

# Roland Michener Public School Student Handbook 2021-2022

Name: \_\_\_\_\_

Homeroom: \_\_\_\_\_



Principal: C. Lawton  
Head Secretary: T. Shoniker  
Chief Custodian: L. O'Brien

95 Ritchie Avenue, Ajax, Ontario, L1S 6S2  
T. ~ 905-686-5437 F. ~ 905-686-5439  
Safe Arrival Phone Number: 1-800-350-2646

| SCHOOL TIMES |                                    |
|--------------|------------------------------------|
| 8:20         | Yard Supervision Begins            |
| 8:35         | Entry Bell/Classes Begin           |
| 11:20-12:25  | Lunch                              |
| 12:25        | Entry Bell/Afternoon Classes Begin |
| 3:05         | Dismissal                          |

Website: [rolandmichener.ddsb.ca](http://rolandmichener.ddsb.ca)  
Twitter: @RolandMichener  
Instagram: rolandmichenerddsb

## YOUR PLACE TO GROW

Reach  
eMpower  
Persevere  
Succeed

## Inspiring Students to Be Their Best

### WELCOME

Welcome to our school community and a new school year. We look forward to working with every member of our community to make this year outstanding. At Roland Michener Public School, we encourage and expect all our students to strive to do their best in all that they do. We are a strong learning community with the goal of striving towards excellence. We stand behind our motto of being “Your Place to Grow” academically, artistically, athletically, and as leaders in our community. We have every confidence that this school year each of our learners will grow in many wonderful ways.

At Roland Michener Public School, it is our goal to work collaboratively with each of our parents and caregivers so that together we may set high expectations of achievement for their child and carefully ensure their success. Regular communication with your child’s teacher is an excellent strategy to support your child’s learning. There are many ways to become actively involved. It is our goal to foster such involvement by supporting families with communication, tools and supports participate fully in their child’s education and the day to day life of our school. We encourage our families to become involved through our School Community Council (SCC), volunteering and by attending events.

We value your partnership in our work together to maintain high expectations and create the safe, caring and inclusive environment for all members of our community.

Yours in Education,

C. Lawton, Principal

### **COMMUNICATION**



Communication between the home and school is critically important. As a school, we communicate with families using a variety of tools, including:

- School News on the school website (families can subscribe for updates)
- School Messenger e-mails
- School Messenger voice recordings
- Social Media Platforms – Twitter, Instagram

The [School Messenger](#) app is available across multiple device platforms.

### **ATTENDANCE AND SAFE ARRIVAL**

#### **Absences**

Parents can report their child’s absence in advance, using the School Messenger app or by calling 1-844-350-2646.

When a student is not in class and the parent has not contacted the school, a phone call will be made to ensure the child’s safety.



Using the [Parent Portal](#), parents can view their child’s classroom assignment, subscribe to School Messenger (for reporting absences) and School Cash

Online.

#### **Lates**

Students are late when they arrive in the school after 8:35 a.m. Every student who is late must sign in at the office before going to their classroom.

## MEDICAL SAFETY



In accordance with the guidance of the Ministry of Education, wearing non-medical or cloth masks is mandatory for students in Grade 1 – Grade 8. For students in Kindergarten, the DDSB is strongly encouraging the use of masks. If everyone wears a mask, it will help keep your child(ren) and everyone in the school safe.

### Mandatory COVID-19 Screening and Student Illness at School

Parents are responsible for daily COVID-19 screening of their child, using the Ontario [COVID-19 School Screening Tool](#). When a child displays symptoms of COVID-19, families will be contacted to pick up the child immediately. The child will remain in the health room until a family member can pick up the child.

### Student Appointments

We recognize that on occasion, students may need to leave the school early for appointments or other absences. When students need to leave the school before regular dismissal, they are to report to the office where their parent/guardian must pick them up and sign them out. It is very helpful when families send a note in advance.

### Vacations and Extended Absences

When students are absent for an extended time such as vacations, the teacher is not expected to provide missed learning in advance. Rather, students can catch up on missed work upon their return. Students who miss more than 15 consecutive days will be de-enrolled from our register.

If you are planning on taking your children out of school for fifteen days or more, please stop by the office to complete a Temporary Excusal of Attendance form.

### Dropping Students Off at School

As a walking school, we strongly encourage all families to walk to school. Only buses and designated vehicles are permitted entry to the parking lot. **Please note, the parking lot is reserved for our buses, families dropping off children at Schoolhouse Playcare and families of students who require accommodations. On the rare occasions when a student must be driven to school, please park on the streets nearby, while observing the posted signs and bylaws.**

When families are dropping off children, please remain behind the white line in the “Student Drop-Off” area. Staff will supervise the students on the school yard beginning at 8:20 a.m.

When walking your child to school, please say your “goodbyes” at the school drop-off zone. For safety during COVID-19, parents and guardians are not permitted on the school yard. For the safety of all, parents are not permitted to walk down the hall with their children.

## SCHOOL CLOSURES



There are times when schools are faced with emergency situations, such as winter weather, which require the school to be closed. When listening for potential closures, please note that we are in **Zone Four**. The main sources of communication regarding school closures and bussing information are:

- **Durham Student Transportation Services** – [www.dsts.ca](http://www.dsts.ca)
- **Durham District School Board Website** – [www.ddsb.ca](http://www.ddsb.ca)



#### **Local Media Outlets:**

CKDO-AM 1580 KX96-FM 95.9  
CHUM-FM 104.5 CFRB-AM 1010  
CBC FM 99.1 The Rock 94.9

CHFI-FM 98.1 Q107 107.1  
CKDO FM 107.7 City TV  
BOB FM 91.9 Global TV  
JACK FM 92.5 CFTO TV

### **Emergency Procedures**

During the school year, fire drills and lockdown drills are conducted to ensure everyone is aware of the procedures in case of emergency. Students are expected to proceed quickly and quietly to their designated locations. Students must keep any cell phones off.

### **Nuclear Evacuation Procedure**

Roland Michener Public School is within 10 km of the Pickering Nuclear Generating Station. We are required to have an emergency evacuation plan. Teachers have copies of the plans, which include:

- Evacuation procedure to school buses;
- Supervision plan at the Temporary Holding Centre (Anderson Collegiate Vocational Institute)

### **Emergency Evacuations**

**In the case of a school emergency evacuation students will be taken to:**  
**Anderson Collegiate Vocational Institute**  
**400 Anderson Street**  
**Whitby, Ontario L1N 3V6**

### **Administration of Medication**

Medication can only be administered when directed by a doctor and when a “Request for Administration of Medication” form has been submitted to the office “and completed and signed by the parent/guardian and the family physician. This form must be current and updated annually. The medication needs be in the original dispensing container with the original labelling. Medication is kept in the school office. Please remember to check the expiration dates on all medication.

### **Allergy Aware & Severe Medical Conditions**

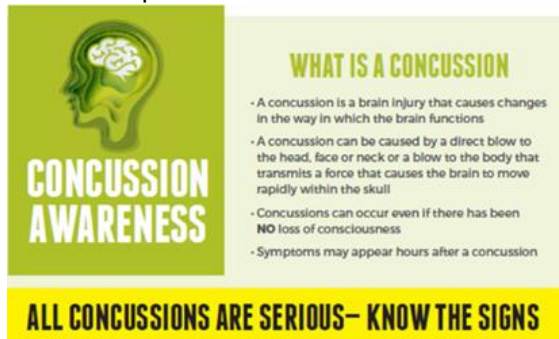
Many students and staff at Roland Michener Public School have severe, life-threatening allergies. These allergies can cause a severe anaphylactic reaction which can cause death.

**Please read labels carefully and do not bring foods that contain shellfish, fish, eggs, nuts, peanuts or traces of nuts. WowButter and other spreadable nut substitutes are not permitted** as staff and students are unable to determine the difference between these and regular nut substances.

This is a serious, life-threatening condition for some of our community members. Eating, touching, or inhaling trace amounts of these allergens may trigger a life-threatening reaction. Emergency treatment involves an immediate drug injection and emergency trip to the hospital. Parents whose children are anaphylactic must inform the office so that procedures for emergency action are established and **proper medical forms are signed**. Our goal is to provide each child with a safe learning environment and we ask for your cooperation in doing so.

### Other Medical Conditions (Asthma, Epilepsy, Diabetes)

We require plans for students with the following medical conditions: Asthma, Epilepsy, Diabetes. Families will be provided with forms to document individual student plans.



### Concussion Protocol and Management

Ensuring your child's safety is a shared responsibility. All staff follow the DDSB Concussion protocol. Should your child sustain an injury where a concussion is suspected, families are contacted and advised of the protocol. For your child's safety is our responsibility to follow the protocol, under medical advice where required, to ensure your child can return to learning safely.

### Scent Aware

Our school is also a scent aware environment. Students, staff and visitors are asked to refrain from wearing or using strongly scented personal care products. This includes the use of body spray and deodorant products while participating in physical education or athletic activities. Personal hygiene products which are non-aerosol (e.g. stick, roll-on) are preferred, and should only be used in change rooms and stored securely.

### Treats from Home and Lunch Deliveries

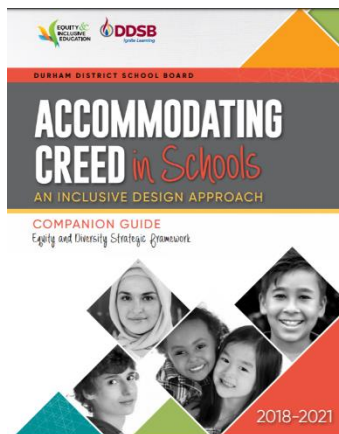
During the 2021-2022 school year, treats from home and lunch deliveries will not be permitted.

### VISITORS AND VOLUNTEERS

During the 2021-2022 school year, all visitors are required to schedule an appointment to enter the building. To limit the number of contacts entering the building, unscheduled visitors, along with family members of child(ren) may not be able to enter DDSB schools or buildings without previous arrangements.

Wherever possible, telephone meetings with parents/guardians, vendors and outside agencies will be held. If you need to get in touch with someone at the school, please call or email the school.

### ACCOMMODATION FOR CREED AT ROLAND MICHENER



The Durham District School Board Equity and Inclusive Education Policy is a commitment to embracing diverse social realities, while maintaining positive, safe and inclusive environments for all students and staff. The policy is a reflection of Ontario's Equity and Inclusive Education Strategy, supporting all areas of Durham District School Board principles, practices, and guidelines. Roland Michener P.S. supports this policy through inclusive activities in our school and school community.

We value and respect all members of our school community and as such ensure that resources are provided that reflect the work being done to address anti-discrimination and inclusive education. These issues are discussed in the Ministry of Education's Curriculum documents to promote fairness, healthy relationships, and active, responsible citizenship.

The Durham District School Board's school libraries and classroom resources reflect inclusivity and serve

to foster sensitivity towards individuals and groups that have traditionally been and/or are currently being marginalized within the broader society. These resources serve to identify and remove barriers that may exist for various groups and families. They may touch on topics of ethnicity, disability, religion, sexual orientation, gender identity, gender expression, age, family status and marital status. Our goal is to provide students with opportunities to promote equity and social justice.

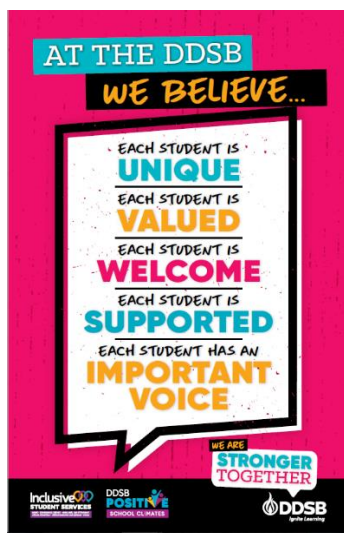
The DDSB's document "[Accommodating Creed in Schools: An Inclusive Design Approach](#)" outlines how we can create and maintain equitable and inclusive environments within schools. It also outlines the process for providing accommodations for creed as the need arises.

If you anticipate that your children may require creed accommodation at any point during the school year we ask that you inform the school administration as early as possible.

## **SAFETY – ROLAND MICHENER CODE OF CONDUCT**

Please review this Code of Conduct at the beginning of the school year and keep it in a safe place to reference throughout the school year. The Code of Conduct for Roland Michener Public School reflects the Ontario Schools Code of Conduct and policies, regulations and procedures of the [Durham District School Board](#). It provides a framework to ensure that school is a safe, productive learning environment for all.

### **Positive School Climate for Learning**



It is the policy of the Durham District School Board to support practices that promote a safe, inclusive, and accepting school climate in all 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 based on Bias-Aware Progressive Discipline 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.

*~ from [DDSB Code of Conduct and Discipline for Students](#)*

### **Purpose for Code of Conduct**

*This section includes excerpts from the [DDSB Regulation "Code of Conduct, and Discipline for Students"](#).*

A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe 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. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A Whole-School Approach, which involves all members of the school community working collaboratively, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community.

All students, parents, teachers and other school staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The provincial Code of Conduct sets clear provincial standards for behaviour. These standards of behaviour apply to students whether they are on school property, on school buses, at school-related events or

activities, in before and after school programs, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – principals, vice-principals, teachers, early childhood educators, other school staff, parents, school bus drivers, volunteers, and community groups.

The purpose of the Code of Conduct is:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol and illegal drugs.
7. To prevent bullying in schools.

### **Guiding Principles of the Code of Conduct**

All participants involved in the publicly funded school system – students, parents or guardians, volunteers, teachers and other staff members - are included in this Code of Conduct whether they are on school property, on school buses or at school authorized events or activities.

| <b>All School Community Members Must...</b>  | <b>All School Community Members Must Not...</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>• Respect and comply with all applicable federal, provincial and municipal laws;</li> <li>• Demonstrate honesty and integrity;</li> <li>• Respect differences in people, their ideas, and their opinions;</li> <li>• Treat one another with dignity and respect at all times, and especially when there is a disagreement;</li> <li>• Respect and treat others 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 or disability;</li> <li>• Respect the rights of others;</li> <li>• Show proper care and regard for school property and the property of others;</li> <li>• Take appropriate measures to help those in need;</li> <li>• Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;</li> <li>• Respect all members of the school community, especially persons in positions of authority;</li> <li>• Respect the need of others to work in an environment that is conducive to learning and teaching;</li> <li>• Not swear at a teacher or at another person in a position of authority.</li> </ul> | <ul style="list-style-type: none"> <li>• Engage in bullying behaviours;</li> <li>• Commit sexual assault;</li> <li>• Traffic in weapons or illegal drugs;</li> <li>• Give alcohol or cannabis to a minor;</li> <li>• Commit robbery;</li> <li>• Be in possession of any weapon, including firearms;</li> <li>• Use any object to threaten or intimidate another person;</li> <li>• Cause injury to any person with an object;</li> <li>• Be in possession of or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;</li> <li>• Provide others with alcohol illegal drugs or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);</li> <li>• Inflict or encourage others to inflict bodily harm on another person;</li> <li>• Engage in hate propaganda and other forms of behavior motivated by hate or bias;</li> <li>• Commit an act of vandalism that causes extensive damage to school property or a property located on the premises of the school.</li> </ul> |

\*-Reference: [DDSB Regulation "Code of Conduct, and Discipline for Students"](#).

### **Our Code of Conduct in Action – Respect and Responsibility**

At Roland Michener Public School, we demonstrate our Code of Conduct through respect and responsibility.

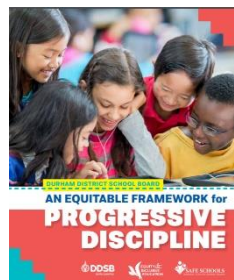
| <b>RESPECT</b>   | <b>RESPONSIBILITY</b>  |
|--|--|
| <p style="text-align: center;"><b>We show respect for self when we:</b></p> <ul style="list-style-type: none"> <li>• Keep clean and neat</li> <li>• Dress according to the dress code</li> <li>• Follow a healthy lifestyle</li> <li>• Resist negative peer pressure</li> <li>• Demonstrate positive character traits</li> <li>• Attend to personal safety</li> </ul>  | <p style="text-align: center;"><b>We show responsibility by:</b></p> <ul style="list-style-type: none"> <li>• Practicing clean habits</li> <li>• Understanding the dress code</li> <li>• Our own actions</li> <li>• Knowing and setting personal own limits</li> <li>• Maintaining a positive attitude</li> <li>• Accepting the consequences of our actions</li> </ul> |
| <p style="text-align: center;"><b>We show respect for others when we:</b></p> <ul style="list-style-type: none"> <li>• Accept individual differences</li> <li>• Honour personal space and privacy</li> <li>• Value others' opinions and beliefs</li> <li>• Play safely and fairly</li> <li>• Contribute to a bully free environment</li> <li>• Play safe games at recesses which avoid play-fighting and physical contact</li> </ul> | <p style="text-align: center;"><b>We show responsibility for others by:</b></p> <ul style="list-style-type: none"> <li>• Knowing the school rules</li> <li>• Being respectful and considerate</li> <li>• Being polite to everyone</li> <li>• Resolving conflicts peacefully</li> <li>• Managing our own emotions</li> <li>• Being an "upstander"</li> </ul>            |
| <p style="text-align: center;"><b>We show respect for learning when we:</b></p> <ul style="list-style-type: none"> <li>• Strive to do our personal best</li> <li>• Protect the learning environment by valuing all learning time</li> <li>• Ask for help when you need it</li> <li>• Complete all assignments in a timely manner</li> <li>• Ensure our work is in our own words</li> </ul>   | <p style="text-align: center;"><b>We show responsibility for learning by:</b></p> <ul style="list-style-type: none"> <li>• Attending school and arriving on time</li> <li>• Being prepared for class</li> <li>• Completing homework and handing assignments in on time</li> <li>• Participating in class activities</li> <li>• Managing our own behaviour</li> </ul>   |
| <p style="text-align: center;"><b>We show respect for property when we:</b></p> <ul style="list-style-type: none"> <li>• Take pride in our school and school grounds</li> <li>• Keep the school and grounds free of litter and graffiti</li> <li>• Report vandalism, theft, and stolen property</li> </ul>   | <p style="text-align: center;"><b>We show responsibility for property by:</b></p> <ul style="list-style-type: none"> <li>• Returning books and other school material</li> <li>• Treating school property and the school grounds with respect</li> <li>• Using the computers and internet appropriately</li> </ul>  |
| <p style="text-align: center;"><b>We show respect for language when we:</b></p> <ul style="list-style-type: none"> <li>• Speak politely and respectfully</li> <li>• Never swear, gossip, mock, harass, threaten, bully verbally, or use racist or sexist language</li> </ul>   | <p style="text-align: center;"><b>We show responsibility with language by:</b></p> <ul style="list-style-type: none"> <li>• Being kind to others</li> <li>• Knowing what language is appropriate at school</li> <li>• our tone of voice</li> <li>• Understanding when joking and kidding are going too far</li> </ul>  |



## **Roles and Responsibilities/Standards of Behaviour (Ontario Schools Code of Conduct)**

~ Reference: [DDSB Regulation "Code of Conduct, and Discipline for Students"](#).

All participants involved in the publicly funded school system – students, parents or guardians, volunteers, teachers and other staff members - are included in this Code of Conduct whether they are on school property, on school buses or at school authorized events or activities.



### **Equitable Framework for Discipline**

The Durham District School Board expects the use of Bias-Aware Progressive Discipline as the means to support the Code of Conduct. Bias-Aware Progressive Discipline incorporates 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.

In alignment with this policy, Roland Michener Public School uses 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. Community members are invited to reference [DDSB Procedure: Positive School Climate – An Equitable Framework to Progressive Discipline](#).

### **Restorative Practice**

The Durham District School Board and Roland Michener Public School support a restorative approach to establish positive learning environments and support Bias-Aware Progressive Discipline. Within the culture of Restorative Practice, there is a continuum of actions, including Restorative Circles that support healthy relationships and positive learning environments. When things go wrong, there is a framework for repairing and restoring relationships. Community members are invited to reference the DDSB website for further information about [Restorative Practice](#).

### **Bullying Prevention**

The Durham District School Board Safe Schools website offers a variety of resources for students and families including:

- [Bullying Prevention for Parents](#)
- [Cyberbullying Information for Parents](#)
- [Cyberproofing Brochure: A Guide to Safety on the Internet for Students, Teachers and Parents](#)

**BIAS-AWARE PROGRESSIVE DISCIPLINE**

**POSITIVE SCHOOL CLIMATE**  
A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

**ROLES & RESPONSIBILITIES WHEN IMPLEMENTING BIAS-AWARE PROGRESSIVE DISCIPLINE**  
A Whole School Approach requires that staff, students, parents and community members assume responsibility for developing and sustaining a positive school climate. It is important that staff, students, parents and community members work together in a collaborative fashion to build positive, respectful relationships. In addition, the stakeholders must adhere to the expectations outlined in the District Code of Conduct and DDSB Policies, Regulations and Procedures.

**APPLYING MITIGATING, OTHER & HUMAN RIGHTS FACTORS**  
When implementing Bias-Aware Progressive Discipline, schools must comply with the Ontario Human Rights Code and the Education Act.

| EARLY INTERVENTIONS  | ONGOING INTERVENTIONS   | STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOURS  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Redirect inappropriate behaviours</li> <li>• Develop a Support and Responsibility Agreement to transition students (refer to the Safe Schools Plan)</li> <li>• Create and use a Behaviour Safety Plan for students with special needs</li> <li>• Use Reflection Sheets that include Restorative Questions</li> <li>• Reflect upon, recognize and reward improved behaviour</li> <li>• Use "natural consequences" that align with the behaviour</li> <li>• Collect data and consult with the School Team to develop a plan to improve behaviour</li> <li>• Collaborate with parents</li> </ul> | <ul style="list-style-type: none"> <li>• Implement behaviour "agreements" with relevant and achievable goals</li> <li>• Create a Safe Schools Plan (refer to the Safe Schools Plan)</li> <li>• Use responsive programming based on students' changing circumstances</li> <li>• Consult with the Area Team for assistance from Support Staff and outside agencies</li> </ul> | <ul style="list-style-type: none"> <li>• Use appropriate strategies and consequences that foster learning. Examples include:               <ul style="list-style-type: none"> <li>- Restorative Practice</li> <li>- Restitution</li> <li>- Community Service</li> <li>- Loss of Privileges</li> <li>- Detentions</li> <li>- Suspensions and Expulsions (refer to Procedure 5500 Code of Conduct and Discipline for Students)</li> </ul> </li> <li>• Prior to Suspension or Expulsion, consider Mitigating Human Rights and other factors (refer to Procedure 5500 Code of Conduct and Discipline for Students)</li> </ul> |

**RESTORATION & RECONCILIATION**  
Restoration and reconciliation are an integral part of Bias-Aware Progressive Discipline. Restoration and reconciliation should occur during all stages of discipline and include support for both victims and offenders involved in any school-based incident. When harm is done, students should have the opportunity to understand the full impact of their actions, to take responsibility for those actions, to do what is necessary to make it right, and to learn from the experience.

Logos: EQUITY INCLUSIVE EDUCATION, SAFE SCHOOLS, DURHAM DISTRICT SCHOOL BOARD, RESTORATIVE PRACTICE CONVENTION



When bullying occurs, students are encouraged to report the incident to a staff member in person or by using the “Report Now” icon on our school website.

“Bullying” means aggressive and typically repeated behaviour by a pupil where,

- a. the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - ii. creating a negative environment at a school for another individual, and
- b. the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;



For the purposes of the definition of “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means.

### **Cyber-bullying**

For the purposes of the definition of “bullying”, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- a. creating a web page or a blog in which the creator assumes the identity of another person;
- b. impersonating another person as the author of content or messages posted on the internet; and
- c. communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

### **Five Key Elements:**

1. Bullying is a deliberate act
2. There is an intent to harm
3. It is usually persistent over time
4. There is an imbalance of power
5. It can negatively affect the school climate

### **Suspensions, Expulsions, Mitigating and Other Factors:**

**Suspension** is a consequence imposed upon a student whereby they are prohibited from attending their school and from engaging in all-school-related activities for a defined period of time.

**Expulsion** is a consequence imposed upon a student, by the Board, for an activity that is determined to warrant that the student be excluded from their school, or from all schools in the Board, and from engaging in all school-related activities, for an undefined period of time.

**In considering whether to suspend a pupil, a Principal shall take into account any mitigating factors or other factors as outlined below.**

**Mitigating Factors:**

1. The student does not have the ability to control their behaviour;
2. The student does not have the ability to understand the foreseeable consequences of their behavior; or
3. The student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

**Other Factors:**

The following criteria shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. The pupil's history;
2. Whether a progressive discipline approach has been used with the pupil;
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender or sexual orientation or any other harassment;
4. How the suspension or expulsion would affect the pupil's ongoing education;
5. The age of the pupil; or
6. In the case of a pupil for whom an individual education plan has been developed,
  - a. Whether the behavior was a manifestation of a disability identified in the pupil's individual education plan,
  - b. Whether appropriate individualized accommodation has been provided, and
  - c. Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behavior or conduct.
7. **Human Rights Factors** shall be taken into account when considering whether or not a student is or is not being suspended or expelled.

**Nexus**

Principals may consider a suspension if there is nexus to the school. Nexus is a direct and causal link between the student's conduct and a definitive impact on the school climate.

Nexus may be established when any of the following circumstances exist:

- A student is afraid to come to school;
- A student is worried about reprisals or retaliation;
- Parents are voicing concerns about disruption to the school environment;
- School staff are worried about their physical or emotional well-being and safety.

**Activities Leading to Possible Suspension**

Complete details regarding the activities leading to possible suspensions and expulsions and the suspension process are found in the [DDSB Regulation "Code of Conduct, and Discipline for Students"](#).

**PERSONAL ELECTRONIC DEVICES ([DDSB Procedure "Acceptable and Safe Use Procedure for Computing and Cyber Safety"](#))**

On-line activity by staff, students and parents/guardians that is directly or indirectly related to the school should comply with the School Code of Conduct, in particular that a school is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment."

The taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate.

The use of personal electronic devices during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator in collaboration with administration;
- For health and medical purposes;
- To support students with special education needs.

Teachers embed the use of personal technology into learning opportunities for students. The DDSB supports these actions, and encourages this use when it is educationally based and provides opportunities for our students and 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 and permission is granted by staff, a student who brings a personal electronic device to school, should turn it off and keep it out of sight (permission must be granted each time). This includes both outdoor and indoor recesses and at lunch during the eating period.** Personal electronic devices may be utilized off school property or in designated areas and during times assigned by the school.

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 may distract students from the teaching and learning unless it is part of the teacher's lesson.

**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 the 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.**

**When students are not well or need assistance from home, staff must be aware of these circumstances. In these instances, students are requested to report to the office, rather than use personal cell phones, so we are aware of student needs and can provide assistance.**

### **Expectations and Consequences**

The Durham District School Board does not assume the liability for lost, damaged or stolen personal electronic devices.

For the safety and privacy of all and to maintain a positive learning environment, consequences may be implemented when a student does not adhere to the educational use of personal devices:

### **Technology Safe and Acceptable Use Procedure**

One of the core priorities of the Durham District School Board is Leveraging Digital. In support of this priority, all students in Grades 7 – 12 are provided with devices (Chromebook) which may be used during the instructional day, with permission by the teacher. Students in Grades K – 6 are given access to shared devices for instructional purposes. The DDSB Chromebook is the preferred technology-enabled learning tool for most instructional purposes.

The DDSB utilizes internet filtering technologies. This technology blocks access to specific unacceptable sites known to contain inappropriate or sensitive material. No software is capable of blocking all unacceptable Internet sites. However, the internet is a leading technology in the delivery of information in today's society, and therefore, an integral part of our students' education.

All students are expected to abide by the DDSB Acceptable and Safe Use Procedure. Misuse and/or abuse of the facilities and resources are subject to consequences as defined in the Code of Conduct. Use of the Internet is governed by the Regulation 5500. **Students are expected to exercise care and caution when using DDSB devices.** Students may be held financially responsible for damage and repairs which are caused by negligent, careless or willful acts which ought to be known to cause damage to electronic devices. This includes 1:1 Chromebooks for Grade 7 and 8 students, including incidents which may occur while students have devices in their possession off school property.



### LUNCH AT SCHOOL

Lunches at the elementary level will be taking place in each classroom with students in their cohort and will be supervised by an adult.

Students will clean their hands before and after eating. Empty food containers are to be taken back home and not left at school. Students are encouraged to bring their own lunch from home and food sharing will not be permitted.

### Going Home for Lunch

Where possible, we encourage children to go home at lunch, as an opportunity to take a break and return to the school refreshed for learning in the afternoon. We encourage students who are going home to remain home for the entire lunch period and return in time for the beginning of afternoon classes.

### Lunch at School

Students who stay for lunch will be eating lunch in their classroom at their own individual desk and will perform proper hand hygiene before and after eating. Students must bring all of their own cutlery for any meals, as we will not be providing cutlery to students.

We are implementing a staggered lunch, meaning that half of our students are inside while the other half are outside. Halfway through the lunch recess, students will switch locations. Siblings who go home for lunch will be able to go home together.

### Hot Meals and Deliveries

Students should bring their lunch from home. Meal delivery services and home cooked meal delivery services will not be permitted.

If you wish to provide your child with a special lunch from one of our local community eateries or a freshly home-cooked meal, we strongly recommend that your child eat this special meal at home.

A student who regularly eats lunch at school, must have a signed note by a parent/guardian in order to leave school property. **Only Grade 6, 7, 8 students will be allowed to go off school property with a signed and dated note each time. A text message or other electronic communication does not meet this requirement.** Students will not be allowed to use the telephone to gain permission to leave the school.

## APPROPRIATE DRESS

The new [DDSB Dress Code](#) was established on May 19, 2020.

Children should dress in comfortable clothing that permits freedom of movement each day. School apparel should support and maintain a safe, inclusive and respectful learning environment for all members of the community.

| Students Must Wear   | Students May Wear  | Students May Not Wear  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Clothing which includes both a top and bottom layer</li> <li>• Tops and bottoms which cover undergarments</li> <li>• Clothing that is free of inappropriate logos, slogans, phrases and messages</li> <li>• Footwear</li> </ul> | <ul style="list-style-type: none"> <li>• Any clothing that supports a human rights related need or accommodation</li> <li>• Clothing (tops) that expose arms, shoulders, stomach, midriff, neckline, cleavage, and straps but will cover nipples</li> <li>• Clothing (bottoms) that expose legs, knees, thighs, hips and expose waistbands but will cover groin and buttocks</li> <li>• Any headwear that does not obscure the face, subject to human rights related needs and accommodations</li> </ul> | <ul style="list-style-type: none"> <li>• Clothing that promotes /symbolizes illegal activity (including gang activity) or drugs or alcohol or their use</li> <li>• Clothing that promotes, symbolizes or incites hate, discrimination, bias, prejudice, profanity, pornography, incites harassment or bullying, threatens harm to the safety of self or others or that includes offensive (e.g. sexist, racist, homophobic, anti-indigenous, anti-Black, anti-Semitic, Islamophobic, etc.) images or language</li> <li>• Clothing (tops) that exposes nipples</li> <li>• Clothing (bottoms) that expose groin and/or buttocks</li> <li>• Clothing (mask/scarf) that obscures the face (unless required to meet human rights related needs or accommodations)</li> <li>• Undergarments as outerwear</li> <li>• Transparent clothing that fully exposes undergarments</li> <li>• Swimwear unless required for curricular or co-curricular approved activities</li> </ul> |

### Health and Safety Dress Code Requirements

Students must comply with Health and Safety requirements for specific courses and/or co-curricular programs. Specialized dress requirements including personal protective/safety equipment occur in many classes/programs including science, physical education, technology and cooperative education

During special events, such as spirit days, students may wear costumes and special clothing. The costume/clothing must not promote racial, gender, cultural or other negative stereotypes based on Human Rights Code grounds. Students still need to comply with the dress code requirements.

In the winter, students go outside for recesses, according to the DDSB Extreme Weather Guidelines. Students need to be prepared to be outside for up to 45 minutes. Hats, boots, mitts, gloves, snow pants, warm coats are all important to being comfortable while outside in cold weather.

## **PERSONAL PROPERTY AND PETS AT SCHOOL**

Students are discouraged from bringing personal property to school. There will continue to be restrictions in this area throughout 2021-2022 due to ongoing COVID-19 Protocols.

Students should always exercise care and caution when they bring personal property to school. Roland Michener Public School is not responsible for lost, stolen or damaged items. Students must consider whether the item will support their learning and whether they will be able to care for the item while it is at school.

### **Bicycles**

Bicycles are to be kept locked up in the bike racks while they are at school. The Province of Ontario states that bicycle helmets must be worn by all children under the age of 18.

### **Other Items**

The following items should stay at home. Only items which assist in our learning should be brought to school.

- Skateboards, roller blades, scooters, laser pointers, game systems, baseball bats, hockey sticks, other sports equipment that could cause injury, any item potentially considered a weapon

### **Dogs & Pets**

Dogs are to be kept off school property as many of our students become easily frightened by dogs. Even a friendly puppy can have a bad day.

## **LOCKERS** (DDSB Policy)

- The locker is the property of the Durham District School Board and is not the property of the student. Lockers must only be used to store school related materials and authorized personal items.
- Students are responsible for the contents of their lockers.
- Lockers are to be treated with respect, and the inside of the locker must be kept free of inappropriate graffiti, postings or pictures.
- Illegal or unsafe items stored in lockers may lead to school consequences based on an Equitable Framework for Progressive Discipline.
- In addition, following Procedure: *Police/School Board Protocol*, the police may be contacted.
- Administration have the authority, with reasonable suspicion, to search personal property and lockers. The right to search helps school administration provide a safe and secure learning environment.
- Principals have the right to seize contraband material. Illegal contraband will be held by an Administrator for evidence in disciplinary proceedings and may be turned over to a police officer.
- The parent/guardian of a minor student or the student, if the student is 18 years of age or older, shall be notified by the school administration if illegal or unsafe items are removed from the student's locker.

## **BUS SAFETY**

All modes of transportation are an extension of the classroom. The Code of Conduct applies when riding a school bus. The following guidelines are important to remember when riding a bus:

- 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

*We have read and understand Roland Michener Public School's routines, expectations and Code of Conduct.*

**Student Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_