

Longue Sault Public School

Student/Parent Handbook 2023-2024



13 Bethune Ave., Long Sault, ON

K0C 1P0

I would like to welcome all parents/guardians and students to Longue Sault Public School for the 2023-2024 school year! As a staff that serves students from kindergarten to grade 6 in the Long Sault and surrounding communities, we are committed to seeing each of our students succeed, no matter their personal circumstance, so they can become valued, contributing members of the community.

Please take the time to review the information in this handbook and feel free to contact the school any time you have questions. As a school, we want to ensure that there are clear and open lines of communication with the families that we serve. We also invite you to stay in contact with your child(ren)'s teachers/mentors and coaches through email or phone-calls. Families are strongly encouraged to register with My Family Room to get up-to-date attendance, newsletters, and other important information related to the school. This resource allows parents/guardians to decide if they want to receive important messages by text, email, or phone. Please also visit the school website and Facebook page for up-to-date information. Weekly notes are emailed to parents/guardians who are signed up for the My Family Room messaging service.

Longue Sault Public School prides itself on being community minded, and we encourage all students to take advantage of the many school related opportunities both in and outside the classroom. There are several clubs and teams for students to choose from. Extracurricular opportunities allow individuals to excel in ways outside the regular classroom environment.

So, get involved, and show your Wolf spirit!

Ms. Heather Van de Glind

Principal

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Longue Sault Public School

Vision/Mission/Values



Vision:

Building the future, one student at a time.

Mission:

We prepare all students for a successful life.

Values:

Caring, Courage, Empathy, Fairness, Generosity, Honesty, Perseverance,
Resilience, Respect and Responsibility

We Believe That:

- All individuals have a right to learn and work in a safe, supportive, caring, and clean environment.
- Effective, open, and honest communication is essential.
- Education is a shared responsibility.
- Everything we do contributes to learning and the pursuit of personal excellence.
- Physical, cognitive, social, and emotional well-being must be supported.
- The acquisition of skills and knowledge in all subject areas is fundamental to the development of the whole person.
- Individual learning needs must be respected and accommodated.
- Respect for the natural environment and its preservation must be promoted.
- Cooperative partnerships and relationships foster mutual respect and contribute to the growth of the individual and the community.
- Acceptance of diversity strengthens society.
- Individuals must be responsible and accountable for their actions.

ATTENDANCE

My Family Room

We strongly encourage parents/guardians who have not yet done so to sign up for our My Family Room school to home messaging service as soon as possible. Signing up ensures that you instantly receive school news. My Family Room is used as the primary means of communicating to parents/guardians our Weekly News, school calendars, events, on-line, bus cancellations, and school emergencies. With the My Family Room service, parents/guardians can customize their choice to receive phone calls, emails, and/or text messages pertaining to your child(ren)/the school. Parents/guardians may call the school at 613-534-2415 to sign up for the My Family Room service. There are many other benefits and features with this tool, and the system capabilities are being expanded to offer more services.

For parents/guardians with Smartphones, a My Family Room App can be downloaded to allow you to access your child(ren)'s attendance and school information calendar at your fingertips. New features, including student grades, are slated as added features in the future.

Safe Arrival/Attendance

Parents/guardians are asked to call and advise the school if they are aware in advance that their child will be absent from school. A message may be left on the school voice-mail system. The school voicemail is available 24 hours a day by calling the main school number 613-534-2415.

Callers are asked to follow the prompts to leave a message.



Safe Arrival Protocol

If an Elementary School Student is not in attendance on a given day and there has been no call from home to explain that student's absence, the office staff is put on high alert until contact has been made with a parent to ensure the safety of the missing student. If after several attempts a parent/guardian or the emergency contact person cannot be reached or verify that the student is safe, the police will be contacted to determine the whereabouts of the student. This can be very taxing to the school and community's limited resources if parents/guardians are not in the habit of informing the school of their student's absence.

If Your Child Is Late

Students are expected to be in class with all required materials before the bell rings to begin the class. On occasion, being late is not preventable. If for unforeseen circumstances you find yourself running late, please inform the school office if you will be arriving to the school late in the morning or after lunch. Upon your arrival, you must come to the Main Office and get an admit slip for your teacher.

Lateness is not a good habit to develop as it interrupts the learning of other students.

Student Pick-up/ Leaving and/or Returning to School

To ensure the safety of students, and a smooth transition in and out of school for students and their parents/guardians, we ask that the following information be provided to the school as early as possible when students will be leaving/returning to the school during the school day.

Parents/guardians should include the following information in the student note:

- Name of the student(s)
- Time their student(s) will be picked up
- Who will be picking their student(s) up (name and relation)
- Indicate if the student(s) will be returning later in the day
- Contact number where the parent can be reached

Parents/guardians (or the indicated adult) are to meet their student(s) at the main office to sign them out. Students returning to school before the end of the day, must return to the Main Office to sign back in and pick up an Admit Slip. This policy ensures that there is an accurate accounting of all individuals in the building should an emergency occur.

Illness/Injury during the Day

Occasionally, students become sick or injured while at school. Teachers will notify the office and have the student safely brought to the office. At that point, parents/guardians will be contacted if necessary.

Parents/guardians are asked to inform Administration of students with special health problems so appropriate precautions and steps can be taken.

Accidents will happen. If a student is involved in an accident, they must notify a staff member immediately so appropriate action can be taken.

Third party accident insurance covering school activities is available in September of each school year for a very reasonable cost. The brochure is sent home with each student on the first day of school. Additional copies are available from the Main Office.

STUDENT HEALTH

Supporting Students with Prevalent Medical Conditions

If your child has a prevalent medical condition (asthma, anaphylaxis, epilepsy), it is necessary to work with the school to develop a plan of care that will be followed by school staff.

How can you help your child's school have an up to date medical plan for your child?

- Inform the school if your child has a prevalent medical condition or if there is any change to the status of their condition during the school year.
- Meet with the school principal/administration to share relevant information in order to develop a plan of care.
- Provide the school (on a yearly basis) a consent to administer medication form signed by your family doctor. The form can be found at on this page of the UCDSB website.
- Provide all necessary medication (EpiPen, inhaler, etc.) to the school early in the school year, accompanied by the consent to administer medication form signed by your family doctor.
- Teach your child about their medical condition so that they know how to avoid potential triggers and so that they can recognize the signs that may indicate a need to put the plan of care into action.

A yearly meeting will be held early in the school year to create/review and update the plan of care for your child.

Concussions – Rowan’s Law

The Upper Canada District School Board has updated its Concussion Protocol, according to Ministry of Education expectations. Parents/guardians with questions about concussions and the concussion protocol are asked to call the school.



Recent research has made it clear a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows activities that require concentration can cause a student's concussion symptoms to reappear or worsen. It is equally important to help students as they “return to learn” in the classroom as it is to help them “return to physical activity”.

The Upper Canada District School Board and parents/guardians are key partners in the health and safety of our students and as such there are key components parents/guardians will need to be made aware of in the case of a suspected or diagnosed concussion.

Students who demonstrate signs or symptoms of a concussion while at school will be required to seek medical examination through a medical professional. Contact will be made with parents/guardians and the proper forms will be sent home with the student.

School staff will complete the yellow ‘Appendix C – Tool to Identify A Suspected Concussion Tool’ form. A copy of the completed form will be sent home with the student.

School staff will complete the Student Name and Date fields of the double-sided pink ‘Appendix D – Documentation of Medical Examination’ form. A copy of the form will be sent home with the student.

A copy of the blue double-sided ‘Appendix E - Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan’ form.

Students who receive a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head will not always show signs or symptoms immediately. In the best interest of the student's health, the student will be required to be monitored for a minimum of 24 hours, both at school and at home.

Upon return to school, the completed pink 'Appendix D – Documentation of Medical Examination' form signed by the parent/guardian and medical practitioner must be presented at the Main Office.

Students will not be able to participate in any physical activity until the minimum 24 hours has passed, no signs or symptoms were observed, and the completed blue 'Appendix E – Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan' form has been signed and returned to the Main Office. If, at any time during this monitoring phase, signs or symptoms present themselves, students must be seen by a medical doctor or nurse practitioner.

Concussions that occur outside of school: It is important to note that students who have a suspected or diagnosed concussion that occurs outside of school hours or school sanctioned events are required to follow the UCDSB Concussion Protocol process. We request parents/guardians inform the school administration as soon as possible regarding these events.

Asthma - Ryan's Law

Asthma is a very common chronic (long-term) lung disease that can make it hard to breathe (Ontario Lung Association). People with asthma have sensitive airways that react to triggers. There are many different types of triggers for example poor air quality, mould, dust, pollen, viral infections, animals, smoke, and cold air. Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. The symptoms can range from mild to severe and sometimes could be life threatening.

It is the belief of the Upper Canada District School Board that all students are entitled to safe and healthy environments in our schools. In accordance with Ryan's Law–Ensuring Asthma Friendly Schools–2015, the Board is committed to minimizing the risks to students with asthma while in attendance at school or a school-related activity.



LIFE Threatening Allergies (Anaphylaxis) - Sabrina's Law

It is the belief of the Upper Canada District School Board that all students are entitled to safe and healthy environments in our schools. This position constitutes a major challenge in those cases where a student is at risk for anaphylaxis. Anaphylaxis can be defined as “a severe allergic reaction to any stimulus, having sudden onset, involving one or more body systems with multiple symptoms.”

To minimize the risks to these students while in attendance at school or at a school-related activities, the Board undertakes to:

- A. implement proactive strategies to minimize all allergic students' exposure to allergenic substances:
 - ▶ peanuts and nuts,
 - ▶ milk, wheat, fish, shell-fish, soy, sesame seeds, egg and other foods as identified by the student's physician,
 - ▶ insects causing anaphylactic reactions; e.g., bees, wasps,
 - ▶ latex products; e.g., balloons,
 - ▶ other substances as identified by the student's physician.
- B. identify/clarify roles and responsibilities of students, parents/guardians and the school community.
- C. require schools to communicate to parents/guardians the need for parents/guardians to share information with the school information about their children's allergies as soon as they are known.
- D. require schools to develop a communication plan for the dissemination of information on life-threatening allergies to parents/guardians, students, employees, and the school community.
- E. provide all employees and others in contact with students at risk in a school setting, regular training on the management of anaphylaxis, including an overview of anaphylaxis, signs and symptoms and the use of an auto-injector device (eg., EpiPen). For the purpose of this policy, “others” may include service providers, such as food service staff and bus drivers, who are typically not employees of a board, volunteers and lunchroom supervisors.

- F. require schools to develop an individual plan for each student who has an anaphylactic allergy.
- G. require schools to maintain a file for each anaphylactic student which includes current treatment, proof of diagnosis and prescription, an emergency procedure and current contact information.
- H. provide all school settings with an auto-injector trainer device.
- I. pre-authorize staff to administer medication or supervise a student while he or she takes medication in response to an anaphylactic reaction, where the school has up-to-date treatment information and the consent of the parent/guardian or student, as applicable.
- J. authorize staff to provide emergency administration of medication, in accordance with Sabrina's Law, Section 3(2), even if there is no pre-authorization to do so. As outlined in Section 3(3) of Sabrina's Law, no action for damages shall be instituted respecting any act done in good faith in response to an anaphylactic reaction.
- K. direct that procedures are developed in consultation with staff to give effect to this policy.

ADMINISTRATION OF MEDICATION

In accordance with Ministry of Education Policy/Program Memorandum No. 81, the Upper Canada District School Board accepts its responsibility regarding the administration of medication to students attending school during regular school hours. In meeting its responsibilities, the Upper Canada District School Board requires that practices followed in administration of medication be fully and carefully delineated to ensure the safety of our students and the legal protection of our employees.



BUS TRANSPORTATION

School bus transportation is a privilege which is provided to students by the Upper Canada District School Board through Student Transportation of Eastern Ontario (STEO). Detailed guidelines for parents and guardians regarding the transportation of students can be found in the STEO information booklet which is given to students at the beginning of each school year. This information is also posted on the STEO website at www.steo.ca. Parents/guardians should be aware that school bus drivers can only pick up and drop off a student at their one authorized regular daily stop. Drivers cannot make changes to stops without authorization from the Transportation Department. Transportation for all non-school related functions is the responsibility of parents/guardians. Transportation on alternate bus routes cannot be provided for sleepovers, homework projects, to complete community service hours or for an afterschool job for safety and insurance reasons.

STEO Office hours are 8:30am to 4:30pm Monday to Friday.

P.O. Box 1179,

104 Commerce Drive,

Prescott, Ontario K0E1T0

Telephone: (613) 925-0022 or 1-855-925-0022

Fax: (613) 925-0024

Email: transportation@steo.ca

If there is a family emergency, and an alternate drop off is required for a student, please contact the school office as soon as possible so alternate arrangements can be facilitated.

Family Accommodation Request for Transportation

Families that require a student to be bussed to and from two shared home addresses can apply to STEO with a Family Accommodation Request for Transportation. To access this package, visit www.steo.ca, Select Student Information, then Forms – UCDSB. This will take you to a link for the 2023-2024 version of the Family Accommodation Request for Transportation package.

Bus Cancellations

School bus cancellations due to inclement weather can be found on the Student Transportation of Eastern Ontario website (www.steo.ca). If you are accessing transportation info through the UCDSB site, click on the school bus icon on the right-hand side. You may also call 1-866-629-0629 to hear a recorded message of cancellations. This information is usually available by 6:15 am. **If you are signed up for the My Family Room service, you will receive a message from STEO regarding the cancellation.**

INCLEMENT WEATHER DAY – PROTOCOL FOR STUDENTS BEING DRIVEN TO SCHOOL

Students being driven to school on a day when buses are cancelled must not arrive prior to 9:20 a.m. Due to the poor weather when the buses are cancelled, staff may be delayed in arriving to work. Students must be accompanied to the office upon arriving at school and parents/guardians are expected to remain with the student(s) until supervisory staff arrive. Supervisory staff will speak to the parent/guardian to check that students have everything they need for the day.

Parents/guardians must ensure that supervisory staff have accurate contact information for the day should weather conditions deteriorate causing power outages or requiring the school to close early. Students must bring their snacks and lunch as the hot lunch program does not operate on a day when buses are cancelled. Students will be expected to participate in regular classroom instruction. If the school is able to remain open until regular dismissal, parents/guardians must pick up students no later than 3:50 p.m.

SCHOOL PROCEDURES

Books and Textbooks

Books and Textbooks will sometimes be issued to students for a number of subjects. Students must return these books to their teachers when the book is no longer being used in the course (usually the end of the year). If a book or textbook is lost or damaged, payment for repairs or replacement may be required prior to additional resources being issued to the student.

Fees

Students may be asked to pay fees ONLY for projects and field trips that are enhancements of the curriculum expectations. All essential materials students require to demonstrate their learning will be provided. This does not include indoor shoes, a book bag, and lunch bag.

Use of Computers/Network

Students and parents/guardians are expected to read and complete the **Acceptable Use Agreement** before logging into the UCDSB network. This ensures that all students have a clear understanding of how the school computer hardware and network



can and cannot be used. Failure to comply with the expectations outlined in the Acceptable Use Agreement will result in student internet privileges being revoked for a period of time. Repeat offenses may result in a student being banned from the school network.

Toys, Cards, and other Items from Home

Unless requested by your child's teacher for a special event, students should not bring to school any toys, cards, or other important items from home. The school will not be responsible if a student brings these items to school and they get broken, lost, or go missing. Staff may confiscate such items if they become a distraction at school, and parents will be expected to pick the items up at the main office.

Use of Personal Electronic Devices in the Classroom and School

As directed by the Ministry of Education, Personal electronic devices will not be permitted in the classroom with the following exceptions:

- **for educational purposes, as directed by an educator;**
- **for health and medical purposes;**
- **to support special education needs**

If a student brings a cell phone or other non-approved electronic device to school, staff members have the authority to confiscate the electronic device and bring it to the office. This will be followed up with communication with parents/guardians to come to the school to pick up the device.

Taking and Sharing Images

Photos/videos may only be taken if a person gives permission and does not feel threatened or harassed. Posting or sharing of images can only take place if permission of the individuals captured in the picture or video is granted by all parties, and it is not in contradiction with the Safe Schools Act.

Safety in all areas of the school:

- Backpacks and book bags are not permitted in classrooms or on the recess yard, unless requested by the staff.
- A specific dress code pertaining to jewelry or footwear may be required in certain areas such as the gym and recess yard.

Healthy Snack

Snack Bins will be available to all classrooms throughout the day with healthy snacks such as fruit, vegetables, yogurt and cheese.

Smoking and Vaping

The Eastern Ontario Health Unit is mandated by the provincial government to ensure compliance with the Smoke-Free Ontario Act (SFOA). The Act prohibits smoking in all public places and workplaces including schools and school property. It also makes it illegal for anyone to give or sell tobacco to anyone under the age of 19.

The Health Unit's tobacco enforcement officers monitor and inspect establishments and respond to complaints regarding smoking and the sale of tobacco.

Smoking and Vaping on school property is not allowed at any time under the Tobacco Control Act. Persons who smoke on school property can be fined by the Ontario Government and be suspended from school. Smoking in vehicles on school property is in violation of the Tobacco Control Act and also leaves individuals subject to fines. E-cigarettes are not permitted on school property. School Administrators or their designate have been empowered by the Tobacco Control Board to refer names for fines.

Lost and Found

There is one lost and found designated area in the school. It is located outside of the gym. Students are encouraged to check these areas as soon as an item goes missing. Items are set when they are found. Pictures of items not claimed will be posted on our Facebook page monthly. Items not claimed before the Winter Break and the end of the school year will be donated to community agencies.

ACADEMICS

Parents/guardians are vital partners in supporting their child(ren)s' education, and students perform better at school when their parents/guardians are involved.

Character Graduation Awards

Awards and achievement certificates are presented for demonstrating strong Character. LSPS hosts an assembly every month to celebrate our outstanding students. LSPS also celebrates a Grade 6 leaving ceremony at the end of the school year.



Report Cards

Why is more prominence and emphasis being given to learning skills and work habits?

Research shows students need to learn more than just facts if they want to succeed in high school, postsecondary education and the world of work.

Ontario's students are also learning to take initiative, work independently, be self-reliant, and work as a team. Schools are teaching critical thinking and problem-solving skills to give your child the ability to seize every opportunity for jobs and growth in the new knowledge economy.

There are six learning skills and work habits now emphasized throughout Grades 1 to 12 in all Ontario report cards:

They are responsibility, organization, independent work, collaboration, initiative, and self-regulation.



ASSESSMENT AND EVALUATION

How do teachers determine my child's grades?

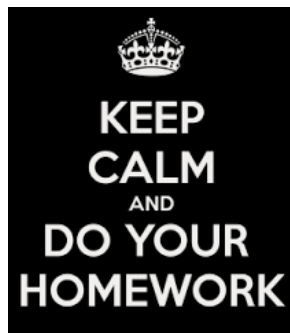
Teachers use observation, conversations, assignments, tests, demonstrations, and projects for evidence that your child is learning the curriculum.

This learning means more than just knowing the facts. Students must also show an understanding of what they are studying by communicating and applying what they have learned. They must also demonstrate critical thinking and problem-solving skills.

All work is reviewed with special attention given to the quality of work at the end of a unit of study, term, or year. Teachers do not simply calculate averages. As well as looking at tests or assignments, they also talk to and observe your child in the classroom to gather as much information as possible before making a decision on the final grade.

What is homework used for?

Ongoing homework is used to develop study and organizational skills, consolidate knowledge and prepare for the next class. It also helps develop strong learning skills and work habits, which are reflected in the provincial report card.



What does an “R” mean on my child's provincial report card?

An “R” means extensive remediation is needed since the required skills and knowledge of the subject have not been met. It is important to work with your child's teacher to develop strategies to support your child in gaining the required knowledge and skills.

What does an “I” mean on my child's provincial report card?

An “I” means the teacher did not have enough information to assign a grade or mark. This may happen, for example, if your child recently moved schools or has had an extended illness.

Chronic Absenteeism

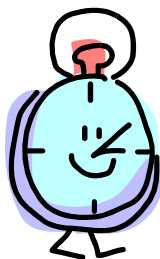
To provide the best possible educational outcomes for your child(ren), it is extremely important for your child(ren) to attend school regularly and on time. Many parents may think that missing a day of school here and there is no big deal for a child, but pediatricians warn absences can add up quickly and seriously impact a child for life. "As early as kindergarten, missing more school affects things like third-grade reading scores, third-grade math scores," said pediatrician Dr. Mandy Allison, in a recent CBC News story. Dr. Allison notes, "What we also know is that missing school in younger grades leads to missing school in older grades, and missing school in older grades is linked to school dropout."

In Canada, chronic school absenteeism is defined as missing 10 per cent of the school year, or about 19 days. That's like missing just two days a month, for any reason. While we understand that chronic absenteeism from school can be due to a variety of matters, it is critical that we work together to ensure you're your child attends school regularly and arrives at school by 9:30 am to enter the classroom on time.

If you are struggling to get your child to school and need some support to improve your child's attendance, please make an appointment to speak with the school administration so that we can work together to support you getting your child(ren) to school every day.

Timely completion of assigned work

Completion of assigned work is essential for successful mastery of the skills and content within the curriculum. When work is assigned by teachers to be completed by students, a date of completion is given to the students. The expectation is that the work will be completed and handed in to the classroom teacher on or before the due date. Students who will be away from school on the due date are expected to inform their teacher as soon as possible in order to arrange an alternate submission date. In addition, students who expect that they will not have the work completed will be subject to the teacher's late assignment policy. Some of the possible consequences established within this policy include:



- completion contract
- meeting with parents/guardians
- recess work periods
- temporary removal from co-curricular activities

In all grades, if a student consistently misses assignments or hands in work late, this will be reflected in the Learning Skills and Work Habits section of the report card.

Fundamental Principles

Ontario's teachers will use assessment and evaluation practices and procedures that are based on the following Ministry guidelines as outlined in Growing Success:

- are fair, transparent and equitable
- support all students
- are carefully planned
- are clearly explained to students and parents at the beginning of the school year
- are ongoing and varied, and provide multiple opportunities for students to demonstrate their learning
- include feedback that is clear, meaningful, and timely
- help students to become independent learners.

PROMOTING & SUPPORTING A POSITIVE LEARNING ENVIRONMENT

It is the policy of the Upper Canada District School Board that all pupils have a safe, caring, and accepting school environment in order to maximize their



learning potential and to ensure a positive school climate for all members of the school community.

Pursuant to the Education Act, Principals are required to maintain proper order and discipline in schools; pupils are responsible to the Principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm, and judicious parent/guardian.

The Upper Canada District School Board, in accordance with the Education Act, supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which could result in suspension or expulsion where necessary.

Positive Student Behaviour Practices

The Upper Canada District School Board supports the use of practices for prevention and positive behaviour management. Character-filled behaviour contributes to creating and sustaining safe, comfortable, and accepting learning and teaching environments which facilitates the conditions for students to reach their full potential.

School-wide Strategies Include:

- Anti-Bullying and Violence Prevention Programs
- Student Mental Health and Wellness Instruction/Strategies
- Reflective Practices
- Mentorship Programs
- Student Success Strategies
- Character Education
- Citizenship Development
- Extracurricular Activities
- Student Leadership
- Healthy Lifestyles
- Climate Surveys

Positive Behaviour Management Practices Include:

- Program modifications or accommodations
- Differentiated instruction & differentiated assessment
- Positive encouragement and reinforcement
- Individual, peer, and group counselling
- Conflict resolution training
- Mentorship programs
- Safety plans
- Accessing Board and community support services

ROLES AND RESPONSIBILITIES

Principals

Principals provide leadership in the daily operation of a school by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- Holding everyone under their authority accountable for his or her behaviour and actions;
- Empowering students to be positive leaders in the school and in the community;
- Communicating regularly and meaningfully with all members of their school community.



Teachers and Support Staff

Under the leadership of the Principal, teachers and other staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour.

As role models, teachers and support staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of self-worth;
- Empower students to be positive leaders in their classrooms, school, and communities;
- Communicate regularly and meaningfully with parents;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- Prepare students for the full responsibilities of citizenship;
- Report any incident of a pupil behaving in a way that is likely to have a negative impact on the school climate.

Parents/Guardians

Parents/guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Parents/guardians fulfil their role when they:

- Show an active interest in their child's schoolwork and progress;
- Communicate regularly with the school;
- Help their child to be neat, appropriately dressed, and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report their child's absence or late arrival to the school;
- Show that they are familiar with the provincial Code of Conduct, the School Board's Code of Conduct, and school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their youth and support the school's Code of Conduct;
- Ensure that their child has a healthy breakfast and lunch each day;
- Model and promote appropriate internet use.



Students

Students are treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn;
- Shows respect for himself or herself, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;
- Demonstrates respect for all members of the community and has a right to be free from but not limited to: homophobia, gender-based violence, sexual harassment, inappropriate sexual behaviour, unsafe internet use, and cyber bullying;
- Follows the established rules and takes responsibility for his or her actions.

LONGUE SAULT PUBLIC SCHOOL CODE OF CONDUCT

The LSPS Code of Conduct is aligned with provincial legislation and UCDSB Policies and Procedures. This **Code of Conduct** will apply to all school-related activities and events. The intent is to provide a positive and safe learning environment that will maximize students' academic, social, physical, and emotional growth. As a school and Board, we embrace diversity, equity, and inclusive education as defined below:

- **Diversity:** *The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, gender, sexual orientation, and socio-economic status.*
- **Equity:** *A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard to individual differences.*
- **Inclusive Education:** *Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are accepted.*



Responsible Citizenship within the School Community

Members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, in their ideas, and in their opinions;
- Treat one another with dignity and respect at all times, especially when there is disagreement;
- Respect and treat others fairly, regardless of race, colour, ancestry, place of origin, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect all members of the school community;
- Respect the needs of others to work in an environment that is conducive to teaching and learning;
- Refrain from swearing and the use of profane language at all times.



SAFETY

A positive school climate is evident when:

- Students and staff feel safe and are safe;
- Healthy and inclusive relationships are promoted;
- Students are encouraged to be positive leaders in their school community;
- All partners are actively engaged;
- Bullying prevention messages are reinforced through programs addressing discrimination based on such factors such as age, race, sexual orientation, gender, faith, disability, ethnicity, and socio-economic disadvantage;
- Improvement of learning outcomes for all students is emphasized.

Unacceptable Behaviour includes:

- Committing an act of vandalism that causes damage to school property or to property located on the premises of a school;
- Being in possession of, being under the influence of, or providing others with alcohol or illegal drugs;
- Threatening or intimidating another person;
- Engaging in bullying behaviours (including cyber-bullying) both inside and outside of school;
- Engaging in any type of illegal activity including but not limited to possession of a weapon, theft;
- Causing injury to any person with an object;
- Inflicting, or encouraging others to inflict, bodily harm to another person;
- Engaging in hate propaganda and other forms of behaviour motivated by hate or bias;
- Committing sexual assault.
- Photos/videos may only be taken if a person gives permission, and does not feel threatened or harassed. Posting or sharing of images can only take place if permission of the individuals captured in the picture or video is granted by all parties, and it is not in contradiction with the Safe Schools Act.

Note: *The Longue Sault Public School Code Of Conduct is in accordance with Bill 212, The Education Amendment Act (Progressive Discipline and School Safety), that directed all school boards in the province of Ontario to revise and/or create new policies and procedures which align with the Ministry of Education.*

Appropriate Dress at School

This dress code is intended to portray a positive image and a safe learning environment at LSPS. It is expected that students will dress in a manner guided by respect for themselves and others who share a common learning place.

Specifically, clothing and accessories should conform to the following criteria:

- Exclude items which promote or represent violence, tobacco, alcohol, drugs, or any form of prejudice, offensive language or sexual innuendo;
- Inappropriate slits or holes in clothing are not permitted;

- The bottom of the top article of outer clothing must meet the top of the bottom article of outer clothing;
- The wearing of caps, hats, bandannas, and hoods is not permitted in classrooms, assemblies, or the main office areas (without permission from school administration);
- Metal spikes and metal chains which may pose a danger to others are prohibited.

The School's Role

- Step 1** The teacher will ask the student to change the clothing deemed inappropriate or to remove other items which contravene the dress code.
- Step 2** An administrator will ask the student to immediately modify his/her clothing or remove accessories that contravene the dress code.
- Step 3** An administrator will contact a parent/guardian and the student will remain in the office area until a change of clothing can be provided. A recess detention may be assigned.

PROGRESSIVE DISCIPLINE

It is the policy of the Upper Canada District School Board, with respect to progressive discipline, to support a safe learning and teaching environment in which every student can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviour that is contrary to provincial and Board Codes of Conduct.

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviour. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviour and help students make good choices.

For students with special education and/or disability-related needs, interventions, supports, and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities. The Board and school Administrators must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07.

Progressive discipline may include a range of early and/or ongoing interventions, supports, and consequences when inappropriate behaviour has occurred in an effort to improve student behaviour. Depending on the inappropriate behaviour, examples of ongoing strategies to modify the behaviour may include:

- Oral reminders
- Student-teacher discussion
- Timeout
- Contact with the student's parent(s)/guardian(s)
- Written reflective assessments
- Problem solving activities
- Quiet area to work
- Removal from class
- Update call to parent(s)/guardian(s)
- Office referral/detention
- Home consequences
- Review of Code of Conduct and expectations
- Volunteer service to the school community
- Peer mentoring
- Referral to counselling
- Conflict mediation and resolution
- Case conference with parent(s)/guardian(s), staff, administration and student
- Referral to a community agency
- Collaboration/referral to regional team (Special Services Counsellor, etc.)
- Withdrawal of privileges
- Restitution for damages
- Restorative practices
- Other interventions deemed appropriate
- School suspension
- Transfer
- Expulsion

Mitigating Factors

Disciplinary action and consequences will reflect consideration of a number of factors, including mitigating and other factors, specific to the student involved in the misbehaviour. These may include:

- The student does not have the ability to control his/her behaviour;
- The student does not have the ability to understand the foreseeable consequences of his/her behaviour;
- The student's continued presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

- The student's academic, discipline and personal history;
- Whether a progressive discipline approach has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- Whether the activity for which the student may be or is being suspended or expelled for was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender, sexual orientation, or to any other harassment;
- How the suspension or expulsion would affect the student's ongoing education;
- The age of the student.

Special Education Needs

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his/her individual education plan (IEP). The following will be considered:

- I. Whether the behaviour was a manifestation of the pupil's exceptionality.
- II. Whether appropriate individualized accommodation has been provided.
- III. Whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct and whether the suspension is likely to result in a greater likelihood of further inappropriate conduct.

Suspension/Expulsion

When the Principal determines that a student has committed one or more infractions on school property, during school related activities or events, and/or in circumstances off school property where the infraction has an impact on the school climate, the Principal will consider whether that pupil should be suspended or be recommended to the *Board Expulsion Committee*. The following infractions are grounds for consequences:

- Uttering a threat to inflict serious bodily harm to another person;
- Possessing alcohol or illegal drugs;
- Being under the influence of alcohol;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the pupil's school;
- Bullying (including cyber-bullying);
- Any act considered by the Principal to be injurious to the moral tone of the school;
- Any act considered by the Principal to be injurious to the physical or mental well-being of members of the school community;
- Any act considered by the Principal to be contrary to the Board or the school's Code of Conduct.

Suspension, Investigation, and Possible Expulsion

A Principal shall suspend a student if the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;

- Trafficking in weapons or in illegal drugs;
- Committing robbery;
- Giving alcohol to a minor;
- Any act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;
- Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- The student has demonstrated through a pattern of behaviour that he/she has not prospered by the instruction made available to him or her and that he/she is persistently resistant to making changes in behaviour which would enable him/her to prosper;
- Any act considered by the Principal to be a serious violation of the Board or school's Code of Conduct.

Note: *If a student is suspended under this section he/she is suspended from his or her school and from engaging in school related activities for the duration of the suspension.*

EMERGENCY CODES

“Lockdown” – There is an imminent threat to staff and students inside the school

- All Staff and students should go to the nearest classroom/room.
- Staff and students are to remain away from doors and windows and out of the line of sight from the windows and doors
- If staff and students are outside the school, they should run for cover behind the nearest solid structure or seek safety and security in a spot off of school grounds – they should NOT re-enter the building unless absolutely necessary for protection
- Classroom doors and windows are to be locked
- REMAIN QUIET!!! - Make the classroom look, feel and sound empty.
- No contact with office **unless information about suspect/incident/bomb/fire.**
- No cell phone usage within the classroom.
- Ignore the fire alarm unless there is clear evidence of a fire and an immediate threat to student safety
- **Washroom:** If a student is in a washroom and can't return to their class immediately and safely during a lockdown they should enter a stall, lock the stall door and climb up on the toilet so their feet cannot be seen while remaining quiet.
- **ALL staff and students should remain in their safe location until they are removed by the police.**

“Hold and Secure” – the potential threat is outside the school

- All exterior doors are to be secured
- Staff and students should remain with their class in whatever location their class is located and secure themselves within the room.
- If staff and students are outside of their classroom (outdoors, hallway) they should go into the nearest classroom/office.
- Classroom activities can resume within reason.
- If students are in the washroom or hallway they should return to their class immediately.
- No one is allowed in or out of the room until the code is cancelled.

Before School - All students report to morning class immediately

At Recess/Lunch - All students report to their afternoon class immediately

After School - all students re-enter the school and report to their afternoon class immediately.

“Shelter in Place” – this is a non-violent threat in the community or a weather situation that could place students at risk.

- Students should remain with their class in whatever location their class is located
- If students are in the washroom or hallway they should return to their class immediately.
- If students are in the office, guidance or cafeteria they should remain there unless instructed otherwise
- If students are outside they should re-enter the building with their teacher and go into a classroom.

Before School - All students report to their morning class immediately.

At Breaks/Lunch - All students report to their afternoon class immediately.

After School - all students re-enter the school and report to their afternoon class immediately.

Fire Drills

When an alarm is sounded, the building must be evacuated. Each classroom has a fire exit instruction sign posted near the door which directs students to the appropriate exit.



When the alarm sounds, students must file out in a calm and orderly manner while moving with their class, move away from the building once outside. Attendance will be taken outside once the class is a safe distance from the school. You must cooperate fully with school officials and fire fighters. A similar procedure is to be followed in all emergency evacuations.

EXTRACURRICULAR ACTIVITIES

Participation by students in extracurricular activities is a privilege and is strongly encouraged to enhance the school experience.

During Non-COVID times, we are fortunate to be able to offer a wide range of extra-curricular activities to our students. Please note that some activities are available to all students in the school while others are available to specific grade groupings of students. Students will be advised of details relating to try-outs and meetings via the morning announcements. Dependent upon student interest and commitment, some of the activities available to students include:

- Basketball
- Musicals
- Cross-Country Running
- Drama Club
- Envirothon
- Floor Hockey
- Improv
- Skating
- Choir
- Soccer
- Spirit Days
- Student/ Staff Challenges
- Track and Field
- Terry Fox Run
- Volleyball
- Ultimate Chicken
- Chess

Extracurricular Expectations

All students are required to have the appropriate consent forms signed by their parent/guardian prior to the day of the event.

To assist with the cost of transportation, referees, and other associated costs, an activity fee may be charged to students participating on school teams.

Students who miss school because of an activity must collect and complete work assigned to the class in their absence.

Students involved in activities must demonstrate appropriate behaviour at all times when they represent the school.

Students are expected to travel with the team/club when participating in activities away from the school.

In rare cases, the privilege of being in a club or on a team can be withdrawn for students having problems with their attendance, behaviour, and/or with their academic progress.

Volunteers are Appreciated!

Our students benefit greatly from the support of volunteers within our extended school community. We appreciate having members of our community share their time and talents with our students.

Volunteers are needed to read with students, assist with our healthy snack program, and support our larger school celebrations.

Parents/guardians wishing to volunteer are asked to contact the school office to indicate their availability and the area(s) in which they are interested in volunteering. All volunteers must complete a Vulnerable Sector Screening Check through the OPP or Cornwall Police (depending on where the volunteer lives). It typically takes two weeks to process a new Vulnerable Sector Check. The original completed Vulnerable Sector Screening Check must be on file with the school before you begin to volunteer. Volunteers with an active check on file will be advised when their check is due for renewal and supported in completing the renewal process. There is no cost for the check or the renewal.



Visitors to the School

The Longue Sault Public school grounds and premises are for the use of registered students and staff. All visitors to the school for sports events, and any other daytime school function, including parents/guardians and former students, are required to report to the main office to request a Visitors Pass.

Students who wish to bring a guest to the school for the day are required to first obtain permission from the Principal or Vice-Principal. Visitors are not permitted to travel on school provided transportation. Approval for the visit may involve a police background check for individuals who are 18 years of age or older, not in school or not known by the school staff. Visitors to the school are not to disrupt student learning.

DAILY SCHEDULES

Schedules: Buses Arrive - 9:20 a.m. Buses Depart – 3:55 p.m.

Longue Sault Public School Bell Schedule			
Morning Block of Learning	9:30 am	to	12:10 pm
Recess/Lunch	12:10 am	to	12:50 pm
Middle Block of Learning	12:50 pm	to	2:10 pm
Recess/Snack	2:10 pm	to	2:50 pm
Last Block of Learning	2:50 pm	to	3:50 pm

NOTE: Elementary classroom teachers will establish short body breaks for students as needed.



LONGUE SAULT PUBLIC SCHOOL STAFF LIST

ADMINISTRATION

Ms. Heather Van de Glind, Principal

TEACHING STAFF

M. Callan

Ms. Cameron

Mme. Cordell

Mrs. Eamon

Mrs. Fawthrop

Mme. Geisel

Mme. Lafrance-McIntyre

Mrs. Latour

Mrs. MacFarlane

Mr. MacRae

Mrs. O'Brien

Mrs. Paquette

Mrs. Renaud

EARLY CHILDHOOD EDUCATORS

Mrs. Daye

Mrs. Van de Glind

EDUCATIONAL ASSISTANTS

Ms. Bailey

Ms. McGillivray

Mrs. Pilon

Mrs. Russell

OFFICE STAFF

Mrs. Harquail

CUSTODIAL STAFF

Mr. Herrington

Mr. Shaver

SEPTEMBER 2023					OCTOBER 2023					NOVEMBER 2023					DECEMBER 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1 PA															
4 H	5	6	7	8	10 H	11	12	13	14	16	17	18	19	20	22	23	24	25	26
11	12	13	14	15	16	17	18	19	20	23	24	25	26	27 PA	29	30	31		
18	19	20	21	22	23	24	25	26	27 PA	30	31								
25	26	27	28	29	30	31													

JANUARY 2024					FEBRUARY 2024					MARCH 2024					APRIL 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1 H	2 H	3 H	4 H	5 H				1 PA	2					1	1 H	2	3	4	5
8	9	10	11	12			7	8	9	4	5	6	7	8	8	9	10	11	12
15	16	17	18	19	12	13	14	15	16	11	12	13	14	15	15	16	17	18	19
22	23	24	25	26 E	19	20	21	22	23	18	19	20	21	22	22	23	24	25	26 PA
29	30	31			26	27	28	29		25	26	27	28	29	28	29			
E	E	E			H									H					

MAY 2024					JUNE 2024					JULY 2024					AUGUST 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	3	1	2	3	4	5	6	7	8	9				1	2
5	7	8	9	10	10	11	12	13	14	8	9	10	11	12	5	6	7	8	9
13	14	15	16	17	17	18	19	20	21 E	15	16	17	18	19	12	13	14	15	16
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26	19	20	21	22	23
H					E	E	E	PA							26	27	28	29	30
27	28	29	30	31 PA						29	30	31							

Instructional Days:
First Day of School: September 1, 2023
First Day of School for Students: September 5, 2023
Last Day of School: June 27, 2024
Last Day of School for Students: June 26, 2024

Secondaries:
Sem. 1: September 1, 2023 – January 31, 2024
Sem. 2: February 1, 2024 – June 27, 2024

Examination Days: Sem. 1: January 25, 2024 – January 31, 2024
Sem. 2: June 20, 2024 – June 26, 2024
Designated on calendar as **E**

Winter Holiday Break:
December 25, 2023 – January 5, 2024

March Break:
March 11, 2024 – March 15, 2024

Statutory Holidays:
September 4, 2023 - Labour Day
October 9, 2023 - Thanksgiving
February 19, 2024 - Family Day
March 29, 2024 - Good Friday
April 1, 2024 - Easter Monday
May 20, 2024 - Victoria Day
Designated on calendar as **H**

Professional Activity (PA) Days:

September 1, 2023
October 27, 2023
November 24, 2023
February 1, 2024
April 26, 2024
May 31, 2024
June 27, 2024

Board Approval: February 22, 2023

Ministry Approval: April 19, 2023



LONGUE SAULT PUBLIC SCHOOL



HOME OF THE WOLVES

Heather Van de Glind – Principal

613-534-2415

13 Bethune Ave., Long Sault, ON, K0C 1P0

Website:

<https://longuesault.ucdsb.on.ca/>

Facebook:

<https://www.facebook.com/longuesaultps>