



2020/2021
RUTH HOOKER SCHOOL
STUDENT HANDBOOK
"Where Eagles Soar"

430 Morris Avenue Selkirk, Manitoba R1A 1B4
Phone: (204) 482-3614 Fax: (204) 482-3078
E-mail: ruth-hooker-sch@lssd.ca Website: www.lssd.ca/schools/rhs

OUR MISSION STATEMENT

We strive for the important things in life:
Friendship (buddies), Co-operation (sharing) and Success (doing our best).

OUR SCHOOL PHILOSOPHY

Our goal is to help all students grow and develop to their potential in academic learning, social skills, personal happiness and responsibility. As a school team we endeavour to foster:

- a positive attitude and atmosphere that facilitates an excitement about learning.
- a high quality program of academic, social and physical skill development.
- a sensitivity towards students and their social-emotional needs and to provide appropriate support services where required.
- the development of student responsibility and organizational skills with respect to themselves, their work habits and personal possessions.
- a respect by students for themselves, others, property, and for the community in which they live.

WE STRIVE TO MEET THE FOLLOWING EXPECTATIONS:

BE KIND

Be a friend / Watch out for others
Be a good sport / Be a leader
Use your manners / Be helpful
Wait your turn / 1-2-3 at the fountain
Say "excuse me", "please", "thank you"
Show your appreciation

BE RESPECTFUL

Tell the truth / Wait for your turn to talk
Show respect for others' privacy
Use an inside voice inside the school
Take care of library & classroom books
Take care of gym, playground & school equipment
Keep our school and playground clean

BE SAFE

Walk facing forward at "medium speed"
Hands and feet to yourself
Cross at the crosswalk and listen to the Patrols
Sand and snow stays on the ground
Use gym/play equipment with care
Wash your hands

BE PRODUCTIVE

Use your agenda / Do your homework
Bring all your supplies and be ready to work
Remember to bring your gym clothes
Line up quickly when the bell rings
Try hard, do your best!
Need help? ... Ask an adult

Your support is needed to make these goals a reality

Return to In-Class Learning

Schools and school divisions will need to meet conditions for preparation related to operations, learning and classrooms, staff, students and families before resuming in-class learning. Re-opening plans will need to address these four conditions of preparedness.

SCHOOL: RUTH HOOKER SCHOOL

1. Institutional (Operations)	<ul style="list-style-type: none"> Ruth Hooker students will be placed in two cohorts: K-2 and 3-6. Each class will have a designated entry and exit door to the building. The door will remain consistent except in emergent situations. Ruth Hooker School will adhere to public health provisions including increased sanitation, hand hygiene (hand sanitizer at all entrances and in classrooms, gym, library and music room) Students will adhere to a minimum of 1-meter distancing within the classroom. Visual markers will be placed throughout the building as reminders of the appropriate distancing space. Students in grades 4-6 are mandated to wear masks in the school building where 2- meters of physical distancing cannot be maintained. Students in K-3 may choose to wear a mask as well. Students should not wear a mask when they can not remove it by themselves and/or if they have breathing difficulties. <u>Hand Hygiene:</u> Proper hand hygiene will be taught by the classroom teacher and supported by all staff. Hand sanitizer will be in every classroom and at entry points to the school. Hand Hygiene will occur prior to entering the classroom, and prior to snack time and lunch break. All pertinent information (signage) will be posted throughout the school, teachers will continually review with classes all information and how it pertains to their class. Once the <u>transportation</u> schedule has been set, morning and after school duty schedules will be adjusted for arrival and departure of buses. All students in grades 4-12 who ride a Lord Selkirk School Division bus must wear a mask on the bus. <u>Arrival to school:</u> Students walking will be encouraged to arrive at school close to the start of the school day (8:50 a.m.), or the earliest arrival being 8:35 a.m. when there are staff on morning duty.
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Institutional (Operations)

(continued)

- Students will not enter the building but go to the side of the playground that is designated for their grade.
- **Breakfast Program:** Breakfast bags will be made available to students at their classroom at 8:50 a.m. after hand hygiene has taken place and will be delivered to the classroom by a staff member.
 - **Departure at the end of the day:** Bus students will meet at the designated location on the playground to await the arrival of the bus. All other students (walking or picked up) will immediately leave the school grounds and make their way home.
 - **Movement throughout the school day:** Students will remain in their classroom and cohort through the school day. A minimum of one-meter physical distancing will be adhered to within the school, brief encounters at recess time with no contact sports/ games allowed. Classes moving to gym and music will be directed to do so, the first few days until we are able to get the flow in the hallway of who goes where and when.
 - **Washroom, snack and lunch**
All classes will be taught and reminded of proper hand washing by the teacher and EA's. Hand sanitizer will be in each classroom.
Kindergarten students will use the bathroom in their classroom for emergent needs.
As a class they will use the bathrooms closest to their classroom (by the front entrance).
Grades 1 and 2 classes will use the bathrooms by the front entrance.
Grades 3-6 classes will use the bathrooms on the 3-6 wing unless there is an emergent issue when in PE. Bathrooms will be sanitized regularly.
 - **Beginning of day, end of day and recess dismissal (Exit and entrance):**
Students will exit and enter the building at their designated door:
Kindergarten: West door
Grade 1: South Door
Grade 2: West Door
Grade 3/4 Boles : North east door, enter first
Grades 3/4 Shaw: North east door, enter second
Grades 5/6 McKenzie: North west door: Enter first
Grades 5/6 Westhead: North west door Enter second.
Line up spots and appropriate distancing will be indicated at outside entrances for students and staff.
Dismissal from classrooms and into the school will be the following for cohorts:
K-2: Grade 2, 1 and then Kindergarten
3/4: Boles then Shaw
5/6: McKenzie then Westhead.

Institutional (Operations)

(continued)

- Students and staff who have symptoms of COVID-19 must stay home. If a student gets sick during the school day, they will need to go home and parents will be contacted immediately. Students will be required to wear a medical mask if they are sick and will be provided one by the school. They will be taken to the isolation area.
- If staff develop symptoms while at work, they will need to immediately speak to their supervisor and go home.
- An appropriate isolation area will be designated (sensory room) for anyone displaying COVID-19 symptoms and who are not able to immediately leave the school. Students will remain in the sensory room until their parent/guardian can pick them up (under the supervision of staff).
- We are asking for parent's cooperation in getting to the school quickly in this type of situation.
- Parents and guardians need to ensure that all contact information is up to date, including a local emergency contact.
- Once the individual has left, admin, will ensure custodial staff has thoroughly cleaned and disinfected the area.
- Ventilation
- AC filters will be changed regularly.
- HVAC system settings will be set to optimize fresh air exchange.
- Windows will be open when possible.
- Doors will be open when possible.

2. Learning

- Teachers, along with the school team, will assess the social-emotional needs of each student first and foremost. Strategies include: informal and formal check-ins with students and their families, class meetings, connections with school counsellor and school division social worker.
- **Academic recovery learning** will be a collaborative approach: classroom teachers have already spent time connecting with previous grade teachers discussing big ideas in curriculum (what has and has not been covered: especially in literacy and numeracy), the sharing of student data and progress. The school team (Admin, LST and counsellor) will support teachers with all aspects of recovery learning.
- Academic recovery learning will include informal and formal assessment, examples are: ongoing formative assessment in literacy and numeracy, and reaffirming the big curricular ideas in social studies and science.
- Teachers will take the time at the beginning of the school year to address with students how learning could look for them in the future. (Distance Learning)

<p>Learning <i>(continued)</i></p>	<ul style="list-style-type: none"> • Phys-ed classes will occur either outside or in the gym, with the appropriate physical distancing in place. • Students will not change for Phys-ed. • Students will bring their own water bottles. • Gym doors will remain open for proper ventilation and air flow. • Physical distancing will be clearly marked on the gym floor. • Classrooms and/or cohorts will have their own equipment bin that will be sanitized each day. • Phys-ed teacher will physically pick up and drop off kids and make sure hands are sanitized. • EA support will be given to PE for extra support for emergencies (Supervision, instruction and direction of kids). • Music classes will occur either outside or in the homeroom of the class, with appropriate physical distancing in place. • There will be no singing in music until there is more information from the province. • When percussion instruments are played, groups of instruments will be used once daily, with one class and will be sanitized at the end of each day. • Library classes will occur in each classroom to start the year. The school librarian will read to classes during library time in person or via TEAMS. Students will have opportunities to lend books from the library, with books being requested through the librarian and brought to the class at the designated library time. Books will sit for the mandatory wait time upon return in a secure location.
<p>3. School Staff</p>	<ul style="list-style-type: none"> • Staff will be oriented September 4, 2020 (when part time staff are there) and throughout the school year on pandemic information. • Beginning of the year training will also focus on what recovery learning looks like at each grade level, mental health and well being strategies (staff to discuss implementing Project 1.1). • Teachers will look at implementing remote learning strategies with their students at the start of the school year. Remote learning strategies will be taught to students by their classroom teacher and shared with families on an ongoing basis to inform and educate. Remote learning strategies could include the following: TEAMS, Google Classroom, Class Dojo, See Saw and email. • School admin (in collaboration with senior admin) will work with staff on a case by case basis when there are requests to work from home due to health concerns.

<p>4. Students and Families</p>	<ul style="list-style-type: none"> • Students and families will be (and have been) informed about their child's learning, provincial/divisional information and expectations throughout COVID-19 through emailed letters and newsletters from both the school division and the school. Up to date information will be placed on the school and school division websites and social media accounts (Twitter). Ruth Hooker School will continue to communicate with families through the above-mentioned avenues. • The platform School Messenger will be used to communicate information. This system requires the parent/guardian to have an active email address and/or cell phone number (text messaging) to receive the documentation. • Ruth Hooker School teachers will communicate regularly with their families in a variety of ways, which may include the following: student planner messages, phone calls, emails, classroom websites and other online platforms (ex.: Class Dojo) • Ruth Hooker School's community support worker will assist school staff in communicating with, and helping, our families through the pandemic (while adhering to safety guidelines). • We are asking that families work in collaboration with the Ruth Hooker School team in modelling and support current public health guideline.
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GENERAL INFORMATION AND REGULATIONS

AGENDAS/PLANNERS: Agendas are organizational and communicative tools for students, teachers and parents. These are sent home each day and parents/guardians are asked to read and sign the agenda each day. Please remind your child to bring home their agenda each day.

ATTENDANCE: Students need to attend school every day and arrive on time. The morning bell rings at 8:50 a.m. The afternoon bell rings at 1:50 p.m. If your child will be away (ill, appointment, etc.) call the school and let us know the reason for the absence. For your convenience, you can leave a voicemail message outside of regular office hours.

BALANCED SCHOOL DAY: All elementary schools are on a balanced school day schedule. A balanced school day represents an adjustment to how recess and school breaks are distributed. There are three 90-minute blocks of instructional time. School entry is at 8:50 am. The first nutrition/recess break is from 10:50-11:20 am; the second nutrition/lunch/recess break is longer and is from 12:55-1:50 pm. School dismisses at 3:30 p.m.

BIKES/SCOOTERS: All students bringing bikes or scooters to school are required to have a lock and to lock their bike/scooter to the bike rack in front of the school. **Scooters/bikes can not be stored inside the school.** The school is not responsible for lost or stolen bikes.

COMPUTER USE: Use of classroom computers, other digital tools and the Internet are monitored by teaching staff. The LSSD *Acceptable Student Use of Digital Technologies and Electronic Communication (DTEC)* (see pages 15 and 16) must be read and signed by each student and their parent(s) each year. It is a privilege to use the school's technology, and privileges may be suspended and/or any other consequence may be applied as deemed necessary, if the Terms of the agreement are violated. All students are required to have their own headphones/ear buds which are left in the classrooms for personal use.

DAMAGE TO SCHOOL OR PERSONAL PROPERTY: Students who deliberately or carelessly damage school or individuals' property will be expected to replace, pay for, or make restitution for the damages. Parents will be contacted and the school also reserves the right to contact the RCMP if needed. Incidents will be dealt with on an individual basis and in accordance with the RHS Code of Conduct.

ELECTRONIC DEVICES: STUDENTS ARE NOT PERMITTED TO BRING PERSONAL ELECTRONIC DEVICES TO SCHOOL OR ON FIELD TRIPS. This includes, but is not limited to, cell phones, iPods, MP3 players, cameras, personal communication devices and electronic games. If a student brings any of the above to school, the device will be locked up in a safe location and returned to the student at the end of the day. If the student brings the device a second time the device will be locked up in a safe location and a parent will need to come to collect the device. Because we have a number of students who, for their safety, cannot be photographed, if a student takes a photograph with their device on school property or while on a school-supervised activity they will be required to delete the picture from the device. If for any reason a teacher grants special permission for students to bring an electronic device to school (for a special project), parents will receive a letter or phone call from the teacher. **THE SCHOOL IS NOT RESPONSIBLE FOR LOST, STOLEN OR DAMAGED ELECTRONIC DEVICES BROUGHT TO SCHOOL.**

EMERGENCIES: Students will practice fire drills, school evacuation drills, lockdown drills and tornado drills throughout the year. See "Emergency Procedures/Definitions and Actions" (page 17) and "In an Emergency" poster (page 18)

FIELD TRIPS: All field trips are currently suspended until further notice.

LEAVING SCHOOL PROPERTY: Students are not allowed to leave school property during the school day, other than to go home for lunch. If a student must leave early (e.g. medical appointment), parents must call the school in advance to let us know you will be coming to pick your child up. When you arrive, please ring the buzzer at the

front door and we will call your child from class to meet you outside. For student safety, please let the school know if someone other than a parent/guardian will be picking up your child (i.e. family member/babysitter/worker, etc.)

LUNCH PRIVILEGES: All students are expected remain at school all day unless they are going to their own home to eat lunch. Students going anywhere other than their own home for lunch must be picked up by a parent. Please refer to the procedure for leaving school property above. **Students are not allowed to go to local businesses at lunch (including the Soup Kitchen) unless a parent picks them up. If a parent wants their child to go home for lunch or meet them at another location (such as the Soup Kitchen), a waiver must be signed by the parent to ensure students have parental permission to leave school grounds. If no waiver is signed, no child will be allowed to leave the school grounds.**

Students eat lunch in their classroom under adult supervision. **Eating lunch at school is a privilege.** The RHS expectations apply at lunch time as well as the rest of the school day. Students who break these rules will be dealt with according to the RHS Code of Conduct. Students are supervised by staff on the playground from 1:20-1:50 p.m.

MEDICATION: School staff are not permitted to administer medication to students unless it is on a long-term basis and the parent/legal guardian has completed and signed an *Authorization for the Administration of Prescribed Medication* form. If your child requires long-term medication, contact the Learning Support teacher for information and to complete the necessary forms.

If your child requires medication on a short-term/temporary basis, please adjust the dosing schedule so medication is taken at home. If this is not possible a parent/guardian must come to the school to administer the medication. Any questions concerning medication can be discussed with the Learning Support Teacher.

OUTDOOR RECESS: Students are expected to go outside for recess unless the temperature/windchill is below -27°C or it is extremely wet. Students should be dressed appropriately for weather conditions forecasted. Students may only play in the playground or "backyard". No play is permitted at the front of the school. The west side playground is for Primary (K-2) and the east side of the playground is for the Intermediate (3-6) students. **Any student needing to remain indoors during recess for medical reasons must provide a doctor's note stating the reason and the length of time the child is required to remain indoor for recess.**

PARENT COUNCIL: Parent Council meetings are currently suspended until further notice.

PATROLS: Student Patrols are currently suspended until further notice.

RESTRICTED ITEMS: Students should not bring any expensive items, any potentially difficult to manage items, items that could trigger allergic reactions, or items that could potentially harm or be used as a weapon against another person such as (but not limited to) breath spray, lighters, aerosol sprays, hand sanitizers, fidget spinners, trading cards, perfumes, expensive toys, knives in lunchboxes, etc. If any of these items are brought to school, they will be taken away and a parent will need to pick the item up from the school office. School staff have the discretion to remove any item from a student they deem to be restricted.

RCMP: We are proud to work in partnership with the Selkirk RCMP detachment. RCMP officers are often called to deliver programs such as bike safety, internet safety, cyberbullying, etc. Officers may also take the opportunity to speak and engage with students on a casual or official basis, depending on the situation. The Principal reserves the right to call the RCMP for any kind of support, if needed.

SCHOOL MESSENGER: Important announcements from the school and the school division board office may be sent by phone, text and email through our School Messenger app. Please be sure the school office has your current phone number and/or email address to ensure you receive these messages.

SMOKE-FREE: Smoking, vaping and the use of tobacco products and cannabis is not allowed on any Lord Selkirk School Division property or in any LSSD vehicles – 24 hours a day, 7 days a week. This regulation also applies to staff and volunteers when supervising students on school-sponsored activities.

STORM CLOSING: In case of a school closure due to bad weather, please check local radio stations or the LSSD website for information. There is normally a radio announcement not later than 6:45 a.m. The radio station will announce: "THE LORD SELKIRK SCHOOL DIVISION IS CLOSED." Closure announcements will also be posted on the LSSD website at www.lssd.ca and sent through our Divisional School Messenger system.

STUDENT DRESS CODE: Students are expected to dress should be dressed appropriately for the weather conditions and in keeping with a "work/school" environment. All students are expected to respect the school community by dressing appropriately for a K-6 educational environment:

- Shoes must be worn at all times and should be safe for the school environment.
- Headgear, unless permitted for religious or medical reasons, including hats and hoodies must be removed when inside the school.
- Clothing may not display rude, vulgar or discriminatory language or images; illegal activity; violence or weapons; or the use of alcohol, tobacco, cannabis or other controlled substances.
- Clothing that reveals undergarments or is overly revealing (bare midriffs / extremely short shorts) are not acceptable. Students are encouraged to apply the "three finger width" strap rule for tops.
- Students will be required to change into appropriate clothing for phys. ed. classes and use appropriate safety gear at the discretion of the phys. ed. teacher.

The principal or designate will reserve the right to determine what constitutes appropriate dress. If clothing is deemed unacceptable/inappropriate a change of clothing may be requested. Parents will be called if appropriate clothing is not available or the student refuses to wear/change into appropriate clothing.

STUDENT FEES: Student fees vary, depending on the grade. Student fees must be paid by the end of September. Kindergarten – Grade 4 fees are charged to cover supplies purchased by the teacher for student use, student agenda, and mouth guard for phys. ed. In Grade 5&6, students are required to purchase their own supplies according to the supply list in addition to the fees to cover the cost of the agenda and mouth guard. Parents who have difficulty paying the full fee are asked to contact the school office to arrange a payment schedule.

TELEPHONES: Students are not permitted to have cell phones at school. Messages for students can be left with the school secretary and will be passed along to students at their break time. Please advise when you call if the message is urgent. We do not currently have a phone available for student use.

VOLUNTEERS: Volunteer opportunities are currently suspended until further notice.

PROGRAMS

PHYSICAL EDUCATION/HEALTH:

The Phys. Ed/Health program stresses the importance of fitness and healthy living. All students are expected to participate to the best of their ability, change into gym clothes and have proper indoor footwear.

Students are encouraged to participate in a variety of noon-hour sports and activities (intramural program) and team sports with possible before and after school practices (interschool sports). Participation in either of these programs requires students to attend enough practices, meet all classroom commitments and follow school and gym behaviour codes (sportsmanship, fair play, positive attitude).

Grade 4 and 5 students are taught swimming skills by qualified instructors at the LSSD pool at The Comp. This instruction is part of the required phys. ed. curriculum and all students are expected to participate.

READING RECOVERY:

A specialized reading program taught by a trained teacher for selected students in Grade 1.

LEARNING SUPPORT PROGRAM:

Students requiring learning assistance (i.e. academic assistance, psychology, speech-language, occupational therapy, literacy, numeracy, etc...) are referred through their classroom teacher. If you have any concerns, please feel free to discuss them with your child's teacher. The learning support program is offered by the learning support teacher; the learning support teacher is formerly known as the resource teacher.

TARGET READING:

Grade 2-6 students who need help developing reading skills work with trained volunteers.

SCHOOL SERVICES

PUBLIC HEALTH:

Students with highly communicable diseases may be required to stay home as per the Public Schools Act. Public Health Nurses provide immunization clinics several times a year for Hep. B. (Grade 4 students) and HPV (Grade 6). Public Health nurses can be contacted through the Community Health Office at 204-785-7500.

SCHOOL COUNSELLOR AND SCHOOL SOCIAL WORKER:

Special assistance is available by school referral, parent/guardian referral, or self-referral. All contacts are strictly confidential.

SPEECH/LANGUAGE, OCCUPATIONAL THERAPY & PHYSIOTHERAPY:

Programs developed by clinicians for students with individual needs.

STUDENT SERVICES CENTRE:

Located in Daerwood School, providing services to students including psychology, speech/language and hearing, social work, physiotherapy and occupational therapy.

RHS CODE OF CONDUCT

At Ruth Hooker School, we are committed to providing quality educational programs and opportunities for our community of learners. We are committed to creating a safe and respectful learning environment to support and enable learners to develop the knowledge, skills and values to reach their full potential.

SAFE AND CARING SCHOOL ENVIRONMENT:

As citizens, we share a responsibility to work together to provide school environments where all students feel safe and respected, thereby allowing them to reach their full potential. At Ruth Hooker School we endeavour to provide educational care and excellence for all students. We recognize there are socially acceptable standards of behaviour and accept responsibility to promote and maintain these standards in our school. Students, parents and teachers share the responsibility of creating a positive school climate. We believe in providing a learning environment that is orderly, supportive and safe.

ACADEMIC HONESTY:

Students are expected to demonstrate integrity, ethical conduct and academic honesty in all assessments, research, class work and homework assignments. Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated. Aspects of academic honesty include copying others' work, using cheat notes, misrepresenting circumstances to obtain extensions, and submitting or representing someone else's work as one's own.

RIGHTS AND RESPONSIBILITIES:

Students, parents, and LSSD staff have rights and responsibilities to adhere to. Please take some time to review the entire LSSD Code of Conduct on our school website for a complete description of everyone's rights and responsibilities. You will also find the responsibilities and authority of the Principal, Superintendent and School Board members in this document.

DEFINITIONS:

Conflict:

Student conflict is sometimes misinterpreted as bullying. Conflict is a disagreement or argument with another student that can be resolved by mediation. When conflict becomes aggressive, it can turn into fighting, which is an unacceptable conduct.

Defending:

When a student gets involved in a physical fight, they are asked to defend themselves. Defending means protecting themselves from harm by blocking a physical aggression and, when possible, removing themselves from the situation. Defending is also asking for adult support against the aggressor.

Retaliation:

Retaliation is not permitted. Retaliation is a form of aggression that repeats a harmful act against an individual. Examples of such behaviours are hitting back, continuing a fight, and not removing oneself from a situation when possible. Retaliation is often misinterpreted as defending. This is not the case. Retaliation will result in a consequence because it is an unacceptable conduct.

Bullying:

Bullying is a behaviour that is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress, or other forms of harm to another person's body, feelings, self-esteem, reputation or property. It is also behaviour that is intended to create, or should be known to create, a negative school environment for another person.

Bullying takes place in a context of real or perceived power imbalance between the people involved and is typically, but need not be, repeated behaviour.

Bullying may be direct (face to face) or indirect (through others); it may take place through any form of expression including written, verbal, physical, or any form of electronic communication (referred to as cyberbullying).

Cyberbullying: Bullying by means of any form of electronic communication including social media, text messaging, instant messaging, websites, or e-mail.

Unacceptable Conduct: Unacceptable conduct includes abusing another student physically, sexually, or psychologically, either verbally, in writing or otherwise. It also includes bullying another student.

INTERVENTIONS AND CONSEQUENCES

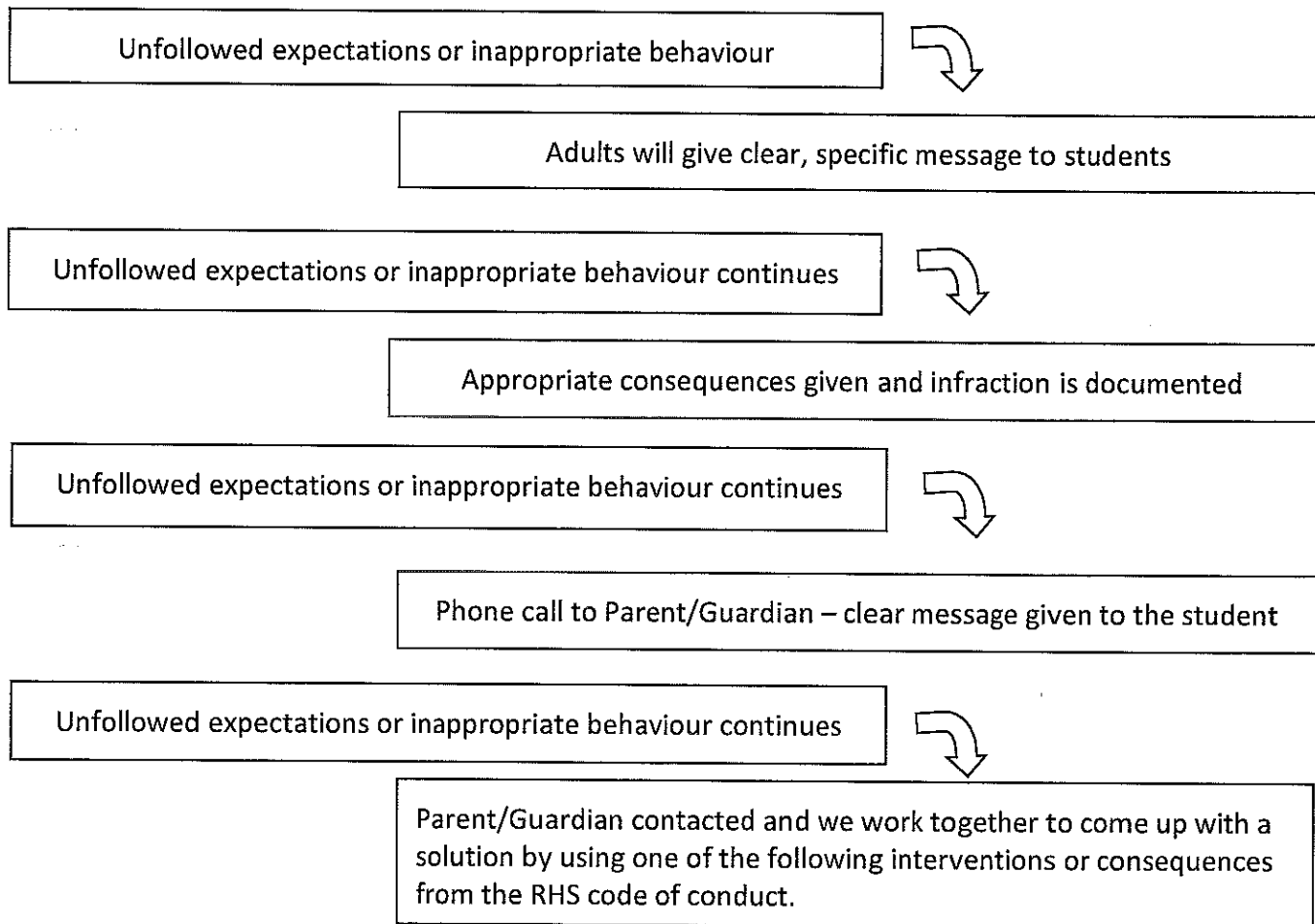
The following interventions and consequences emphasize positive and proactive strategies, as opposed to punitive and reactive strategies. Negative consequences may be necessary when other approaches to problem behaviour are unsuccessful, however they are not effective when overused.

The Principal must ensure that the school discipline, behaviour and consequences for violating the school Code of Conduct, are consistent with the following interventions and consequences. The Principal maintains the authority to decide which consequence is appropriate in a given situation.

Teachers and Principals must ensure that interventions used are appropriate given the frequency and severity of the violation and the student's age or state of development. In every situation, when selecting appropriate consequences, school staff should be sensitive to any student who has been the victim or target of unacceptable behaviour as well as to the student who committed this behaviour. Reasonable accommodation is required for students with exceptional learning needs that affect their behaviour, taking into account the student's ability to comply with disciplinary measures.

RHS GUIDE TO RESOLVING CONFLICTS

First steps are aimed at giving students the opportunity to make appropriate changes on their own. If this is not effective, the process moves to include parents and other support groups.



The following interventions and consequences may be applied as appropriate to the situation, and not necessarily in the order they appear below. The school may expand upon the list of appropriate interventions and disciplinary consequences.

- Informal Discussion
- Parent/Guardian Involvement
- School Counsellor / Learning Support Teacher
- Formal Interview
- Withdrawal from Classroom Setting
- Removal of Privileges
- Detention
- Restitution/Compensation
- Behavioural/Performance Contract
- Student Services
- Outside Agency/Community Involvement
- Threat Assessment
- RCMP / Police Notification
- Student Suspension
- Student Expulsion

For a more detailed understanding of interventions, please read the LSSD Code of Conduct on our website at: www.lssd.ca/schools/rhs



LORD SELKIRK SCHOOL DIVISION

PARENT/GUARDIAN PERMISSION FORM FOR DIGITAL TECHNOLOGY AND ELECTRONIC COMMUNICATION

SCHOOL YEAR: _____

NAME OF STUDENT: _____

NAME OF PARENT/GUARDIAN: _____

NAME OF SCHOOL: _____

To prepare students to become citizens of the global community, Manitoba Education has identified technology, literacy and communication, problem solving, and human relations, as foundation skills to be across the curriculum. (Literacy with ICT Across the Curriculum, 2006). The use of information technology will help enable all students to solve problems, improve their personal performance, and gain the critical and abstract thinking skills necessary to become lifelong learners and contributing members of their communities (Manitoba Education 2006).

I have read and agree to the Lord Selkirk School Division Acceptable Use of Digital Technology and Electronic Communication Policy, which includes guidelines for the use of computers, online resources, multi-functioning communications devices (eg. cameras, video recorders, tablet devices and smartphones). I understand that access to computers, online resources, and digital communications is for educational purposes. I understand that a user is responsible and expected to abide by these Terms and Conditions, set out in this document, and that his/her privileges may be suspended and/or any other consequence may be applied as deemed necessary, if these Terms are violated.

(Parent/Guardian Signature)

(Date)

(Student/User Signature)

(Date)

Acceptable Student Use of Digital Technologies and Electronic Communication (DTEC)

The Lord Selkirk School Division supports the use of digital technologies to enhance the learning environment. The Division provides digital resources including devices and access to networks to enhance student learning experiences. Acceptable use applies to computers, online use, electronic and multi-functioning devices, and prevention of cyber bullying. All staff and students must adhere to the guidelines for the acceptable use of digital technologies and electronic communications. These guidelines also apply to personally owned devices accessing the division network.

Student and parents are requested to refer to Policy and Regulation E-10 Acceptable Use of Digital Technologies and Electronic Communication (DTEC), which can be accessed at www.lssd.ca. Details regarding the following topics addressed in the policy include the following highlights:

- Computers, electronic devices, software and computer networks must be used responsibly, ethically, and legally.
- Cyber bullying is bullying by means of any form of electronic communication including social media, text messaging, instant messaging, website or e-mail. The Division may impose disciplinary measures for conduct that occurs off school property where there is evidence of an online threat or intimidation which results in a disruption in the school community or is harmful to the physical or mental well-being of students or staff.
- Internet content filters will narrow the range of resources accessed through the Division-supported hardware, but will be unable to completely censor the materials.
- A wide variety of electronic and multi-functioning communications devices are used to support our educational goals and learning.
- Individual schools are authorized to set general limitations on possession of electronic devices through their school Code of Conduct
- Bring your own device (BYOD) is subject to the terms, conditions and guidelines of this policy.
- Responsibilities are listed for users, parents, school and the Lord Selkirk School Division.
- Terms and conditions for Use of Digital Technologies and Electronic Communication.
- A listing of generally accepted rules of network etiquette.
- Guidelines for posting school, student and staff information in the internet.

Parent/Guardians will be required to sign a permission form for digital technology and electronic communication indicating that they have read and agree to the policy, regulations and guidelines.

EMERGENCY PROCEDURES/DEFINITIONS AND ACTIONS

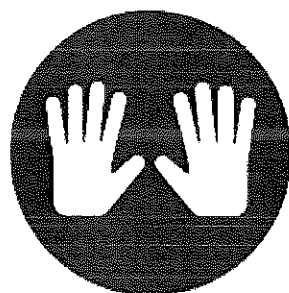
STANDARD TERMINOLOGY	REPLACES	DEFINITION/ACTION
LOCKDOWN	Code Red	<ul style="list-style-type: none"> ▪ imminent threat from a person or group of people ▪ remain in secure areas until lockdown is lifted
HOLD AND SECURE	Code Yellow	<ul style="list-style-type: none"> ▪ potential threat in the community outside the building ▪ exterior doors are locked, no entry or exit of the building ▪ classes can continue as usual
EVACUATION	Code Green	<ul style="list-style-type: none"> ▪ immediately exit building ▪ re-group at muster point
SHELTER IN PLACE		<ul style="list-style-type: none"> ▪ hazardous material released into the atmosphere ▪ take refuge inside building ▪ close all windows and doors ▪ turn off ventilation system ▪ remain inside until all clear is given
BOMB THREAT		<ul style="list-style-type: none"> ▪ record as much info as possible ▪ report immediately to a supervisor
TORNADO		<ul style="list-style-type: none"> ▪ WATCH - potential for severe weather ▪ WARNING - severe weather imminent or in close proximity ▪ gather in identified safe rooms ▪ stay away from windows and exterior doors ▪ stay away from large open or high roof areas such as gyms, libraries
SOCIAL MEDIA THREAT		<ul style="list-style-type: none"> ▪ take a screenshot of the threat if possible ▪ immediately notify a supervisor

IN AN EMERGENCY



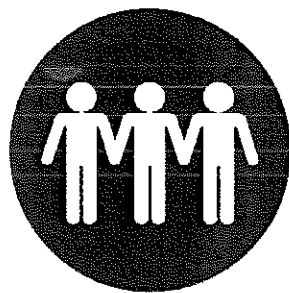
LOCKDOWN

- Move out of sight
- Be quiet and keep still
- Don't open the door even if the fire alarm sounds



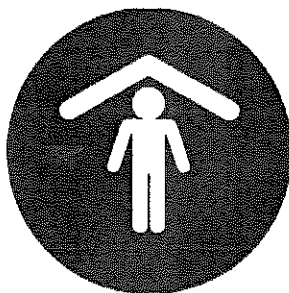
HOLD AND SECURE

- Stay inside
- Outside doors are locked – no entry or exit
- Learning continues



EVACUATE

- Leave your belongings behind
- Exit the building
- Follow instructions



SHELTER IN PLACE

- Stay inside
- Follow instructions



TORNADO

- Stay inside
- Gather in designated safe area