KPR Virtual Elementary School

Parent Handbook

2021-2022

KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Welcome to KPR Virtual Elementary School!

The Kawartha Pine Ridge District School Board is committed to ensuring that students across its jurisdiction receive a consistent approach to virtual learning.We believe students should have access to a school community, a support network, and authentic educational experiences in order to continue to progress in their learning.

We are dedicated to student learning by creating a culture with high expectations where students grow academically, and emotionally. We promote the development of 21st Century learning skills in our students by nurturing deep learning competencies: Creativity, Collaboration, Citizenship, Critical Thinking, Character, and Communication.

We look forward to working with you to provide the best education for your child.

The staff of the KPR Virtual Elementary School

OUR VALUES

As a school board, and in our schools, we VALUE:

- Achievement, wellbeing, and success for all;
- Caring, inclusive schools that meet students' unique needs;
- Equity, diversity, and the dignity and humanity of all people;
- Indigenous history, culture and perspectives;
- Character and citizenship skill development;
- Collaboration with parents, partners and community members; and
- Continuous improvement, service excellence and accountability to the public.

MISSION

VISION

VALUES
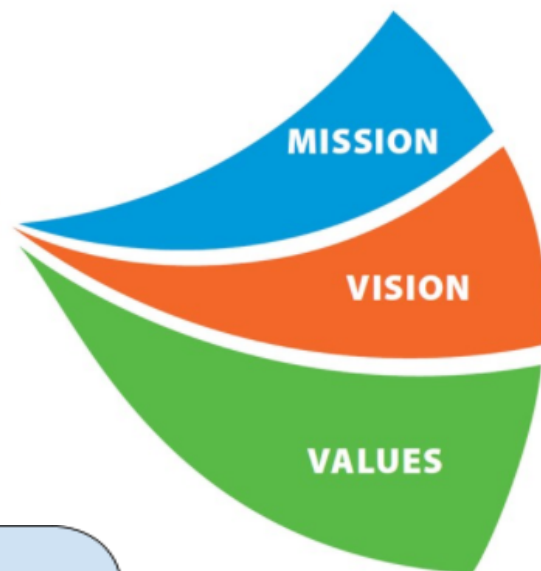
Quick Facts of VES by the Numbers

- 1250 elementary students from K-8
- 2 Vice Principals
- 1 Principals
- Students from 96 different elementary schools
- Spanning across 7 000 square kilometres

Directory

The board office can be reached at **705-742-9773** or **1-877-741-4577**, with extensions for the various contacts listed below:

Superintendent: Steve Girardi **Ext. 2014**

Principal: Darryl Whitney **Ext. 3601**

Secretary: Eleanor Badgley **Ext. 3600**	**Assistant Secretary:** Stephanie Ryan **Ext. 3602**

Email: kprves@kprdsb.ca

The VES is a large Elementary school with over 1100 students. To facilitate communication, please use the following information to reach out to the appropriate educator. The classroom teacher is in the best position to be your first point of contact. Should you need it, we provide this additional contact information.

Contact	
Personal, academic or social-emotional concern	Your child's current teacher, Special Education Resource Teacher
Grades 3-5	**Principal:** Darryl Whitney x 3601
Grades 6-8	**Vice Principal:** Peri Dowsley x 3603
LLS, K - 2	**Vice Principal:** Brandi Hollinger x 3604
ICT Help Desk for VES Parents/Students: Email: kpr_technology@kprdsb.ca Local: 705-742-9773 x 3002 Toll-Free: 1-877-741-4577 x 3002	

Daily Schedule *

8:45 to 9:55	– Learning Block 1 – Literacy or Mathematics (70 min.)
9:55 to 10:15	– Recess (20 min.)
10:15 to 11:35	– Learning Block 2 – Literacy or Mathematics (80 min.)
11:35 to 12:15	– Lunch (40 min.)
12:15 to 1:35	– Learning Block 3 – (80 min.)
1:35 to 1:55	– Recess (20 min.)
1:55 to 3:05	– Learning Block 4 – (70 min.)

Important Dates for 2020-2021

1st day of classes – Tuesday, September 7, 2021

Winter Break – Monday, December 20 to Friday, December 31, 2021 (Monday, January 3, 2022, will be the first day of classes)

March Break – Friday, March 11 to Friday, March 18, 2022

Last day of classes – Wednesday, June 29, 2022

PA Days – September 1-2 and November 26, 2021; January 31, April 8, May 6 (secondary only), June 10 (elementary only) and June 29, 2022. Board designated holiday June 30, 2022.

Ensuring a common understanding of language-related to Virtual Learning

Synchronous learning: Learning that happens in real-time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or board-based team to instruct and connect with students in real-time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps educators provide immediate feedback to students and enables students to interact with one another.

Asynchronous learning: Learning that is not delivered in real-time. Asynchronous learning may involve students completing assigned tasks or contributing to online discussion boards.

Virtual Learning Requirements for School Boards

During periods of virtual learning, we will provide opportunities for students to engage in synchronous learning and must adhere to the following requirements:

1. Minimum Requirements for Engaging Students in Virtual Learning

- Students and parents/guardians will be provided with a daily schedule or timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities.
- Programming will be based on the full Ontario curriculum and include opportunities for guided instruction, large- and small-group learning, synchronous check-ins, and asynchronous independent work.
- Educators will be available to students during the educators' assigned teaching timetables, as they would be if they were face-to-face in a classroom setting.

2. Minimum Requirements for Synchronous Learning

- It is expected that synchronous learning will be provided for large and small groups of students each day, in a manner similar to in-person classroom teaching. Synchronous learning time may include students working independently and in small groups while engaged in a virtual classroom with the teacher overseeing their learning and available for questions. The synchronous learning requirements are a part of the 300-minute instructional day during which educators remain available to students.
- Kindergarten **Synchronous time 180 min per day** (asynchronous 120min/day)
- Grades 1-8 **Synchronous time 225 min per day** (asynchronous 75 min/day)
- Additional group meetings may take place between educators and students as needed to address specific learning needs. This will ensure that students are engaged in their learning with appropriate levels of support.

Educators will:

- Incorporate assessment for, as, and of learning (including diagnostic, formative, and summative assessment), into planning and instruction.
- Collect assessment and evaluation on an ongoing basis through smaller assignments in such a way that it could be easily shared should the child move back to face-to-face instruction.
- Provide daily opportunities for each student to receive meaningful feedback.
- Provide differentiated support to all students.

3. Process for Asynchronous Learning

- Students participating in asynchronous learning will remain as part of the class and will be provided with similar work that is assigned through synchronous learning on a 300 minute/daily schedule. Assignments can be accessed through the teacher's Google Classroom.

4. Protocols for Delivering Virtual Learning

A. Communication Processes with VES Staff

Ongoing communication between parents/guardians and educators is very important.

Educators will:

- Provide parents/students with a daily schedule at the beginning of each week based on a five-day cycle.

The following **tips for parents** will strengthen our communications:
- Address questions and/or concerns with the educator directly by using their KPR email address.

- To protect your child's privacy, please do not post questions or comments in a space that all students and parents can see (e.g. Edsby).
- Where necessary, educators may also be available for phone calls.
- In many cases, your child will have more than one teacher. Most questions can likely be answered by the homeroom teacher. If a task was assigned by a different teacher, please direct your question to that individual for a speedier response.

Differentiated Assessment and Instruction
**Supporting Students with Special Education Needs**

Educators will:
- Continue to provide accommodations, modified expectations, and alternative programming to students with special education needs, as detailed in their IEPs. If it is not possible to meet a student's needs through synchronous learning, educators and families will work together to find solutions. This will be discussed with administrators and the Special Education Resource Teacher.

5. Standardized Suite of Synchronous Learning Platforms

Standardized Suite of Synchronous Learning Platforms

In VES, EDSBY and Google Classroom are the approved synchronous learning platforms to ensure that students have a consistent learning experience. The platforms will allow real-time communication between educators, students, and parents during virtual learning.
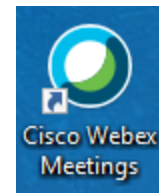
These features will be introduced to students and reviewed as needed by the educators.

6. KPR Guidelines for Working Safely with Technology

Ensuring the protection of privacy and the cybersecurity of educators, students, and parents are paramount to supporting a safe and inclusive learning environment for virtual learning. During virtual learning, parents are responsible for the supervision and safety of their children in the home learning environment.

Educators will:

- Create norms and classroom expectations with the class at the beginning of the year during the first week of school.

KPR Virtual Learning Plan

The guidelines provided below will help students think about what they can do to be successful in a distance learning environment.

Student Roles & Responsibilities

- Follow a regular routine for your school work each day. This includes taking breaks, eating healthy and keeping a normal bedtime routine.
- Follow the norms and expectations established by the classroom teacher.
- Check online platforms (Edsby, Google Classroom, email, etc.) on a regular basis for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Do your best to meet timelines, commitments, and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Collaborate and support your classmates in their learning.
- Pay attention to yourself. Movement and exercise are important for your health, well-being and learning. If you are feeling stressed or worried, talk to your family or teachers. Mental health resources are available on the school board website at [Resources to Support Mental Health](#).

At the beginning of the year, teachers will set digital citizenship norms and responsibilities in collaboration with their students. These will be shared with families, and we ask that you discuss them with your child.

KPR Virtual Learning - Tips for Parents

Here are 10 suggestions to help parents support their children's success while learning at home.

Be Present. You know your child best. Some children will require significant support to manage the technology. In the regular classroom, some children require reminders to stay focused on their work. Refocusing the child from a distance might not be as effective, and having an adult nearby to support would be helpful. Your child will require assistance with focus and attention. A teacher who would like to work one-on-one with a child will reach out to the parent so that they can be present during this time.

Establish routines. Set regular hours for schoolwork that reflect the needs of family members. A regular routine will support everyone – encourage movement, take breaks and keep normal bedtime routines.

Identify a workspace. Establish a space where children will learn most of the time - a quiet space **where parents can supervise and support their children's learning**. Be mindful of what will be seen on camera when your child is online.

Communicate with Educators. Educators will communicate regularly through email or phone for those who do not have access to the Internet. The frequency of these connections will be based, in part, on your children's needs.

Regular Check-Ins. Check-in regularly with your children to help them understand instructions, organize themselves and set priorities. Great questions include: What are the learning goals or big ideas? What resources do you require? What support do you need?

Help your children own their learning. Group discussions, asking questions, and collaborating on projects are part of a normal school day. Some of these social interactions are recreated online, but your child will also need to complete their work as independently as possible. If your child is struggling, please contact the teacher.

Establish time/space for quiet and reflection. Families with multiple children may have challenges managing their children's learning needs. Siblings may need to work in different rooms to avoid distraction. Consider using headphones if they are available.

Encourage physical activity. Movement and exercise are vitally important for health, well-being and learning. Frequent breaks for movement are encouraged.

Be mindful of your child's stress or worry. Your continued attention to your children's questions and concerns is important. You can provide reassurance by listening and talking with them.

Stay social, but set guidelines. If your child uses social media to connect with peers, encourage responsible use of technology – being respectful and appropriate in communicating with others is very important.

Digital Citizenship

Now, as never before, we have an obligation to teach students their rights and responsibilities as digital citizens. Visit the KPR Digital Citizenship Webpage for information and resources for educators, students and parents.

Student Attendance and Safe Arrival

Students are expected to log on to their Google Meet or WebEx at 8:45 am or a couple of minutes before to ensure connectivity. Attendance is completed by educators and submitted to the main office by 9 am daily.

Our school participates in the SAFE ARRIVAL PROGRAM. It is the responsibility of parents to use the Safe Arrival program to indicate if a student will be absent or late for the day. Our current program, "SchoolMessenger", allows parents/guardians to report their child's absence quickly and conveniently in any of the following ways:
- by calling 1-844-434-8119 toll-free
- or go to studentabsence.kprdsb.ca prior to the start time
- by installing and using the SchoolMessenger app for your iOS or Android device

Use any of the above methods to report each day your child is absent. Where a student is absent for an extended period of time, please advise the school of the expected return date. Parents may also report future absences at any time by emailing the teacher.

Students with numerous absences/lates will be referred to the Board's Attendance Counselor for support. Students who arrive after 9:00 a.m. or 12:30 p.m. will be considered late. If a student is significantly late due to an appointment or family circumstance, please email the teacher explaining the reason for the delay in arrival, or you can put it in School Messenger. Students who need to leave early should let the teacher know via email.

School Code of Conduct

Please note: This is a typical School Code of Conduct, based on categories of information provided by the Ministry of Education and applies to our Virtual Elementary School.

Rationale

Everyone has the right to be safe and to feel safe, welcome, and included at school. This school Code of Conduct reflects the guiding principles of the Board's Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness, and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are attending the virtual school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate.

Responsibilities
- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, volunteers, parents, and guardians have additional responsibilities unique to their roles.

1. Standards of Behaviour

Respect, Dignity, Civility, Equality and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.

Everyone in the school community must:
- respect differences among people, their ideas, opinions, experiences, and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property

- take appropriate measures to help one another address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

Additional Student Responsibilities
- exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability
- Start each day on time, prepared to learn and support a positive learning environment
- show respect for themselves, for others and for those in authority
- use personal mobile devices during instructional time only under the following circumstances:
  • for educational purposes, as directed by an educator
  • for health and medical purposes
  • to support special education needs.

Additional Staff Responsibilities
- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress
- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on

Behaviour/Code of Conduct, and the School Code of Conduct
- be on time and prepared for all classes and school activities
- prepare students for the full responsibilities of membership in their community/society
- safeguard students from persons or conditions that interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

Additional Parent/Guardian Responsibilities
- attend to their child's physical, social, academic and emotional well-being
- show an active interest in their child's school work and actively support student progress
- communicate regularly with the school
- help their child be neat, clean, appropriately dressed and prepared for school
- ensure their child attends school regularly, is on time,
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child
- supervise their child while they are participating in learning from home

2. School Code of Conduct Rules

- Students must be allowed to learn.
- Teachers must be allowed to teach.

The following behaviours are not acceptable for anyone in the school community:
- physical, verbal, electronic, written or other means of sexual or psychological abuse
- (e.g., sarcasm, ridicule, humiliation)
- assault
- bullying
- actions motivated by hate, bias or discrimination (e.g., on the grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).
- damage to school board property (including technology)

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

3. Physical and Emotional (Psychological) Safety
To protect the physical and psychological safety of everyone at school, we will not tolerate:
Weapons
- possession of any weapon or replica weapon, such as firearms
- use of any object or means to threaten or intimidate another person
- causing injury to any person with an object

Alcohol and Drugs
- possessing, being under the influence of, or providing others with, alcohol or restricted
- drugs

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

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

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

Conflict vs Bullying

Everyone experiences conflict from time to time. It is a normal part of life. Learning to deal with it in a healthy way helps kids master the social skills they need. Unlike conflict, bullying is not a normal part of life.

Bullying is an abuse of power and has significant consequences. There is nothing healthy about bullying. In fact, there are some distinct differences between bullying and conflict. Being able to identify these differences is important for knowing how to respond.

Characteristics of Peer Conflict

There are several ways to identify peer conflict. When a conflict occurs, everyone involved has equal power in the relationship. Both individuals might be emotional and upset, but neither is seeking control or attention. They also are respectful of each other even though they disagree.

When people experience conflict, they often feel remorse and take responsibility for their actions. Kids in conflict often want to solve the problem so that they can start having fun again. They are intent on reaching an agreement so that the relationship feels restored.
Lastly, conflict happens occasionally and is usually not serious or emotionally damaging to either person.

While experiencing conflict is never fun for anyone involved, it does not make a person feel bad about who they are.

Characteristics of Bullying

The best way to identify bullying is to recognize that it is a deliberate act. The goal is to hurt, insult, or threaten another person. There is also an imbalance of power. A bully exerts control over others by intimidating, harassing, threatening, or humiliating them.

Bullying is also repeated and purposeful. While the tactics vary from incident to incident, the bully is targeting the same people repeatedly with the purpose of hurting them.

Bullying also poses a threat of serious emotional or physical harm. While a bully feels little remorse, the target is usually visibly upset. Bullies might get satisfaction from hurting people.
There is also no attempt to resolve anything. Bullies are not interested in having a relationship with the intended target.

However, not every hurtful action is bullying. Sometimes, it is simply unkind behaviour. Be sure that you are aware of what constitutes bullying.

Peer Conflict

Equal power in the relationship
Both children upset
Feel remorse
Want to solve a problem and restore the relationship
Happens occasionally
Usually not emotionally damaging

Bullying

Imbalance of power
Victim upset, the bully is not
The Bully has no remorse
Bully does not see the need for resolution
Is ongoing
Can be a serious emotional or physical threat

We will not accept bullying at school or, at school-related activities, or in any other circumstances (e.g., online) where bullying has a negative effect on school climate.

6. Strategies to Promote Positive Student Behaviour

Prevention Strategies Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential. Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation ("making it right"), healing and reintegration while preventing future harm. It may include responses ranging from informal conversations or meetings to formal restorative conferences.

In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – in circumstances that could affect school climate.

Prevention strategies are designed to:
- establish a positive school climate
- maintain effective online classroom management and discipline
- encourage, reinforce and reward positive behaviour
- promote social skills development
- provide information regarding anger management programs
- use peer counselling and conflict resolution
- use effective, respectful home-school communication

Supportive Intervention Strategies use:
- "teachable moments" (using a current situation or news story to teach students a valuable skill or lesson)
- verbal reminders, redirection and reinforcement
- interviews, discussion and active listening
- offering positive choices to support positive behaviour/citizenship
- problem-solving techniques including restorative practices
- contracts for expected behaviour
- appropriate outside agency support
- school/Board/community resources
- understanding of individual and group interactions and power imbalances within society
- learning and information-sharing to better understand people and situations

6. Community Threat Assessment Protocol

The KPR school board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

7. Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student's age and development. They include learning opportunities to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student's Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for Administrators.

Consequences may include one or more of the following:

- warnings
- apology
- restitution (e.g., paying for the damage, doing community service)
- suspension
- expulsion.

The Principal, or their designate, will consider suspending a student if they believe that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying (see section 3)
- Persistent opposition to authority.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.

As required by law, a student shall be suspended and considered for expulsion on the following grounds:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if:
  – the pupil has previously been suspended for engaging in bullying, and
  – the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.

Any incident including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

In accordance with provincial directives, a student may be suspended, and expulsion may be considered, if:

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that:
- cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
- cause extensive damage to property at the school or to property located

---