

Lombardy Public School

Family Handbook 2023-2024



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Lombardy, ON, K0G 1L0
613-283-0860

Board Website: <https://www.ucdsb.on.ca/>
School Website: <https://lombardy.ucdsb.on.ca/>
Facebook: <https://www.facebook.com/LombardyPS>

Principal: Sara Woodley
Office Administrator: Tara MacDonald
Parent Council Chair: Melissa Thom

Welcome to the 2023-2024 school year at Lombardy Public School!

Outlined below is important information on specific details relating to school life:

Character Education:

The UCDSB '*Character Always!*' initiative is based on the ten virtues valued most by our school communities: caring, courage, fairness, generosity, honesty, empathy, responsibility, perseverance, respect, and resilience.

All schools have implemented a Character Always Program, based on the Board-wide program.

Responsibility is leading the way, helping to accomplish tasks through initiative and hard work.

Fairness is being open-minded, taking turns, and trusting others.

Respect is honouring differences, caring for yourself and others.

Caring is showing concern and interest in others and yourself.

Honesty is speaking and doing what you believe is right, no matter what the consequences.

Generosity is someone you can trust, someone who listens and cares for you.

Empathy is the ability to feel with another, show understanding and express it.

Courage is being a person who is involved in trying to make the community a better place, respects authority, and protects the environment.

Perseverance is having the strength and courage to never give up.

Resiliency is having a positive attitude and inner strength to bounce back from a tough time

2022-2023 School Day:

Daily Schedule	
9:20	Yard Supervision Begins
9:20 – 9:30	Arrival and Walk-n-Talk recess
9:30 – 12:00	Instructional Time
12:00 – 12:40	Lunch/Recess
12:40 – 2:00	Instructional Time (1-8)
12:40 – 3:10	Instructional Time (K)
2:00 – 2:40	Recess (1-8)
2:40 – 3:50	Instructional Time (1-8)
3:10 – 3:50	Recess (K)
3:50	End of day bus dismissal

***There is no supervision before 9:20am. Therefore, it is important that students do not arrive before this time.**

Important Dates:

- PA Days:
 - September 1, 2023
 - October 27, 2023
 - November 24, 2023
 - February 1, 2024
 - April 8, 2024
 - May 31, 2024
 - June 27, 2024
- Statutory Holidays
 - September 4, 2023 (Labour Day)
 - October 9, 2023 (Thanksgiving)
 - February 19, 2024 (Family Day)
 - March 29, 2024 (Good Friday)
 - April 1st, 2024 (Easter Monday)
 - May 20, 2024 (Victoria Day)
- Terry Fox Run
 - September 21, 2023
- National Day for Truth and Reconciliation
 - September 30, 2023
- Holiday Break
 - December 25, 2023 – January 5, 2024
- March Break
 - March 11-15, 2024

Safe Arrival Program/Attendance Procedures:

The Safe Arrival program mandates that we contact a student's parent/guardian each day a student is absent. Please let the school know the reason for your child's absence. You can call the school, leave a message on the answering machine or use MyFamilyRoom (www.myfamilyroom.ca) to let the school know of any absences. If your child is being picked up at school as a planned absence, please send your child with a note. The note must indicate the name of the student being picked up, identify the person picking up the student and note the time the student will be picked up. The parent/guardian must sign out the student at the office as they exit the school. Students are not permitted to leave school grounds at lunch or recess to walk into town or visit the local convenience store.

If dismissal plans for a student change during the day, please contact the school as soon as possible to advise of the change, preferably no later than 2:15 pm. This allows us to notify students and teaching staff without interruption to classroom instructional time. The school telephone is typically very busy after this time of day and there is a risk that your dismissal plan changes would not be received before the end of the school day. In the event that your child must be picked up unexpectedly, please contact

the school to advise of this need, indicating the time of pick up and who will be picking up the student.

At all times, anyone picking up a child at school is required to enter the school through the main entrance. Please report to the main office, identify yourself and advise the principal/office administrator that you are picking up the student.

There are occasions throughout the year when students believe they will be picked up at dismissal rather than ride the bus home. In order 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 a parent phone call has not been received.

A student arriving late for school 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.

Please ensure that all visitors, including parents and volunteers, enter and exit the building only via the Main Entrance and use the Visitors Logbook located in the main office to sign in and sign out. Visitors are asked not to go beyond the front foyer/office area.

Procedure for Attendance/Absence:

Regular attendance is one of the most important keys to success!

Attendance is recorded daily and students arriving after 9:30 am are required to report to the main office before proceeding to class.

Unexplained Non-Attendance Program – Policy 107 (formerly Safe Arrival)

In its quest for student safety, the Upper Canada District School Board supports “Unexplained Non-Attendance Programs” (formerly called Safe Arrival Programs) for elementary school pupils as outlined in the Ministry of Education’s Policy/Program Memorandum 123.

All elementary schools will have an Unexplained Non-Attendance Program in place. The program will work in conjunction with daily attendance procedures and will make reasonable efforts to account for students not in attendance at school.

Each elementary school will develop and implement its Unexplained Non-Attendance Program with advice from School Councils, parents, staff, volunteers and other community members in accordance with local needs and the particular circumstances of the school and the community.

- Report your child’s absence in advance by calling the school; sending a note with the child before the day of the absence when it is known ahead of time; or sending a note with siblings;
- Provide current and suitable contact telephone numbers and update them promptly if they change;
- Stress the importance of daily and prompt attendance with their children.

All unaccounted student absences will be followed up with a phone call to a parent. Calls will continue to be made until a verbal confirmation regarding the child’s absence is obtained. Attempts will be made to contact the emergency contact(s). Follow-up on unsuccessful contacts will include contacting:

- the Special Services Counsellor,

- the police,
- the Superintendent,

as appropriate. Other subsequent steps might include contact with a neighbour or a visit to the home.

Cars and Parking:

Vehicles which are parked in the parking lot drive lane may be towed. Expenses incurred as the result of towing will be the responsibility of the owner. Vehicles are not to be parked on school property overnight unless permission has been granted by the principal. The school/board will not take any responsibility for damages incurred to any vehicle on school property. If you park on school property, this is done at your own risk.

Transportation:

The Student Transportation of Eastern Ontario provides detailed guidelines for parents and guardians regarding the transportation of students. An information booklet 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.

Dress Code:

Students are to wear clothing that is appropriate for the school environment. Any clothing that promotes a lifestyle or an attitude that is contrary to a positive and safe learning environment is deemed to be inappropriate and cannot be worn.

Use of Personal Electronic Devices in the Classroom and School:

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 in their locker, 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.

Smoking, Tobacco, Cannabis, e-Cigarettes and Vaporizers:

In our pursuit to encourage and promote healthy lifestyles, students will not be allowed to be in possession of tobacco products, cannabis products, e-cigarettes and vaporizers at school at any time. If a student is found with tobacco, cannabis, e-cigarettes or vaporizers in their possession on school property it will be confiscated by the school staff, parents/guardians will be contacted, and consequences may be imposed. If students are caught using, selling or



distributing tobacco or cannabis products (e.g. smoking, chewing tobacco, using cannabis or other), e-cigarettes or vaporizers on school property it will be confiscated, and the Tobacco Enforcement officer may be contacted, and consequences will be enforced.



NOTE: The Smoke Free Ontario Act provides an exemption for the use of tobacco products for "...the traditional use of tobacco that forms part of Aboriginal culture and spirituality." An Indigenous person has the right to use tobacco for traditional Indigenous cultural or spiritual purposes. In such cases, the principal or appropriate superintendent must be informed in advance to confirm whether any special measures may be needed to be introduced to support the ceremony or practice within the school setting or, on board property.

Weapons, Firecrackers, Matches, Lighters and 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.

Skateboards/In-Lines Skates and Shoes with Wheels:

Students are not permitted to use skateboards, in-line skates or shoes with wheels on school property. Students with wheels built into the bottom of their shoes are to remove the wheels before entering school property.

Damage to School Property:

Students should report all damage of school property to the main office as soon as possible. Students who are responsible for damages to school property or for the loss of school property may be expected to pay for the repair or the replacement of the property and may receive further applicable consequences.

Cubbies:

All students will be assigned a cubby. **The Principal or Vice-Principal has the right to search any student's cubby.** Cubbies are to be kept clean at all times and should not be used to store valuables of any kind. Lombardy Public School and the Upper Canada District School Board are not responsible for lost or stolen articles.

Parent Volunteers :

The school is always looking for ways to incorporate parent volunteers throughout the school year in a variety of capacities. If you are interested, you will need to have a criminal reference check filled out and submitted to the school. If you are able to be a volunteer driver, please request a volunteer driver form as well. These are stored on file with the school and must be update each school year.

School Council:

In working towards ongoing school improvement, parents and staff meet four times per school year to share in some of the successes and potential areas of need in order to support student growth and success. Melissa Thom is currently our chairperson and feel free to contact her or the school if interested in being a participant.

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 behaviours that are 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
Contact with parents
Verbal reminders
Written reflective assignments
Problem-solving activity
Time-out

Community service
Conflict mediation
Peer mentoring
Referral to counselling
Meeting with parent
Meeting with parent/student/admin.

Quiet area to work
Removal from class
Update call to parent
Office referral/detentions
Home consequences

Referral to community agency
Withdrawal of classroom privileges
Restitution for damages
Restorative practices
Other interventions deemed appropriate

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

Update call to parent
Suspension/Expulsion
Meeting with student and teacher
Alternative to suspension
Referral to support staff
Withdrawal of school privileges
Restorative practices

Meeting with parent
Withdrawal from class
Conflict Mediation
Referral to community agency
Community Service
Restitution for damages
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.

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 **Marsha McNair, Superintendent of Safe Schools** at 613-342-0371 ext. 1183 or toll free at 1-800-267-7131 ext. 1183.

WITS Program:

The WITS Programs bring together schools, families, and communities to create responsive environments that help children deal with bullying and peer conflict. WITS has two parts:

1. WITS Primary Program – Teaches Kindergarten to Grade 3 children to **Walk** away, **Ignore**, **Talk** it out and **Seek** help when faced with peer conflict. The acronym also provides a common language that children and the adults around them can use to talk about and respond to problems.
2. WITS LEADS Program – A more grown-up program designed for Grades 4-8 students, which teaches more complex problem-solving strategies: **Look** and **listen**, **Explore** points of view, **Act**, **Did it work?** and **Seek** help. LEADS trains students to become WITS Leaders who can help younger children with their problems.

Teachers reinforce the programs by reading popular children's books, which emphasize WITS and LEADS messages, to their students.

Fire Drills:

When an alarm is sounded, the building is 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. Once outside they must move away from the building with their class. 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.



Emergency Drills and Codes:

“Lockdown” – 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.**

“Hold and Secure” – the potential threat is 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.

“Shelter in Place” – this is a non-violent threat in the community or a 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.

Taking Medication at School – Authorization for Administration of Medication 112.1:

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 the 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.

Student Health – Supporting Students with Medical Needs:

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 (e.g. 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 should follow their school board's policies and the provisions in their collective agreements related to supporting students with medical needs in schools.

Nut Allergies:

As many of you are aware, some students at our schools have been diagnosed with severe allergies to peanuts, peanut butter and nut products. In some cases, even trace amounts of peanut butter and/or nut products could jeopardize the life of a child/person with this allergy. Please do not send peanut butter or products containing nuts of any kind to school. Imitation Peanut Butter or any soy butter is not permitted in the school as it is hard to differentiate these products from peanut butter or nut spreads. Your cooperation in this regard could save a life and is greatly appreciated!

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.

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

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
- Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes or to support special education needs
- Communicate appropriately and respectfully.

Safety

All members of the school community must not:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic weapons, cannabis, restricted or illegal drugs
- Give alcohol, restricted drugs, or cannabis to a minor
- Commit robbery
- Be in possession of any restricted drugs, alcohol, non-medicinal cannabis, 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 alcohol, non-medicinal cannabis, restricted 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.

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.

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.

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.

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;
- 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.

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 is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

- "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 to the Principal.


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.

UCDSB School Year Calendar with 5 Day Cycle 2023-2024:

<div>  <div> UPPER CANADA DISTRICT SCHOOL BOARD </div> <div> 225 Central Avenue West Brockville, Ontario K6V 5X1 613-342-0371 or 1-800-267-7131 www.ucdsb.on.ca </div> <div> ELEMENTARY SCHOOL SCHOOL YEAR CALENDAR 2023-2024 – 5 Day Cycle </div> </div>																			
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	2	3	4	5	6			1	2	3					1
				PA	5	1	2	3	4			5	1	2					1
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
5	1	2	3	4	4	5	1	2	3	3	4	5	1	2	2	3	4	5	1