

Glen Tay Public School

A TO Z

ANNOUNCEMENTS

Morning announcements are broadcast at 9:10 a.m.

ANSWERING MACHINE

The answering machine is on at all times.

ASTHMA – RYAN’S LAW

- The school asks that all parents/guardians or students notify the school if their child has been diagnosed with asthma and complete a *Life Threatening Emergency Medical Form For School and Transportation Use* form which is submitted to the office at the beginning of every school year.
- An individualized Emergency Student Protocol management plan must be created for each student diagnosed with asthma, based on the recommendation of the student’s health care provider. It is the obligation of the student’s parent/guardian to ensure that the information in the student’s file is kept up-to-date with the medication that the student is taking;
- The school will ensure that all students have easy access to their prescribed reliever inhaler(s) medications. **A student is permitted to carry his/her asthma medication if the student’s parent/guardian has signed a permission form.** This form is available in the main office.
- If a school staff believes a student is suffering from an asthma attack they may administer medication, even if there is no preauthorization to do so. For more information about the board policy on Asthma please go to the board website at ucdsb.on.ca and click the link for *Policies and Procedures Student Health – Supporting Students with Medical Needs Policy 112 and Asthma Management Procedure 112.3.*

BULLYING

Refer to UCDSB “Code of Conduct” on page 12.

BUSSING

Please refer to STEO’s (Student Transportation of Eastern Ontario) pamphlet entitled "Transportation Information & Guidelines for Students and Parents." Information can also be found on our school website.

BUS CANCELLATION

Announcements regarding the cancellation of school bus and special vehicle transportation will be broadcast starting at 6:15 a.m. on Lake 88.1 FM and other local radio stations. Alternatively, parents/guardians can verify if buses are cancelled by accessing:

1. STEO's website at www.steo.ca and visiting the "View Bus Delays & Cancellations" link.
2. UCDSB Facebook page <https://www.facebook.com/UCDSB> and Twitter feed (@UCDSB).
3. Parents/guardians registered with "MyFamilyRoom" will receive bus cancellation notices through their preferred communication; email, text message, or telephone. Parents/guardians can register for a UCDSB "MyFamilyRoom" account on the www.ucdsb.on.ca web site.

Please do not call the bus companies as the radio and website reflect the most accurate information. Winter weather conditions can change suddenly. If roads become impassable during the school day or they are judged to be risky, students will be kept at school until either their parents/guardians can pick them up or it becomes safe to resume school bus transportation.

CHILD ABUSE

Whenever there is a suspicion that a student is being abused, neglected or is possibly suicidal, the person to whom the disclosure is made will contact C.A.S. as quickly as possible. All individuals have a legal responsibility to report suspected abuse to Family and Children's Services.

COMMUNICATION

The school newsletter, *The Timberwolves Times*, is available at the beginning of each month and is sent electronically for families who have provided office administration with a current email address. Alternatively, the newsletter is uploaded to the school website. We occasionally send quick messages electronically as needed and we use Facebook to keep our school community up-to-date with current events.

DAMAGE TO SCHOOL PROPERTY

Students should report all damage of school property to the main office as soon as possible. Students are responsible for damages to or loss of school property and should expect to pay for repair or replacement (property, books and facilities).

EMERGENCY

Should an emergency evacuation be necessary, students will be taken to on the following locations:

1. Tay Valley Township Municipal Office: 217 Harper Rd., TVT PH:613-267-5353
2. Harper Fleet & Auto Services: 183 Harper Road PH: 613-326-0008
3. The Stewart School: 7 Sunset Blvd., Perth PH: 613-26- 2940

Parents/guardians will be contacted and students will be kept at the evacuation site until picked up by a parent/guardian or designated adult.

EMERGENCY CODES

Lockdown – Hold & Secure – Shelter in Place

- **Code "Lockdown"**– Lockdown in the school. There is an imminent threat to staff and students inside the school or in relation to the school. All Staff and students should go to the nearest classroom/room.
- Classroom doors and windows are to be locked
- 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 that 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
- 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 go to another room 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.**

Code "Hold and Secure" – There is a potential threat outside the school.

- All exterior doors to the school must be locked.
- All students and staff must return and enter the school if they are outside.
- **Once all students and staff have returned inside the school, no one is allowed in or out of the school until the code cancelled.**
- Staff and students can continue what they were doing inside the school.
- *Before school* – All students report to their classroom immediately.
- *At recess/lunch* – All students report to their classroom immediately.
- *After school* – All students re-enter the school and report to the gymnasium immediately.

Code "Shelter in Place" – There is a potential non-violent threat outside the school or a potential weather situation that could place students and staff at risk.

- All staff and students must return and enter the school if they are outside.

- All students and staff must remain in the school until the code is removed or permission is granted by the principal to leave the school.
- Staff and students can continue what they were doing inside the school.
- *Before school* – All students report to their classroom immediately.
- *At recess/lunch* – All students report to their classroom immediately.
- *After school* – All students re-enter the school and report to the gymnasium immediately.

FIELD TRIPS

At various times throughout the year, teachers sometimes choose to enhance the academic program by taking the students out of the school for a field trip. Parent/guardian permission is required when students leave the school, and volunteers are often invited to accompany staff and students on these trips. All volunteers must have a completed Criminal Reference Check on file at the school office. Students may be required to bring in money to offset the cost of these outings. Students who habitually misbehave may be excluded from the field trip. An alternate program will be provided at school for students that have chosen not to participate or have been excluded from the trip.

FIRE DRILLS

When the alarm is sounded, the building is evacuated. Each classroom and ancillary room has a fire exit instruction sign posted near the door with directions to the appropriate exit.

When the alarm sounds, students must file out to the nearest exit in a calm and orderly manner while moving with their class. Once outside, the students proceed to the southern area of the school yard. Attendance is taken outside once the class is a safe distance from the school. All students and visitors must cooperate fully with school staff. For the safety of students, fire drills and emergency (lockdown) drills are held throughout the year. It is most important that students wear footwear at all times in school. We participate in six fire drills each school year.

HEAD LICE

Whenever a large number of students share a common space, the possibility of head lice always exists. Therefore, we ask parents/guardians of our students to perform regular head checks on their son/daughter throughout the school year. In this way, we should not experience any unexpected outbreaks of head lice. You should be looking for small, white, sticky eggs which are attached to the hair shaft. If you do detect these eggs, please notify the school in order that appropriate action may be taken. If you need advice or assistance in dealing with head lice, please feel free to contact the Leeds, Grenville and Lanark District Health Unit. Head lice checks may occur on a monthly basis at the school by volunteers.

HEALTH UNIT

The *Immunization of School Pupils Act* requires that all students be fully immunized unless religious or medical exemptions exist. It is the responsibility of the parent/guardian to provide the Smiths Falls Office of the Leeds, Grenville and Lanark District Health Unit with a copy of your child's immunization record at time of registration. Questions regarding communicable diseases or other health issues can be answered by calling the Health Unit at 1-800-660-5853.

HOMEWORK

Homework is viewed as an extension of the school curriculum, bridging home and school. A normal amount of homework per night is about 10 minutes per grade. For example, a student in Grade 6 can expect a maximum of 60 minutes of homework per day. If your child experiences more than the amount using this formula it should serve as an indication that you should contact your child's teacher to find out more details. Homework teaches the personal skills of responsibility, self-discipline and awareness of routines and organization. Homework can include a variety of tasks, such as:

1. Returning a form or test with a signature
2. Finding a picture or a sample for a given topic
3. Bringing money or fees
4. Taking home newsletters and notices
5. Returning library books on time
6. Checking schedules in order to come prepared for class, i.e. gym, library, etc.
7. Completing unfinished classroom work
8. Enrichment, such as special television productions, newspaper articles, projects (both assigned and student initiated)
9. Extra practice, such as reinforcement of math facts, French verbs or spelling words

10. Studying for tests
11. Planning and working in advance of project and test due dates
12. Completion of the Student Agenda by student, teacher and parents

ILLNESS/INJURY

Students who are injured or ill will report to the office. If needed, parents/guardians will be contacted. Students who are ill may lie down in the health room for a short period of time. However, should he/she not feel better, we need to be able to make arrangements for your son/daughter to leave the school. Please make sure that you inform the office of all changes of address, telephone, care giver or emergency contacts. During the course of a year we may have some students with extenuating circumstances who must stay in at recess time rather than going outside. In cases of prolonged recovery periods for serious ailments, please contact the principal to arrange suitable supervision indoors as required.

MEDICAL NEEDS – SUPPORTING STUDENTS WITH MEDICAL NEEDS

Medication

The Upper Canada District School Board will not administer prescribed medication for students without the authorization of a licensed physician and the medication must be received within a properly labelled pharmacy bottle.

The administration of prescription and/or non-prescription medication to a student is the responsibility of the student's parent(s)/guardian(s). Treatment regimens should, where possible, be adjusted to avoid administration of medication (prescription/non-prescription) during school hours.

The Board recognizes that there may be exceptional cases where a student must have medication administered during regular school hours. Students are not permitted to self-administer without the appropriate supervision and authorization on file. In order for students to take medication or have medication administered at school the following steps must be followed:

1. The Authorization for the Administration of Medication form must be completed and signed by a licensed physician and/or the parent(s)/guardian(s). This form will need to be completed for every new school year and/or for each medication which requires administration by the school. Should there be a dosage change for any medication a new form must be submitted.
2. All prescribed medication must be received within a pharmacy bottle and the label on the bottle must provide instruction on how to administer such medication. The pharmacist medication information sheet must also be provided with the Authorization for Administration of Medication form. Non-prescribed medication must be in its original packaging.
3. Medications stored at school, for self/school administration, must be appropriately labeled (in original container) with the student's name, medication name, amount required, frequency, proper storage of medication, expiration date, and include any special instructions regarding side effects or emergency procedures. Medication must be stored in a secure and designated location to avoid loss or tampering.

The Authorization for Administration of Medication Form can be picked up from the main office.

NOTE: Students are not permitted to transport or keep medication with them for safety reasons.

The exception here is an epi-pen or asthma inhaler if students have a signed permission form to carry their epi-pen or asthma inhaler in school. For more information in regards to medication please contact the main office.

Parents/Guardians of Children with Medical Needs

As the primary caregiver for your child, parents/guardians are expected to be active participants in supporting the management of your child's medical needs (eg. Anaphylaxis, Asthma, Diabetes, Epilepsy, or other medical requirements) while they are in school. At a minimum, parents/guardians should:

- **inform the school of your child's medical needs and co-create the Plan of Care for their child with the principal or the principal's designate;**
- educate your child about their medical condition(s) with support from their child's health care professional, as needed;
- guide and encourage your child to reach their full potential for self-management and self-advocacy;
- communicate changes to the Plan of Care, such as changes to the status of your child's medical condition(s) or changes to your child's ability to manage the medical condition(s), to the principal or the principal's designate;

- confirm annually to the principal or the principal's designate that your child's medical status is unchanged;
- initiate and participate in annual meetings to review your child's Plan of Care;
- supply your child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied;
- seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate.

Students with Medical Needs

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care. Students should:

- take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management;
- participate in the development or review of their Plan of Care;
- carry out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies);
- set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parent(s) and health care professional(s);
- communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school;
- wear medical alert identification that they and/or their parent(s)/guardian(s) deem appropriate;
- if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

School Staff

School staff will follow their school board's policies related to supporting students with medical needs in schools.

Concussions

The Upper Canada District School Board (Board) recognizes concussions as a serious injury which requires appropriate follow-up measures to reduce risk of potential additional injury. Concussion awareness, prevention, identification and management are a priority for the Board.

The Board recognizes that children and adolescents are among those at greatest risk for concussions and that while there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities.

It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner as soon as possible on the same day.

If a student has a suspected concussion whether it is school related or not it is imperative that the school be made aware so that a Return to Learn/Return to Physical Activity Plan can be developed in collaboration with the school, home and medical practitioner. Please view the UCDSB concussion procedure and appendices at the following links *UCDSB Concussion Procedure 4001.1 & Concussion Procedure 4001.1 Appendices* to view important information and all of the steps that must be followed and the forms that must be used if a student has a suspected concussion or concussion.

MYFAMILYROOM

With this service you can:

- Register your child for school
- Receive absence notifications for your child instantly
- Report absences online
- See upcoming school events in your child's calendar
- Pay for school events and items online (coming soon)
- Use the MyFamilyRoom mobile app (for iOS and Android)

To register for MyFamilyRoom, log onto the Board website at ucdsb.on.ca, MyFamilyRoom can be found under the drop-down For Families.

NUT ALLERGES

Some students at our school have been diagnosed with severe allergies to peanuts, peanut butter and nut products. **Please avoid sending peanut butter or products containing nuts of any kind to the school.** Imitation "peanut butter" or any soy butter is not permitted in the school as it's difficult to differentiate these products from peanut butter or nut spreads. Your cooperation could save a life!

PERSONAL DEVICES

In recognition of their differing interests, abilities, personalities and learning preferences, the Upper Canada District School Board encourages its students to select and use the supplies, equipment, devices and other resources they need to learn effectively at school and at home. The Upper Canada District School Board supports its students by providing an environment that allows students to bring supplies, equipment, devices and other resources of their own into the school and classroom in a way consistent with Upper Canada District School Board policies and values. Smart phones, cell phones, and other electronic devices are to be used in class at the discretion of the teacher and school principal. The unauthorized use of a cell phone or an electronic device in class may result in the teacher asking the student to put the device away, keep the device at home or ask for it to be given to the teacher for safe keeping. This item may be sent to the office and returned to the student at the end of the day. If this happens on numerous occasions the student may be asked to keep the electronic device at home.

PHOTOGRAPHS AND RECORDING AUDIO/VIDEO

On school property, no one is allowed to record audio/video or take pictures of staff or students at any time or anywhere unless they have the permission of the Principal/Vice-Principal and all of the people in the photograph, video or sound recording. Taking a picture or recording someone without their permission could be an invasion of privacy and might lead to suspension, expulsion, criminal charges, or a civil lawsuit. NOTE: If a student violates any policy stated above the device could be confiscated and the possible consequences listed above will be followed.

SAFE ARRIVAL/ATTENDANCE PROCEDURES

Safe Arrival

The safe arrival of your child to school is our priority. It is the responsibility of parents/guardians to call the school prior to 9:00 a.m. to report your child's absence. You can call the school, leave a message on the answering machine or use MyFamilyRoom (www.myfamilyroom.ca) to report any known absence. The Board's *Safe Arrival* program mandates that office administration contact a student's parent/guardian each day a student has an unexplained absence. If a parent/guardian is unavailable, office administration will contact the emergency contact's that were provided for your child at the time of registration before contacting the police.

Drop Off

Supervision inside the school does not begin until 9:00 a.m.. If you arrive before 9:00 a.m., please remain with your child until supervision commences. No child is allowed on the yard without proper supervision. In the case of an emergency, it may be possible to make special arrangements for early arrival by contacting the office. Reminder: Parents/guardians are to say goodbye to their child in the main lobby.

Daily Attendance

Regular attendance is one of the most important keys to success! Attendance is recorded daily by 9:30 a.m. and 12:45 p.m..

Late Arrival

A student arriving late for school (after 9:10 a.m.) must be accompanied into the school by their parent/guardian and sign in at the office for attendance and safety reasons. The student will be given a late slip; they will not be admitted to class without this slip.

Pick-Up

If your child is being picked up at school as a planned absence, please put a note in your child's agenda identifying the person picking up and the time of pick up. A parent/guardian must sign out

their child at the office as they exit the school. Parents/guardians are asked to wait for their child in the Main Lobby.

Dismissal

If dismissal plans for your child change during the day, please contact the main office as soon as possible to advise of the change, preferably no later than 2:00 p.m..

There are occasions throughout the year when students believe they will be picked up at dismissal rather than ride the bus home. To avoid unnecessary worry for parents and caregivers, our policy is that students will be sent home on their regular bus if they do not have a note or if a parent/guardian phone call has not been received.

Visitors/Volunteers

All visitors to the school, including parents/guardians and volunteers, must enter and exit the building via the Main Entrance and use the Visitors Log book located in the main office to sign in and sign out.

Parking

As a bus safety measure, vehicles are restricted from entering and parking in the bus loading zone located in front of the school during morning drop-off and afternoon dismissal. Vehicles are not permitted to enter or exit the parking lot while buses are in the bus-loading zone.

SCHOOL HOURS

School Begins	9:10 a.m.
Lunch	11:40 a.m. – 12:00 p.m.
Noon Recess	12:00 p.m. – 12:20 p.m.
Classes Resume	12:20 p.m.
Afternoon Recess	2:50 p.m. – 3:30 p.m.
Dismissal	3:30 p.m.

SCHOOL COUNCIL

Our School Council provides a meaningful liaison between home, school and the community. Meetings are held on a regular basis throughout the school year. They will be announced in the school newsletter and on the school website. All meetings are open to the public, especially parents/guardians who are encouraged to participate in this important aspect of the school community. Look for School Council nomination information distributed each September.

SCHOOL WEBSITE

glentay.ucdsb.on.ca

STUDENT PHONE CALLS

Calls to parents at home or at work, unless absolutely necessary, are discouraged. Arrangements to visit friends, to attend after school activities, etc. that are a change from normal routine should be made in advance and the student must have written permission from a parent or guardian. Bus changes are only permitted for emergency situations involving care. These must also be pre-arranged by contacting the office.

STUDY SKILLS

The following are some suggestions for parents to help their child develop good study habits:

- set aside a regular homework time
- find a quiet, well-lit work area without distractions, such as radio / TV
- keep a daily planner for due dates and a timetable showing when special equipment might be needed (gym shoes/clothing, swim suits, for example)

TRANSPORTATION

The Student Transportation of Eastern Ontario provides detailed guidelines for parents and guardians regarding the transportation of students. STEO's information booklet "Transportation Information & Guidelines for Students and Parents" is given to every student at the beginning of the school year, and 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 riders at 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 cannot be

provided for sleepovers, a homework project, to complete community service hours or for an after-school job. These requests cannot be permitted for safety reasons.

VOLUNTEERS

Volunteers are always needed and welcome. Volunteers can assist in many ways, such as reading/math support, co-creating instructional materials, working with teachers/students in the classroom, helping with Hot Lunch and working at special events and/or clubs. Volunteers are asked to use the sign-in book at the office, wear an I.D. Pass while on school property, and are protected by all UCDSB policies and procedures. All volunteers must provide a completed Criminal Reference Check each year before working with students in any capacity. Completed forms are kept on file in the main office. Application forms are available in the school office.

WEAPONS & FIRECRACKERS, MATCHES, LIGHTERS, LASER POINTERS

The possession and/or display of weapons and firecrackers on school property are strictly forbidden. Such possession may result in immediate suspension. The public display or use of lighters or matches on school property is prohibited. In the interest of student and staff safety, water pistols, toy guns and laser pointers are not permitted on school property.



CODE OF CONDUCT

The Upper Canada District School Board Code of Conduct is based on the foundation of the Character Always initiative, and has been developed to promote and support respect, civility, responsible citizenship and to provide the framework for policies related to student discipline, bullying prevention, student and staff safety, respectful working and learning environments, and workplace harassment.

STANDARDS OF BEHAVIOUR

A. Respect, Civility, and Responsible Citizenship

All 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, their ideas and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, 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, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in a position of authority

B. Safety

All members of the school community must not:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic weapons or illegal drugs
- Give alcohol to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of a school

ROLES AND RESPONSIBILITIES

The Upper Canada District School Board will

- Develop policies to set out how schools will implement and enforce the provincial Code of Conduct and all other rules developed which are related to the provincial standards that promote and support respect, civility, responsible citizenship and safety;
- Review those policies regularly with students, staff, parents, volunteers, and the community;
- Seek input from school councils, Parent Involvement Committee, Special Education Advisory Committee, parents, students, staff members, and the school community;
- Establish a process that clearly communicates the provincial and school board Codes of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- Provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

C. 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 community;
- Communicating regularly and meaningfully with all members of their school community.

D. Teachers and Other School Staff Members

Under the leadership of Principals, teachers and other school 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 school 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 community;
- 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.

E. 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;
- Follows the established rules and takes responsibility for his or her own actions.

F. Parents

Parents 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 fulfil their role when they:

- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Help their child be neat, appropriately dressed, and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child's absence or late arrival;
- Show that they are familiar with the provincial Code of Conduct, the 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 child.

COMMUNITY PARTNERS AND THE POLICE

The Upper Canada DSB is committed to enhancing and developing partnerships with community agencies and members of the community by establishing protocols which will establish clear linkages and formalize the relationship between the board and its partners. These partnerships will respect all applicable collective agreements.

The police play an essential role in making our schools and communities safe. The police investigate incidents in accordance with the protocol developed with the Upper Canada DSB. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

The Upper Canada District School Board Code of Conduct and its Policy 124, Code of Conduct, will be reviewed annually by the Safe Schools Cabinet.

BULLYING

Bullying or cyber-bullying will not be tolerated. The intention of the school is to provide a positive and safe learning environment that will improve students' academic, social, physical and emotional growth.

The Definition of Bullying:

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

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

Cyber-bullying - bullying by electronic means – includes but is not limited to:

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

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

NOTE: Under the police board protocol, the police will be notified if students are found to be sharing intimate images with each other.

Reporting Bullying:

- Students must report any type of bullying behaviour to a trusting adult (verbally or in writing) whether it occurs inside or outside of the school. The trusting adult must then ensure that the Principal is contacted and informed of the bullying
- All staff must report any incident of bullying in writing to the Principal.
- Safe School strategies will be monitored and reviewed each term to ensure all strategies are effective.
- The School will conduct a School Climate survey every two years and report findings to the Safe Schools Team.

Bullying Consequences:

There are many possible interventions and consequences for bullying. A number of these can be found under the Progressive Discipline section and the Suspension and Expulsion section of this handbook.

Bullying Prevention and Awareness Strategies:

Schools should have their own methods to help prevent bullying and to make students more aware. Some of these could include: Guest speakers for students, staff, and community members, individual or group counselling, Character Education Assemblies, Safety Plans for Students, Anti-Bullying Programs, Good Citizen modeling, Celebration and Recognition Assemblies, and Classroom discussions. Contact the school to find out more information about this topic.

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 pupil 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 behaviours. 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 pupils in order reinforce positive behaviours and help pupils make good choices.

For pupils 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. The continuum of interventions in our progressive discipline model begins at the classroom level between the teacher and the student and then includes the student's parent/guardian.

Interventions may include but are not limited to:

Teacher-student meeting	Community service
Contact with parents	Conflict mediation
Verbal reminders	Peer mentoring
Written reflective assignments	Referral to counselling
Problem-solving activity	Meeting with parent
Time-out	Meeting with parent/student/admin.
Quiet area to work	Referral to community agency
Removal from class	Withdrawal of classroom privileges
Update call to parent	Restitution for damages
Office referral/detentions	Restorative practices
Home consequences	Other interventions deemed appropriate

Some possible next steps that involve the Administration/Student/Teacher/Parent:

Update call to parent	Meeting with parent
Suspension/Expulsion	Withdrawal from class
Meeting with student and teacher	Conflict Mediation
Alternative to suspension	Referral to community agency
Referral to support staff	Community Service
Withdrawal of school privileges	Restitution for damages
Restorative practices	Reflection activities

When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Student Discipline Procedures, the nature and severity of the behaviour, and the impact on the school climate.

Suspensions and Expulsions:

When a principal determines that a pupil has committed one or more infractions on school property, during school-related activities or events, and/or in circumstances off of school property, where the infraction has an impact on the school climate, a principal will consider whether that pupil should be suspended or be recommended to the Board Expulsion Committee.

Activities for which suspension must be considered under section 306(1) of the *Education Act*:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, illegal and/or restricted 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 pupil's school or to property located on the premises of the pupil's school
- 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 school Code of Conduct
- Opposition to authority
- Habitual neglect of duty
- Fighting/Violence
- Use of profanity/swearing

Activities for which expulsion must be considered under section 310(1) of the *Education Act*:

- Possessing a weapon, including possessing a firearm or knife
- 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, illegal or restricted drugs
- Committing robbery
- Giving alcohol to a minor
- Bullying if: i) The pupil has previously been suspended for engaging in bullying, and ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity for which a suspension may be imposed that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- An 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 pupil's continued presence is injurious to the effective learning and/or working environment of others
- Activities engaged in by the pupil on or off school property that cause the pupil'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 pupil 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 pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper
- Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct
- Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct

Note: If a pupil is suspended he/she is suspended from his or her school and from engaging in all school-related activities. The student cannot be on any school property within the UCDSB without the permission from the school principal.

VIOLENT THREAT RISK ASSESSMENT PROTOCOL

The Upper Canada District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals use progressive discipline to help them take responsibility for their actions, change their behaviour, and learn from their mistakes.

When student behaviour poses a potential threat to safety or causes serious harm, the Community Violence Threat Risk Assessment Protocol (VTRA) helps principals take further steps to protect the well-being of our students. The protocol helps schools respond quickly to threatening incidents such as: possession of a weapon or replica weapon, bomb threat or plan, verbal, written or electronic (Internet, text) threats to kill or injure oneself or others, or other threats of violence, fire setting.

The Community VTRA outlines how a school responds immediately to threatening behaviour. Principals may first bring together a School Threat Assessment Team, which includes the principal/vice-principal, the designated regional lead, and police. If the situation is serious, the principal may also consult with the Superintendent responsible for the school, and call in the Community Threat Assessment Team. This community team also includes representatives of community agencies who work with us to keep our schools safe, such as local police and children's mental health organizations. Parents and guardians will be notified if their child will be discussed through the Community Threat Assessment Protocol. If a parent/guardian cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding the Upper Canada District School Board Community Violence Threat Risk Assessment Protocol, please contact Superintendent **Ron Ferguson** at 613-342-0371 (ext. 1305) or toll free at 1-800-267-7131 ext. 1305.