

Jeanne Sauvé Public School

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Follow us on Twitter @JeanneSauvéPS



Student Name: _____

Classroom Teacher: _____

STUDENT HANDBOOK 2018-2019

I have read the *Jeanne Sauvé* student handbook with my parents. I am making a commitment to myself to be the best student that I can be.

Student's Signature: _____ Parent's Signature: _____

SCHOOL HOURS

Yard supervision begins	8:55
Entry bell	9:10
Morning recess	Junior/Int : 10:15 – 10:30 Primary: 10:45-11:00
Lunch	12:00-1:00 Primary eating: 12:00 -12:30 Junior/Int eating: 12:30-1:00
Afternoon recess	Primary -2:00 – 2:10 Junior/Int – 2:30 – 2:40
Dismissal	3:40

SCHOOL HOLIDAYS

Labour Day	September 3, 2018
Thanksgiving	October 8, 2018
Christmas Break	Dec. 24, 2018 –January 4, 2019
Family Day	February 18, 2019
March Break	Mar 8 -15, 2019
Good Friday	April 19, 2019
Easter Monday	April 22, 2019
Victoria Day	May 20, 2019

PROFESSIONAL ACTIVITY DAYS

Thursday, August 30, 2018
Monday, October 22, 2018
Friday November 16, 2018

Friday, January 18, 2019
Friday, April 5, 2019
Friday June 7, 2019
Friday June 28, 2019

Jeanne Sauvé Public School – Student Handbook



Dear Parents/Guardians:

We want you to feel welcome in your child's school and be active in your child's learning. Research shows that learning improves when parents work together with the school as partner in their child's education.

Durham District School Board teachers and administrators strive to establish a school environment of mutual respect and co-operation. You contribute to this positive environment when you:

- drop off and pick up your child in the designated area;
- ensure your child understands and obeys bus safety and behaviour rules;
- remain outside the school building at entry and dismissal times;
- check in at the office every time you visit the school;
- call for an appointment if you wish to meet with your child's teacher, the administration or other school personnel;
- make your child's teacher your first contact when you have educational concerns;
- respect the confidentiality of information about all members of the school community.

You support your child in the lifelong learning process when you:

- show your child that learning is interesting and fun; help your child talk about his or her experiences and feelings at home and at school;
- encourage your child to be independent and responsible at an early age;
- provide a quiet, well-lit place for your child to complete homework assignments;
- help your child set attainable daily, weekly and monthly goals;
- ensure your child has a good sleep and a proper breakfast before coming to school
- take time every day to talk with and listen to your child.
- read with your child on a regular basis

We have a shared responsibility to provide your child with the best possible education in a safe and supportive environment. Please continue to work with us within a common framework of respect and co-operation.

“LET’S TALK”

Teachers are always happy to meet with parents; however, “dropping by” the classroom before or after school is not always convenient. The teacher may already be preparing the classroom/lesson for your child, may be assisting students, or supervising or coaching an extra-curricular activity. Please respect our instructional time by not asking to speak to your child's teacher during class time.

Every parent deserves the teacher's full attention and an adequate amount of time to discuss any issue. We ask that parents make an appointment with the teacher and that all parents check in at the office, pick up an identification tag and allow us to check to ensure the teacher is available to meet. For security reasons, it is essential that all adults in our building wear an identification tag.

SCHOOL COMMUNITY COUNCIL

The School Community Council provides a forum for parents to work with school staff in establishing goals and undertaking initiatives for the benefit of students. The council has a responsibility to provide input into areas which lead to school improvement and offer advice to the school principal, and where appropriate, to the school Board. All parents are welcome to participate. We generally meet once a month but attendance at all meetings is not mandatory. We invite parents to join us when available. Please watch our school website, follow us on Twitter or check the monthly newsletter for more information about when meetings are being held.

The safety of our students is the first priority at Jeanne Sauvé P.S. As part of our Safe Arrival Program, parents are asked to please notify the school by phone at 905- 728-7997. Our answering machine will take calls in the early mornings, evenings and weekends. When a student is absent and the school has not been notified, parents are telephoned to ensure that they are aware of the absence. Students who arrive late must report to the office for a late slip.

CROSSING GUARD TIMES

Morning 8:35 – 9:15
 Lunch 11:55 - 12:25 and 12:35 -1:05
 After School 3:20 - 4:15



ALLERGY ALERT

Jeanne Sauvé P.S. is an allergy alert school. We try to respect the safety of others at all times. **Please send any food to school that contains nuts or nut products, and spillable milk products.** A that should be avoided will be sent home with all children in September. Should you have any questions, please feel free to call the school. Parents of a student with any severe allergy must notify the office and complete required paperwork as soon as possible to help us ensure student safety.

MORNING DROP OFF:

Please do not drop students off at school until 8:55 a.m., as there are no staff members on duty to supervise until that time.

KINDERGARTEN MORNING DROP OFF:

Please do not drop students off in the kindergarten yard until 8:55 a.m. Daycare uses the kindergarten yard prior to school however our school staff does not supervise until 8:55 a.m.

LUNCH ROUTINES

Students who are not going home/to daycare/to a family member’s home for lunch are expected to remain on school property for the entire lunch period. All students not going home for lunch are to remain in designated yard and lunch rooms. All students are supervised by adult lunchroom supervisors, staff and junior students during the lunch hour. **Written notification is required from parents to excuse students from the above routines. This allows the school to ensure the supervision and safety of the students. ONLY GRADE 7 AND 8 STUDENTS ARE PERMITTED TO LEAVE SCHOOL PROPERTY TO GO OUT FOR LUNCH IN THE COMMUNITY AND REQUIRE A NOTE TO DO SO.** Infractions of lunch routines may result in loss of lunchroom privileges, eating lunch at the office or other appropriate consequences.

GAMES

No games are played for keeps at school (including trading cards). Students play in assigned areas. **No hardballs, regulation softballs or baseball bats are to be used.** Tennis balls are acceptable.

BICYCLES, SKATEBOARDS, ETC.

Bicycles, skateboards, scooters, and rollerblades should not be ridden on school property. If a scooter or bike is ridden to school, students must be able to lock them outside during the school day. The school cannot be responsible for storing them inside during the school day. All students are required by law to wear a bicycle helmet. Students not complying with the rules pertaining to riding bicycles and scooters will be asked to leave their bicycles, etc. at home.

DRESS CODE

The school dress code assists in the creation of a positive learning environment. Inappropriate dress distracts and diverts us from our primary purpose, learning. Clothing such as short skirts, short shorts, ripped jeans that show pockets, halter tops, spaghetti straps, tube tops, or any type of clothing that serves to harass or intimidate others are not appropriate for the school environment. Students are expected to dress in a manner that is neither distracting nor offensive. Tops are expected to meet the bottoms. Pants shall reach the waist. Students are not to wear clothing or accessories that promote illegal drugs, violence, racial or sexist language or alcohol. Coats and other outerwear are not be worn to class. Hats and hoods are to be removed when in the school building.

Hats off

Shoulders covered by straps a minimum of two finger widths

All cleavage concealed

Midriff area and back covered completely

Mid thigh length for bottom garments

Opaque clothing and bottoms

Clothing free of inappropriate logos, slogans, and phrases

Parents will be contacted and the students will

All undergarments
hidden from view

BULLY FREE SCHOOL

All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. The staff of Jeanne Sauvé are committed to working together with parents and community partners to establish a healthy, bully-free environment.

DEFINITION OF BULLYING

Bullying is a conscious, wilful, and deliberate hostile activity intended to harm, induce fear through the threat of further aggression, and create terror (Barbara Coloroso, 2002). It is usually a repeated activity involving a power imbalance. Bullying can be physical, verbal or emotional.

DEFINITION OF CYBER-BULLYING

Cyber-bullying is bullying and harassment through cyber-space (i.e. e-mail, instant messaging, text messaging, digital/video images, recordings, blogs, mobile phones, websites etc.). Cyber-bullying can disrupt the school community, create a poisonous learning environment, harm the moral tone of the school and/or affect the well being of others. (DDSB)

Examples of bullying/cyber-bullying include:

- Hurting someone physically by hitting, kicking and/or pushing
- Stealing or damaging another person's property
- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs, insulting someone's race, sexual orientation or making fun of someone's gender
- Spreading rumours about someone
- Leaving someone out on purpose or trying to get other students not to associate with someone.
- Online threats or intimidation
- Online slander

Staff at our school prevent bullying /cyber-bullying and help children to feel safe at school by:

- Closely supervising students in all areas of the school and school grounds
- Watching for signs of bullying and stopping it when it happens
- Responding quickly and sensitively to reports of bullying
- Assigning consequences based upon the school's Code of Conduct
- Providing a safe environment for students who report bullying
- Educating students on the affects of bullying and cyber-bullying
- Implementing Character Education
- Anti-bullying initiatives

Students at our school prevent bullying/cyber-bullying by:



- Treating each other respectfully
- Refusing to bully others
- Refusing to let others be bullied
- Refusing to watch, laugh, or join in when someone is being bullied
- Trying to include everyone in play and sport, especially those who are often left out
- Reporting bullying to an adult or using the "Report Bullying Now" icon on the school website


The police may be involved when bullying or cyber-bullying becomes criminal harassment.

As a student of Jeanne Sauvé P.S., I am committing to the behaviour expectations outlined in the Oshawa Schools' Codes of Conduct. I am aware of the reasons for these expectations and the possible consequences.

JEANNE SAUVÉ PUBLIC SCHOOL CODE OF CONDUCT

Expectation	Rationale/Reason	Consequences
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<p>1. Preparation for Class I will be prepared for class. That means I will come to class with all my books, workbooks, my completed assignments, agenda and any other materials I need for school</p>	<p>It's important for me to learn to be prepared.</p> <p>Everything I do is important!</p>	<p>If I consistently forget my materials, I will be reminded by my teachers of the importance of being prepared. ...I may be given an opportunity, given the circumstances, to complete my work. ...my parents may be involved in helping me to improve.</p>
<p>2. Homework When I miss a class, it is my responsibility to have a friend bring home assignments and books. Here is the name of a friend who I can count on to collect and explain my assignments to me. Name: _____ Phone: _____</p>	<p>I need to develop a sense of responsibility. I need to keep up with assignments even when absent from school.</p>	<p>...I may need to stay in at recess time to complete my assignments.</p>
<p>3. Punctuality I will be on time for school each day and on time for each of my classes.</p> 	<p>I need to develop a sense of responsibility. I need to show courtesy towards my peers and my teachers by being on time. I need to be sure I am not wasting or disrupting my own or other's instructional time. I need to learn that punctuality is a good habit to develop. I will be expected to be on time when I have a job in the future. People in my personal relationships depend on me to be on time.</p>	<p>There are times when I have a good reason to be late and these times will be excused. If I am frequently late, I may be asked to make up the class time I have missed at recess time, a letter or a phone call may be made to my parents. My parents will be asked to help me to be on time for school.</p>
<p>4. Behaviour in the School Yard and in the School</p> <p>I will help to make the schoolyard a safe place for everyone. I will avoid dangerous activities such as play fighting, throwing unsafe objects such as hard balls, snow, sticks, rocks, etc. I will obey the "hands off" rule at all times. I will be courteous and considerate when I deal with others. I will not bully, harass or threaten others, with my words or my actions. I realize that dangerous objects, such as firecrackers, knives, needles, etc. are not permitted on school property.</p> <p>Skateboards, scooters, bicycles and rollerblades should not be ridden on school property. Only items that can be locked outside on the bike racks should be ridden to school.</p> <p>I will stay on school property at all times during school hours. I will stay off and respect our school neighbours' property As the school is not responsible for lost or stolen items, I will take responsibility for items such as personal electronic devices that I bring to school.</p>	<p>Everyone has the right to be safe and happy at school. By playing safely, I will allow the supervisors to make it easier to keep everyone safe.</p> <p>It's important to respect myself and others and to be a good neighbour in the community. Sometimes, people frighten, bully or threaten others with their words or their actions. This behaviour will not be tolerated. I will be an upstander and speak up if someone is bullying another person – I can say something, I can tell a trusted adult, I can report it to the office or I can use the "Report Bullying Now" button on the school website.</p>	<p>I will be consequence by my teacher or by the Administration. The consequence will align with the Durham District School Board Progressive Discipline Policy.</p> 

<p>As the school is not responsible for lost or stolen items, I will take responsibility for items such as personal electronic devices that I bring to school</p>		
<p>5. Respect for Self and Others I will treat everyone the way I want to be treated, with dignity and respect. I will treat everyone fairly and with respect no matter what race, religion, gender, sexual orientation, age or disability.</p> <p>I will demonstrate consideration, cooperation and courtesy in all activities and relationships while in the classrooms, hallways, yard, field trips, competitions etc. where I am representing the school.</p>	<p>I develop positive feelings about myself and others.</p> <p>I feel accepted, respected, trusted, encouraged to do my best. I want to be the best I can be.</p> 	<p>Our Progressive Discipline Policy will be used.</p> <p>Some consequences I may be involved in are:</p> <ul style="list-style-type: none"> -conference with me or others -removal from yard/classroom -communication with parents -office “time-out” -repayment or task-oriented service to compensate for loss or damage (natural consequences)
<p>6. Respect for Peers I will be considerate, courteous, cooperative and use common sense in all my activities and relationships. I will not bully, intimidate or harass my friends with my words or my actions at any time. All school members will respect the need of others to work in an environment of learning and teaching.</p>	<p>This will ensure everyone’s physical and mental well-being. Everyone in the school has the right to be treated with dignity and respect. Every child has the right to an education and a safe environment for learning.</p>	<p>Any student or member of the community who is disrespectful to peers will be counselled or warned about their behaviour. If I harass, intimidate or bully other students my consequences will be applied according to our Progressive Discipline Model.</p>
<p>7. Respect for Authority I will follow the rules of the school and the expectations of my teachers in the classrooms, the hallways, the lunchroom, the yard, and on the walk to and from school. I will also follow the rules and expectations in all situations outside school such as school trips, and sports events where I am representing the school. I will use appropriate language, gestures and behaviour at all times.</p>	<p>The Education Act gives teachers the right to impose certain requirements on me to be successful academically and socially.</p> <p>The teaching staff, secretaries, custodians and lunchroom supervisors all work hard to make my year happy and successful. They all deserve my courtesy and respect for what they do for me.</p>	<p>Any student or member of the community who is disrespectful to a person in a position of authority will be counselled or warned about their behaviour. Consequences will be applied according to our Progressive Discipline Model.</p>
<p>8. Respect for Property I will treat the school grounds, the building and everything in the school with the same respect I have for my own personal property. I will use the garbage and recycling containers placed throughout the school and in the vicinity outside the school. I will keep my desk neat and tidy, free from graffiti and inappropriate photos or signs. I will use the computer appropriately, following the Information Technology Contract that I sign at the beginning of the year</p>	<p>The school is the property of the community. Custodians maintain the school building, keep it in good repair and keep it tidy but are not responsible for cleaning up messes that I make deliberately. Textbooks are the property of the school and are loaned to me to use during the school year. Textbooks are very expensive and the cost keeps rising, so I need to be careful with them so they can be used by other students in the future.</p>	<p>I will be expected to clean up after myself if I litter. If I damage, destroy, or lose school property, repayment could take the form of cost replacement or task-oriented service for recovery of lost items or damaged property. If I misuse or abuse school property or services, including computers, I may be suspended.</p>

<p>9. Personal Electronic Devices -I will use my personal electronic devices appropriately, and follow the school rules relating to personal electronic devices (pg. 15) -I will not record, take pictures or post pictures and videos of anyone without permission</p>	<p>This will ensure everyone’s right to privacy. This protects the learning environment. The school is not responsible for these items should they be lost, stolen or damaged</p>	<p>Items will be removed from the student to be given back at a later time. The time frame and process for their return will be decided by Administration depending on the incidents.</p>
<p>10. Lunch Hour IF I STAY AT SCHOOL FOR LUNCH I will: -remain in my classroom -remain in my seat unless permission is given -use washrooms on my way outside -remain on the school property unless I have a note from my parent (grade 7 and 8 only) -ask the supervisor for permission and a pass if I need to go back into the building</p>	<p>Each child has the right to a safe and pleasant environment during the lunch break. The school and my parents must know where I am at all times.</p>	<p>If I do not comply with these rules, I may lose the privilege of staying at school for lunch</p>
<p>11. Bus While waiting for a school bus I will: -stay in the proper waiting area -wait in line for permission to board While riding on a school bus I will: -remain seated -speak in a normal volume -behave as I would at school -not eat or drink -report any bullying or other misbehaviour to the bus driver</p>	<p>Safety is a priority for all people riding the bus. The bus driver needs to operate the vehicle without distractions. It is important for me to develop a sense of responsibility, to show courtesy towards my peers and adults.</p>	<p>Riding a school bus is a privilege, not a right. If I do not exhibit appropriate behaviour while waiting for or riding a school bus I will be consequenced and may lose bussing privileges.</p>
<p>12. Smoking Bringing cigarettes, matches, or lighters on school property, on field trips and on buses, by students and adults is prohibited at all times. -Parents are also not permitted to smoke on school property</p>	<p>It is illegal for people under the age of 18 to smoke cigarettes.</p>	<p>If I bring cigarettes, lighters or matches to school, my parents will be contacted and appropriate action will be taken in accordance with the Progressive Discipline Model.</p>

“NEXUS” OR “CONNECTION TO THE SCHOOL”

Any conduct meeting the essential characteristics of infractions listed as mandatory or discretionary, but taking place outside of regular school hours and/or off school property may be subject to discretionary suspension in circumstances where the principal considers there to be a sufficient relationship between the conduct, participants or circumstances and the school or school community and/or the student’s continued presence in the school or classroom is considered by the principal to effect a danger or possibility of harm, physical or emotional, to other(s) in or to the reputation of the school.



DURHAM DISTRICT SCHOOL BOARD – CODE OF CONDUCT

It is the policy of the Durham District School Board to support practices that ensure a safe and positive environment that is inclusive and accepting of all individuals in schools. Appropriate discipline practices acknowledge the responsibility of individuals to exercise self-discipline, self-regulation and the right of individuals to equitable and fair treatment. There will be appropriate consequences for unacceptable student conduct as defined in Board regulation and procedure, and in school Codes of Conduct. In the event of a serious incident, school staff will work in partnership with the school community and emergency services in order to ensure the safety of all parties.

STANDARDS OF BEHAVIOUR

All school Codes of Conduct shall include the Ontario and Durham District School Board Standards of Behaviour and must comply with all federal, provincial and municipal laws and Regulations.

7.1 Ontario Standards of Behaviour

Respect, Civility and Responsible Citizenship

All school members must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and opinions
- Respect and treat others fairly at all times, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability, and especially when there is disagreement
- 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 assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in a position of authority

7.2 Safety

All members of the school community must not:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic in weapons or illegal drugs
- Give alcohol to a minor
- Commit robbery
- Be in possession of any weapon, including firearms

- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- Inflict or encourage others to inflict bodily harm on another person



- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school

Bus Code of Conduct

- Respect other people's property and belongings while waiting for the school bus
- Treat the driver with respect and follow his or her instructions
- Be courteous and respectful to others on the bus at all times
- Act appropriately in a manner that does not endanger the safety of themselves or others including, but not limited to:
 - Not engaging in any activity that interferes with the safe operation of the bus
 - Remaining seated at all times, facing forward while the bus is in motion
 - Keeping hands, arms, feet, head and belongings inside the vehicle until you have exited at your stop
 - Avoiding distracting or speaking to the bus driver except in the case of emergency
 - Refraining from inappropriate behavior on the bus, e.g. throwing items, swearing, fighting, bullying, eating or drinking
 - Not bringing alcohol, drugs or weapons onto the school bus
 - Not touching safety equipment or emergency exits unless there is an emergency
 - No eating or drinking on the bus

CONSEQUENCES

Guiding Principles

The Durham District School Board supports a proactive approach to discipline in schools. Progressive Discipline will be the underlying philosophical approach to determining the consequences for students whose behaviour is deemed to be inappropriate and requires disciplinary action. (Refer to the Progressive Discipline Resource and Chart for Secondary and Elementary Durham Schools.)

8.1.1 Positive reinforcement of students, parental involvement, community links, liaising with the community police officers, and modeling behaviours related to non-violence are strategies used in schools to promote acceptable behaviour and maintain a safe school climate creating positive school environments.

8.1.2 Consequences for unacceptable behaviour may range from initial intervention strategies such as counseling and parental communication to detention, behaviour contracts, Restorative Practices, Support and Responsibility Agreements, suspension and expulsion. Peer mediation and conflict resolution programs are important initiatives that support the implementation of the Code of Conduct.

8.1.3 The Durham District School Board supports a restorative approach in our schools to establish positive learning environments and to support discipline issues as they arise. Within the culture of Restorative Practice, there is a continuum of interactions, including Restorative Circles, that support positive relationships. When things go wrong, there is a framework for dealing with the issues

8.1.4 Each school's Code of Conduct shall be the guide for discipline in the school and the determination of consequences for inappropriate behaviour. Mitigating and other factors must be considered before determining appropriate consequences.

8.1.5 Where behaviour is persistent or the incident is of a serious nature, suspension may result. The purpose of a suspension is to exclude the student from the learning environment.

8.1.6 In situations where consideration for expulsion is appropriate the principal, after completing an investigation, may recommend expulsion of the student to the Board.

8.1.7 Consequences should be appropriate to the nature of the unacceptable behaviour.

Progressive Discipline

8.2.1 The Durham District School Board expects the use of Progressive Discipline as the means to support the Code of Conduct. Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behavior and to build upon strategies that promote and foster positive behaviours. When inappropriate behavior occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behavior while helping students to make better choices.

8.2.2 Schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn. Early intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behavior and that would result in an improved school climate.

8.2.3 Progressively more serious consequences should be considered for inappropriate behavior that is repeated or for progressively more serious inappropriate behavior, taking into account mitigating and other factors.

8.2.4 Ongoing interventions may be necessary to address underlying causes of inappropriate behavior. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring, and/or a referral to counseling.

8.2.5 In considering the most appropriate response to address inappropriate behavior, the following should be taken into consideration:

- the particular student and circumstances
- the nature and severity of the behavior
- the impact on the school climate, including the impact on students or other individuals in the school community

8.2.6 Schools are expected to actively engage parents in the Progressive Discipline approach. Schools should also recognize and respect the diversity of their parent communities and reach out to parents to partner with them in addressing complex and challenging issues.

Activities Leading To Possible Suspension

9.2.1 A Principal shall consider whether to suspend a pupil if he or she believes that the pupil 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. 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: or

7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board. Other suspendable infractions including but not limited to:

- a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes;
- b) being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes;
- c) smoking on school property;
- d) committing vandalism, destruction, damage to school property or to the property of others located on or in school premises;
- e) stealing property;
- f) engaging in intimidation, extortion*, harassment*, or verbal aggression;
- g) misusing or misappropriating school property or services, including computers and other technology systems;
- h) engaging in hate motivated incidents*;
- i) engaging in gang related activity*;
- j) possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school;
- k) committing physical assault on another person**;
- l) engaging in or encouraging a fight;
- m) engaging in conduct that constitutes opposition to authority;
- n) demonstrating poor attendance that warrants disciplinary action;
- o) engaging in behaviour that is disruptive to the learning environment of the class or school;
- p) engaging in conduct that is detrimental to the moral tone of the school;
- q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
- r) engaging in unauthorized gambling or games of chance;

(* require police involvement as outlined in the Police/School Board Protocol

**discretionary police involvement as outlined in the Police/School Board Protocol)

Activities Leading to a Suspension, Investigation, and Possible Expulsion

9.6.1 A Principal shall suspend a pupil if he or she believes that the pupil 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.(a) possessing a weapon*;
- (b) possessing a firearm*;
2. using a weapon to cause or to threaten bodily harm to another person*;
- 3.(a) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner*;
- (b) assault/physical intimidation of an employee*;
4. committing sexual assault*;
5. trafficking in weapons or in illegal drugs*;
6. committing robbery*;
7. giving alcohol to a minor**;
8. bullying, if,
 - (a) the pupil has previously been suspended for engaging in bullying, and
 - (b) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
9. any activity listed in subsection 9.2 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 other similar factor.
10. committing an act of vandalism which can be regarded as particularly egregious, due to factors such as seriously compromising the learning environment, or posing a significant safety risk to others*;
11. any other activity that, under a policy of a board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. Other suspendable infractions including but not limited to:

a) hate motivated violence*;

- b) gang related violence*;
 - c) trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes*;
 - d) uttering threats or threatening conduct intended to intimidate**;
 - e) engaging in harassment*;
 - f) ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the principal to effect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school.
- (* require police involvement as outlined in the Police/School Board Protocol
**discretionary police involvement as outlined in the Police/School Board Protocol)

PROGRESSIVE DISCIPLINE: A BIAS-FREE APPROACH 2014

K to 12 Prevention and Intervention Model



Creating a Positive School Climate

- Foster a safe, inclusive and accepting environment
- Review Code of Conduct annually
- Focus on Bullying Prevention and Intervention, Character Education and equitable, inclusive and culturally responsive initiatives
- Recognize and celebrate positive attributes/accomplishments
- Utilize a restorative approach
- Teach and model expectations and behaviours

Staff/Classroom Level

- Focus on effective classroom management strategies, mindful of students' individual identities
- Co-construct and communicate classroom expectations that align with the School Code of Conduct
- Redirect inappropriate behaviour
- Use Restorative Practice including Circles
- Teach and support problem solving/conflict resolution strategies
- Reflect upon/reward/reinforce improved behaviour
- Ensure on-going communication with parents/guardians
- Provide a quiet area to work
- Use consequences as an opportunity to improve behaviour
- Develop Support and Responsibility Agreement (SRA) to transition student
- Implement Behaviour Contracts with related, achievable goals
- Consult with school team to create a plan to improve behaviour
- Conference with students/parents/guardians and school team

Administrator/Student/Teacher/Parent - Interventions and Consequences

- Interview student(s)
- Review Code of Conduct and behaviour expectations
- Communicate with parents/guardians
- Refer to support staff and/or community agencies
- Use appropriate strategies and consequences as learning opportunities:
 - Detentions
 - Reflection sheets
 - Reparations
 - Restorative Practice with a culturally responsive lens
 - Support Responsibility Agreements (SRA)
 - Behaviour contracts
 - Suspensions/Expulsions (Refer to Procedure 5500: Code of Conduct and Discipline for Students)

Suspended Students

- Please refer to Procedure 5500: Code of Conduct and Discipline for Students for a description of the process and reasons for suspension
- School investigation determines suspension
- Consider Mitigating/Other Factors and Human Rights Principles
- Continue the academic program
- Up to 10 days suspension – academic program established by school and provided to student
- 11-20 day suspension – academic and non-academic program required
- Develop a Student Action Plan
- Develop a Transition Plan for a successful student return

Expelled Students

- Please refer to Procedure 5500: Code of Conduct and Discipline for Students for a description of the process and reasons for expulsion
- School investigation determines recommendation to expel
- Consider Mitigating/Other Factors and Human Rights Principles
- Trustee Panel decides on expulsion
- Expelled student attends Return Ticket program
- Written notice to parents/guardians provided
- Develop a Transition Plan for a successful student return

Religious Accommodations

The Durham District School Board and Jeanne Sauvé P.S. follow the Guidelines and *Procedures for the Accommodation of Religious Requirements Practices and Observances*. This document has been produced in compliance with requirements of Ontario's Equity and Inclusive Education

Strategy within the contexts of the *Canadian Charter of Rights and Freedoms* and the *Ontario Human Rights Code*. This document assists us in creating and maintaining equitable and inclusive environments within our schools and facilities, and guides the process of providing religious accommodations as the need arises. The document is available for viewing at <http://ddsb.durham.edu.on.ca/DDSBmain.htm> (highlight programs on the left panel, then Equity and Inclusive Education, then Guidelines) or you may ask to review a copy at your child's school.

If you anticipate that you or your family might require religious accommodation at any point during the school year we ask that you inform the administration at your child's school as early as possible, preferably at the start of the school year. Areas that you might consider include, but are not limited to, the following:

- Observation of major religious holy days and celebrations
- Accommodation in, or exemption from, specific areas of the curriculum or other school activities
- Religious attire
- Modesty requirements in physical education
- School opening and closing exercises
- Prayer and access to our prayer room
- Dietary requirements

You are also welcome to speak to your school administration about unanticipated religious accommodation needs as they arise.

DDSB ELEMENTARY SCHOOL ACCEPTABLE AND SAFE USE OF TECHNOLOGY PROCEDURE



The Durham District School Board is pleased to provide you with access to a variety of computing and information technology facilities and resources. These facilities and resources are provided for educational purposes, not for public access. They will help you to achieve your learning outcomes.

research requirements, and assist with career preparation. You must review this procedure with your parent/guardian. Procedures and rules regarding the use of the facilities and resources must be followed. All students will participate in a “Technology Bootcamp” at the start of the school year where we will review rule, routine and safety tips. Students in grades 5 and up will require a technology “License”, that they will obtain by completing the Bootcamp, in order to use their technology at school.

Acceptable Use

I will use the computing and technology facilities as instructed by my teachers.

I may use by the Internet when a teacher is present or I have special permission to do so.

I will only use the computing and technology facilities for recreational purposes when I have permission from my teacher.

I will never use the computing and technology facilities for illegal or money-making purposes.

I may copy another person’s work if I acknowledge it in a reference note.

I will not download and sell materials which are owned by someone else.

I will follow the school rules when using and downloading any files and software.

I will keep my password secret.

Safe Use

I will never give out personal information about myself or others on the Internet without my teacher’s instruction. This includes my address, telephone number, picture, baby-sitter, route taken to school, or parents’ hours of work.

I will only use my first name if I am working with a project where I talk to other people.

I will inform my teacher immediately if I find materials and sites I should not see.

I will inform my teacher immediately if I am ever uncomfortable or frightened on the Internet (because a user is not using acceptable behaviour).

Appropriate Use

I will be polite. I will only use language that is acceptable in my school.

I will send messages that contain words or information I would write on a classroom blackboard.

I will not use the computing and technology facilities in any ways that will harm the system or another person’s work.

I will not go into another person’s private mail or files.

Reliability

I understand that the teachers and technicians try to ensure that the computer and technology facilities work. However, I understand that the computer and technology facilities may be unavailable sometimes.

I understand that information found on the Internet may be false, and I must learn to evaluate the information that I find.

Abuse/Misuse of the System

I understand that I must follow the rules and procedures in Appendix A and those given by my teacher. I may have my computer privileges taken away and have to visit the administration to review my actions. My actions are bound by the Code of Conduct.

Personal Electronic Devices

Technology continues to evolve, providing students with access to personal wireless technologies that are sophisticated and inexpensive such as cellular phones, smart phones, tablets, portable digital media players and recorders, gaming systems, etc.

Increasingly, teachers are embedding the use of personal technology into learning opportunities for students. The DDSB supports these actions and encourages this use as it is educationally based and provides opportunities for our students to develop digital citizenship skills.

It is the practice of the Durham District School Board that the use of personal electronic devices is prohibited during the school-day on school property. Unless deemed appropriate by the school administration for educational purposes, if a student brings a personal electronic device to school, it should be off and out of sight unless permission is granted. Personal electronic devices may be utilized off school property or in designated areas and during times assigned by the school. The Durham District School Board cannot assume the liability for lost or stolen personal electronic devices. In keeping with the Education Act and the Municipal Freedom of Information and Protection of Privacy Act, unauthorized video or audio recording on school grounds for any purpose is prohibited. Further, the taking of photos, filming or recording while at school or at a school related activity, is prohibited unless approved by DDSB staff for educational purposes. In particular, filming and/or recording is strictly prohibited in washrooms and change rooms. However, this is not intended to prohibit sanctioned recording of activities at events open to the general public

Personal electronic devices that are used inappropriately inside of schools during the normal school day are disruptive to the teaching and learning environment. The privacy and personal dignity of others could be violated by the inappropriate use of personal electronic devices to text message, social network, and/or share digital media. In addition, activities such as personal communication, game playing and social media use during class time will distract students from the teaching and learning unless it is part of the teacher's lesson design.

Co-curricular programs, such as field trips and after-school events, are an extension of the classroom, and the expectations for the use of personal electronic devices apply. Staff may approve the use of this technology for purposes of education and communication.

During an emergency, the administration in consultation with Emergency Services, may give students permission to use personal electronic devices to contact parents or guardians.

Student should follow these expectations:

- No phones or devices or other devices in bathrooms, changerooms, hallways or on the yard
- No filming or recording without teacher permission
- Phones are off or on silent at school unless teacher permission is given
- Cyberbullying will not be tolerated.
- No intentional breaches of privacy
- Hacking is against the school code of conduct, the Integrity of Durham District Computer and Network
- Devices can only be use in the classroom when a teacher gives you permission and the sign says



- Upon entering the classroom, students are expected to place their device face down on the corner of their desk, to leave them in their backpack or stored in another location upon teacher request
- Because phones are off there should be no "buzzing" during class time

Students who are using personal electronic devices inappropriately will be asked to store their devices in a secure location in the office for the remainder of the day. For students who

continue to use the technology inappropriately, after repeated reminders, the school reserves the right to refuse the use of the personal device while in the school.

Student Signature (Grade 3 and above)

Parent Signature