behaviour and/or a serious breach of the School Code of Conduct.
 14. Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behaviour or breach of the School Code of Conduct.

Mitigating Factors

The mitigating factors to be considered by the principal before deciding whether to impose a suspension are:

1. Whether the student has the ability to control his or her behaviours as determined by their IEP
2. Whether the student has the ability to understand the foreseeable consequences of his or her behaviour; and
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 in the school.

If the student does not have the ability to control their behaviour, and does not understand the foreseeable consequences of their behaviour, the principal shall not suspend the student. Other progressive discipline measures or interventions may be considered by the principal in such circumstances. If the student poses an unacceptable risk to the safety of others in the school, the principal shall consult with the Director of Education regarding appropriate accommodations and/or strategies to ensure the safety of students, staff and others in the school.

Other Factors to be Considered

Where the student is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal shall consider whether the

following factors mitigate the length of the suspension or the decision to apply a suspension as a form of discipline for the student:

1. The student's academic, discipline and personal history;
2. Whether progressive discipline has been attempted with the student, and if so, if the progressive discipline approach has been a failure or success;
3. Whether the infraction for which the student might be disciplined was related to any harassment of the student;
4. The impact of the discipline on the student's prospects for further education;
5. The student's age;
6. Where the student has an IEP or disability related needs;
 - o Whether the behaviour causing the incident was a manifestation of the student's disability
 - o Whether appropriate individualized accommodation has been provided
 - o Whether a suspension is likely to result in aggravating or worsening the student's conduct
 - o Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

School Work

A student who is subject of a suspension of five (5) or more school days must be provided with school work to complete at home while serving the suspension.

Procedural Steps When Imposing a Suspension

Where the principal has determined that it is appropriate to impose a suspension, the principal is required to affect the following procedural steps;

1. Within 24 hours of the decision, the principal must make all reasonable efforts to inform the student's parent/guardian of the decision
2. The principal must inform the student's teacher of the suspension;
3. The principal in conjunction with the student's teacher must organize school work to be provided for the student to be completed during the duration of the suspension (If the suspension is more than 5 days);
4. The principal must provide written notice of the suspension to the parent/guardian and the Director
5. The written notice of suspension will include:
 - The reason for the suspension
 - The duration of the suspension including the student's date of return to school;
 - Every effort should be made to include the school work with the letter of suspension to the student's parent/guardian (if more than 5 days)
 - Where the incident is a serious violent incident, consideration should be given to filling out an Incident Form and filing the Form in the student's Student Record.

RESPONDING TO INCIDENTS

Employees of Kiwetin Kikinamading who work directly with students must respond to any student behaviour that is likely to have a negative impact on the school's climate, if in the opinion of the employee, it is safe to do so. Such behaviour includes all inappropriate and disrespectful behaviour (e.g. Swearing, homophobic or racial slurs, sexist comments or jokes, graffiti) as well as those incidents that may be considered for suspension.

For incidents where an employee feels it is not safe to respond, the employee will be expected to inform the principal verbally as soon as possible.

It is the expectation of Kiwetin Kikinamading that, provided there is no immediate risk of physical harm to any individual, staff shall respond to any inappropriate or disrespectful behaviour as well as any behaviour that causes a negative impact on school climate.

Responses to incidents of bullying 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 account any special and/or disability related needs that the student might exhibit or about which the employee may be aware. Responses may include one or more of:

1. Asking the student to stop the behaviour;
2. Identifying the behaviour as inappropriate and disrespectful;
3. Explaining the impact of the behaviour on others and the school climate;
4. Modeling appropriate communication
5. Asking the student for a correction of the behaviour by restating or rephrasing their comments;
6. Asking the student to apologize for their behaviour;
7. Asking the student to promise not to repeat the behaviour;
8. Asking the student to explain why and how a different choice with respect to the behaviour would have been more appropriate and respectful;
9. Refer the pupil to the principal for the imposition of appropriate progressive discipline, up to and including suspension.

A response by the staff to an incident shall not prevent or preclude the principal from imposing appropriate progressive discipline, up to and including a suspension.

REPORTING SUSPENSION INFRACTIONS TO THE PRINCIPAL

When an employee of the school or transportation provider becomes aware of an incident that must be considered for suspension or expulsion by the principal, the school employees must report it to the principal and confirm their report in writing. Whether or not the behaviour leads to a suspension or expulsion is for the principal to determine.

They must report the infraction to the principal at the earliest safe opportunity and no later than the end of the school day, or end of the transportation run, if reported by the transportation provider. The purpose of reporting incidents is to ensure that the principal is aware of the behaviour; reporting does not replace conversations between the employee and the principal. The principal and employee are encouraged to talk about the incident regardless of action taken.

ANTI-BULLYING POLICY

Definition of Bullying

“Bullying” means the severe or repeated use by one or more pupils of a written, verbal, electronic or other form of expression, a physical act or gesture or any combination of them if it is directed at another pupil and if it has the effect of or is reasonably intended to have the effect of,

1. causing physical or emotional harm to the other pupil or damage to the other pupil’s property,
2. placing the other pupil in reasonable fear of harm to himself or herself or damage to his or her property,
3. creating a hostile environment at school for the other pupil,
4. infringing on the legal rights of the other pupil at school, or
5. materially and substantially disrupting the education process or the orderly operation of a school; (“intimidation”)

The Kiwetin Kikinamading Bullying Prevention and Intervention plan includes;

1. Awareness raising strategies
2. Support strategies, including plans to protect victims; and
3. Reporting requirements

Teaching strategies should include a focus on developing healthy relationships by including bullying prevention throughout the curriculum, preventing homophobia, gender based violence, sexual harassment, inappropriate sexual behaviour, as well as promoting critical media literacy and safe internet use strategies, all of which are to be implemented in manner consistent with the principles of equity and inclusion.

All bullying adversely affects healthy relationships, the school climate, and the school's ability to educate its students. It impacts negatively on the student's ability to learn. Bullying will not be accepted on school property, at school-related activities, on school

buses, or in any other circumstances where engaging in bullying will have a negative impact on the life of the school.

Bullying Prevention Strategies

Character Education

Kiwetin Kikinamading is committed to providing learning opportunities that promote social and emotional learning, as well as academic and physical growth. The school, parents, and community are engaged in character development initiatives.

All members are expected to model the universal principles and attributes of character development. Good character is modeled, taught and practiced across the school community. Character education provides a foundation of respect and positive behaviours upon which anti-bullying programs can build.

School-wide Prevention Strategies

- Promote the development of healthy and inclusive relationships among the staff and provide support training for students and staff that raises awareness of the problem of bullying.
- Know and follow administrative procedures related to safe and caring schools.
- Reinforce bullying prevention messages through programs addressing discrimination on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity, and socio-economic disadvantage.
- Post, communicate and enforce the *Code of Student Conduct*.
- Assess the awareness and scope of the bullying problem at the school. Ensure that students are supervised in all areas of the school and on the school grounds.
- Find a variety of ways to reward students for positive, inclusive behaviour and to support them in being positive leaders in the school community.
- Encourage parents to participate and become engaged in the life of the school and involve the Educational Advisory Committee and the Kiwetin Kikinamading Parent Committee in the ongoing implementation of the anti-bullying program.
- Principal, teachers and other staff must regularly reinforce the message that bullying will not be tolerated and that everyone must work together to create a positive learning environment.

Classroom Prevention Strategies

- Teachers provide opportunities for students to talk about bullying and to define unacceptable behaviours. They involve students in establishing classroom rules against bullying and peer harassment. Teachers engage students in classroom activities and discussions related to bullying and violence, including awareness of the harm that they cause and strategies to reduce them.
- Teachers provide and regularly reinforce clear expectations of student behaviour.
- Teachers provide integrated programs that support bullying prevention strategies. They focus on developing healthy relationships in classroom lessons and include books that deal with related issues in student reading materials.
- Teachers promote cooperation by assigning projects that require collaboration. Such

cooperation teaches students how to compromise and how to assert without demanding.

- Teachers ensure that students know what to do when they experience or observe a bullying confrontation. Knowing the process to follow gives students confidence and a feeling of security.

School-Wide Intervention Strategies

- The principal, vice-principal and teachers encourage students to make a confidential report if they are the victims of bullying or are aware of another victim or victims. Reporting methods are designed to minimize the possibility of reprisal. Details of incidents are carefully recorded and tracked. Such reports are investigated and resolved expeditiously, consistent with administrative procedures.
- Parents who report bullying are given a receptive hearing, followed by an investigation and resolution of the allegations.
- Interventions are conducted in ways that are consistent with a progressive discipline approach. The strategies will range from early and ongoing interventions to more intensive interventions in cases of persistent bullying, with possible referral to community social service providers.
- Bullying is one of the infractions for which the principal may consider suspension from school. The principal will take into account any mitigating or other factors that may apply.

Classroom Intervention Strategies

- Teachers take immediate action when bullying is observed. Teachers let students know that they care and will not allow anyone to be mistreated. By taking immediate action in dealing with the bully, educators support both the victim and the witness or witnesses.
- Dealing with a bully does not necessarily mean confronting a bully in front of his or her peers. Teachers will usually confront the bully in private. Challenging a bully in front of his or her peers may actually enhance the bully's status and lead to further aggression.
- Teachers or the principal, as appropriate, will notify the parents/guardians of both victims and bullies when a confrontation occurs, and seek to resolve the problem quickly at school. They refer both victims and aggressors to counseling whenever appropriate.
- Teachers provide protection and support for bullying victims whenever necessary, including creating a buddy system whereby students have a particular friend or older buddy on whom they can depend.
- Teachers listen receptively to parents who report bullying and investigate reported circumstances so that immediate and appropriate action can be taken.
- Teachers avoid attempts to mediate a threatening bullying situation alone if they are uncomfortable. They will inform the principal, who will address the situation as appropriate, including contacting police services.

TECHNOLOGY POLICY

Kiwetin Kikinamading has access to wireless internet in all areas of the school. This will allow staff and students to access the Internet. Our students are also equipped with

iPads (1:1 ratio) and other technology. Cell phones are only allowed for emergencies and should be kept in the students locker. If a student is using their cellphone during class or other times, they may lose the privilege of bringing one to school.

The purpose of the Internet and technology is to support research and education by providing access to extensive resources. The use of technology- based equipment, iPads, computers, network resources and the Internet is a privilege, not a right, and irresponsible use will result in cancellation of those privileges. The administration or teaching staff of Kiwetin Kikinamading may deny, revoke or suspend specific user access. Devices that are property of Kiwetin are managed by FNEC and therefore we have the right to access, monitor and track student devices.

Each student is responsible for taking care of their device. This means handling their iPad with care. If a student loses or breaks their iPad, it will be the responsibility of the parent or guardian to replace it or cover the cost of ordering a replacement.

Code of Conduct for Users of the Network/Internet

All students and staff will have access to the wireless (Wi-Fi) network.

All individuals should be treated with common courtesy and respect, therefore:

- I will not use abusive language of any type, including swearing and name-calling.
- I will follow the rules of Internet etiquette, which include the use of appropriate language and polite responses.
- I will not use Internet access to send threatening, obscene, or harassing materials.

The Internet, as with any place where large numbers of people gather, can be a potentially dangerous place, therefore:

- I will not share my password with anyone else.
- I will not divulge my home address, phone number, or personal information.
- I will not agree to a personal encounter with anyone I meet online.
- Should I access information that is inappropriate, I will report it immediately to my teacher/supervisor.
- I understand that electronic mail is not guaranteed to be private.

Software and intellectual property is protected by copyright laws, therefore:

- I will not make unauthorized copies of software found on school computers.
- I will not give, lend or sell copies of software to others.
- I will not use another author's intellectual property without proper citation, i.e. footnote, bibliography.

The work of all users is valuable and they need reliable access to computers, therefore:

- I will respect the privacy of others by not trying to learn or use their passwords.
- I will not copy, change or use files belonging to another student.
- I will not attempt to gain unauthorized access to system programs or computer equipment.
- I will not create or knowingly introduce any computer virus that may destroy files or disrupt the system.
- I will ensure that my personal laptop has up to date anti-virus software.
- I will not download any resources without permission.

There is material available on the Internet and other sources of computer software that are not appropriate in a school setting, therefore:

- I will not retrieve or send unethical, illegal, immoral, inappropriate or unacceptable information of any type.
- If my laptop has a built-in camera function, I will ensure it is disabled while in school.
- I will not use computer systems to disturb or harass other computer users by sending unwanted mail or by any other means.

The Computer and internet services provided by the Board are designed for the use of all their students and employees, therefore:

- I will not interfere with or disrupt internet users, services, traffic, or equipment.
- I will not attempt to bypass the security built into the system, and I recognize that doing so will result in immediate loss of tech privileges.

It is often difficult to supervise many students at once who are using technology, therefore: if a staff member suspects a student of a breach of this technology Use Agreement (as defined by the standards) they will report their concern to school administration.

As part of an investigation, school administration has the authority to temporarily seize and inspect (for a period not longer than 24 hours) any student's school iPad and or laptop.

DRESS CODE

The following are the unacceptable standards of the dress code for students at Kiwetin Kikinamading.

- Slogans, words and/or pictures which are suggestive, offensive, derogatory, and which promote unhealthy life-styles are prohibited.
- Hats may be worn in the hallways and common areas, but is up to the teacher's discretion for in the classroom.

- No outdoor coats or boots may be worn in the classroom
- Students require a minimum of two pairs of footwear. One for outdoor and the other as indoor footwear.
- Students from Kindergarten to Grade 4 are obligated to wear their full snowsuits, unless otherwise instructed by the parents/guardians.