

École Rideau Public School

“Si on veut on peut”

“They Can Who Think They Can”

Vision:

At École Rideau Public School, we believe in the power of our community to nurture, support and inspire limitless learning for all, *en français*.

Mission:

Our mission is to create a safe, caring, and inclusive French Immersion learning community where we challenge the physical and intellectual abilities of all our learners.

We strive to promote language learning, innovation, collaboration, creativity, and personal wellbeing, while engaging our sense of optimism and wonder.

We are committed to revealing and celebrating the strengths of all learners.

Rights and Responsibilities

Students and staff have the **Right** to learn and work in an environment that is inclusive, positive, pleasant, and safe. Students, parents/caregivers, and staff have the **Right** to be treated with fairness, respect, and dignity.

The Administrators, teaching and support staff have the **Responsibility** to maintain proper order and discipline and to protect the safety and well-being of all students.

Parents/caregivers and students have the **Responsibility** to understand and support the code of conduct of the school.

Code of Conduct

The staff, students, and parents/caregivers of École Rideau Public School have developed this code of conduct. This document outlines our expectations regarding acceptable behaviour and provides an overview of possible consequences for misconduct. The purpose of the École Rideau Public School code of conduct is to ensure the welfare and safety of our students while helping them to attain the greatest possible level of self-discipline. Teachers review the code of conduct with students at the beginning of each school year.

In all cases, students will be treated in a kind, firm, and consistent manner. We realize that all students have rights, but with every right there comes a responsibility.

An environment in which students feel good about themselves is conducive to the development of respect for the rights of others and understanding of shared responsibility. We shall endeavour to instill in all our students respect for themselves, respect for others, and respect for their environment.

Respect for Yourself

Expected Behaviour:

- Maintain punctual regular attendance,
- Participate in all classes,
- Use appropriate language,
- Be always honest,
- Conduct yourself in an appropriate manner,
- Be responsible for completing your homework,
- Strive to achieve your personal best, en français s'il vous plaît.

Positive Consequences:

As students demonstrate self-discipline in these areas, they develop self-confidence and a positive feeling of self-worth. When a student develops self-confidence, their self-esteem improves. Children who have high self-esteem are better able to recognize and accept their own strengths and weaknesses. Students become better able to identify negative peer pressure and resist it. Students are able to act in the best interest of the group as a whole. School then becomes a happy place to be as relationships with classmates and teachers are positive.

Respect for Others

Expected Behaviour:

- Show consideration for and treat all members of the school community in a polite and cooperative manner.

Positive Consequences:

Respect for others creates a co-operative, pleasant climate in which students can achieve their best results. As we respect others, we gain their respect in turn and our own personal rights and property will be safeguarded. A feeling of self-worth and co-operative spirit is fostered throughout the school.

Respect For Your Environment

Expected Behaviour:

- Respect the material property of others, the school and the community,
- Participate in anti-litter and clean-up activities to keep our school community clean,
- Reduce waste in lunch foods,
- Wear indoor shoes in the classrooms and gymnasium,
- Participate in the recycling program.

Positive Consequences:

Caring for things makes them last longer and look better, which is better for the environment. Being neat and clean helps to develop a lifelong habit. Students are required to contribute to maintaining a positive school environment that is healthy, tidy, and clean. Environmental awareness at school teaches everyone to share in the responsibility of caring for the world we live in.

Bullying Awareness, Prevention, and Intervention

Bullying is not accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Staff are teaching students to identify bullying behaviour and giving them tools to respond and to stop it from happening as part of our awareness and prevention strategies. At École Rideau Public School, students use a **WITS** approach to problem solving, (**W**alk away, **I**gnore, **T**alk it out, **S**eeK help). In French, the acronym **DIRE** is used (**D**emander de l'aide, **I**gnorer, **R**eculer, **E**n Parler).

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at another person that is intended to cause (or should be known to cause) fear, distress and/or harm to that person's body, feelings, self-esteem, or reputation. Bullying occurs when there is a real or perceived imbalance of power. Bullying can be physical, verbal, social, or occur through electronic (cyber) communication.

When someone experiences or observes bullying behaviour, they are expected to report it to a teacher, teaching assistant or school administrator immediately. Bullying behaviour will be addressed using a progressive discipline approach with a range of interventions and consequences. Bullying can be reported through the Quick Link in our school website at https://rideaupublicschool.limestone.on.ca/contact_school/report_bullying__safety_issue.

Consequences for Misbehaviour

The school encourages, supports, and recognizes acceptable behaviour in our students through a variety of positive practices (praise, permissions, trust). **Progressive discipline** is a ministry mandated approach that makes use of a range of interventions, supports and consequences, building upon strategies which promote positive behaviours. In most cases, a reminder to the student is sufficient. If further intervention is necessary, the following are some of the consequences that will be considered:

- An interview with the student,
- A sincere apology by the student,
- A time out,
- A repeated practice of good behaviour (e.g., walking in the hallway)
- Restorative practices to restore relationships between people (e.g., MEND conversation),
- A restitution for any damages,
- A removal of recesses,
- Written assignments,
- A withdrawal of school privileges,
- A phone call home
- A meeting with student, parents/caregivers, principal, and classroom teacher,

- An implementation of behaviour management strategies (such as validating positive student behaviour) or safety plan,
- An involvement of school board support services and referral to outside agencies,
- A withdrawal of student from class setting, in-school suspension,
- A school suspension.

We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behaviour will be considered before progressive discipline is applied. Students who behave inappropriately will receive an age and developmentally appropriate consequence. For students with special education or disability-related needs, all progressive discipline approaches will be consistent with their Individual Education Plan and their demonstrated abilities.

Dress code

In fulfilling our obligation and responsibility to provide a safe, equitable, and inclusive school environment that allows students to express themselves, Limestone District School Board is implementing Administrative Procedure (AP) 352: Student Clothing

The Ontario Human Rights Code prohibits policy or practice that discriminates or disproportionately impacts a particular individual or group. School dress codes have been enforced in ways that disproportionately and negatively impact some students, including those who identify or present as female, those who are racialized, gender diverse, transgender, non-binary, students with disabilities, those who are socioeconomically marginalized and Indigenous, First Nation, Métis, and Inuit students.

Student dress code and administrative enforcement should not reinforce or increase marginalization or oppression of any individual or group. The interim guidelines will apply principles of anti-oppression, anti-racism, anti-colonialism, equity, inclusion, respect, and personal dignity, and must be applied in a fair and consistent way.

The new policy applies in all schools, and to all LDSB education programs, including school activities that occur off school property.

- Students have the right to express themselves, feel comfortable in what they wear, and have the freedom to make dress choices (e.g., clothing, hairstyle, makeup, jewelry, fashion, style, culture, etc.). Students have the responsibility to respect the rights of others, and support a positive, safe, and shared environment. Student dress must conform with established health and safety requirements for the intended activity (e.g., health and physical education classes, science and chemistry classes, sporting events, technical education, drama/dance classes, etc.)
- Must wear a top and bottom layer of clothing of opaque material that covers the groin, buttocks, and mid-chest (breast and nipple area)

- May wear tops that expose arms, shoulders, stomachs, midriff, neck lines, cleavage, and straps.
- May wear bottoms that expose legs, thighs and hips and expose underwear bands.
- May wear any headwear or head covering that does not obscure the face including but not limited to, ball caps, head scarves, hoodies, toques, etc.
- Notwithstanding the above, students may wear dress or headwear requirements to support religious/creed accommodations and similar human rights accommodations
- Cannot wear underwear as outerwear, excluding sports bras which are athletic wear
- Cannot wear anything that promotes or includes discriminatory content, depicts, or displays hate speech targeting groups based on race (e.g., the Confederate flag), ethnicity, gender, disability, sexual orientation, gender identity, religious affiliation, or any other protected grounds
- Cannot wear anything that promotes or symbolizes drugs, alcohol, illegal activity, profanity, or pornography, and/or that incites violence or harassment, and/or threatens health and safety

Electronic Devices, Valuables and Expensive Equipment

The use of technology in the classroom is governed by [Administrative Procedure 351: The Use of Electronic Communication, Social Media, and Mobile Devices](#) by Students, the classroom teacher, and is dependent on the activities occurring in class.

Digital citizenship, responsibility and leadership are an important part of what we help students learn in school. Students need to cultivate a positive digital footprint. Students are responsible for their activity and content when using technology at school or at school functions. Appropriate use will continue to be an expectation as outlined in our Code of Conduct and related procedures. Teachers and administrators will continue to support the effective and appropriate use of technology in the classroom.

Please note that students kindergarten to grade 6 should not access their cell phone while at school or on the bus as per ministry mandate. Parents/caregivers' communication with students should take place through the main office phone line so that school personnel can be kept aware of these communications.

Students should leave all expensive equipment/valuables at home. École Rideau Public School will not assume responsibility for such items as Phones, jewelry, electronic games, Pokémon cards, toys, etc. that are lost or stolen.

Lunch Supervision

At École Rideau Public School, students who stay for lunch are expected to conduct themselves in an orderly manner throughout the lunch period, remaining in their own seat while eating lunch. When students have finished eating their lunch, they may talk quietly with other students sitting beside them.

Students may read, write, or draw quietly at their seat. They may also play a quiet board game. When the bell sounds, the students will ensure that the class is left tidy and neat so that the room is ready for learning. Students will only leave the classroom with permission of the supervisor.

Procedure for students leaving the school during Nutrition Breaks

Students from Kindergarten to grade 5 may leave the school during Nutrition Breaks only if they are accompanied by their parents/caregivers. Students in grade 6 who wish to leave the school during Nutrition Breaks must have a dated, signed letter from their parents/caregivers permitting the student to leave the school. The letter should be given to the homeroom teacher who will advise the supervisor and the note will be kept on file in the office. Students leaving school property are responsible for returning to school prior to the start of the next instructional block.

Food Allergies

Due to life threatening, anaphylactic allergies, students, staff, parents and volunteers are asked to **refrain from bringing items containing allergens to students in their class (nuts, peanuts, eggs, depending on your class).**

Balanced Day

Our balanced day schedule allows for uninterrupted blocks of 100 minutes of instructional time while reducing time spent on transitions. To maximize the use of our yards, giving students as much space as possible, students go outside in two different cohorts. Each group has supervised Nutrition Breaks in classrooms for 20 minutes and an outdoor recess of 20 minutes, twice a day. This applies to kindergarten classes as well.

Yard Supervision begins at 8:50 before school – please plan to arrive at school after 8:50. There is no after-school yard supervision, except for bus supervision at the MacDonnell St. bus loading area. Students who remain on school property after the bell must be supervised by parents/caregivers.

Morning Bell 9:05

9:05 – 10:45	Instructional Time	100 minutes
10:45 – 11:05	Recess Grades 3-6 Nutrition Break Grades 1-2	20 minutes
11:05 - 11:10	Transition	5 minutes
11:10 – 11:30	Nutrition Break Grades 3-6 Recess Grades 1-2	20 minutes
11:30 – 1:10	Instructional Time	100 minutes
1:10 – 1:30	Recess Grades 3-6 Nutrition Break Grades 1-2	20 minutes
1:30 - 1:35	Transition	5 minutes
1:35 – 1:55	Nutrition Break Grades 3-6 Recess Grade 1-2	20 minutes
1:55 – 3:35	Instructional Time	100 minutes

Dismissal Bell 3:35

At dismissal time, (3:35-4:00 pm), Toronto St. gate or the Park St. gate are to pick up children who walk or are driven to school. Avoid the MacDonnell St. gate as it is used for students who take the bus. The climber nearest the MacDonnell St. gate is also closed at this time. This helps us avoid congestion and confusion as we are loading students on to their school buses at the end of the day.