

Duncan J. Schoular Public School (K-8)



"Dare to Care, Dare to Dream, Dare to Soar"

Family Handbook 2023-2024

41 McGill Street South
Smiths Falls, Ontario
K7A 3M9

Telephone (613) 283-1367

School Cell phone – text absences- (613) 206-1443

Fax 1-855-358-3363

Follow us...

Website: www.djschoular.ucdsb.on.ca

Facebook: <https://www.facebook.com/DuncanJSchoularPublicSchool>

Instagram: djsfalcons

Principal: Ms. Nancy Holman

Vice-Principal: Mrs. Sarah Rudge

Office Administrator: Mrs. Michelle McGrath

Office Assistant: Mrs. Rashelle Danis

Financial Assistant: Valerie Hamilton

Lead Custodian: Mr. Tyler Hare

Welcome to the 2023-24 School Year at Duncan J. Schoular Public School

*Given we do not have Agendas this year,
we have consolidated information and routines for your reference.*

Signing up for [MyFamilyRoom](#) will ensure you get current information and emails from the school and the School Board.

2023-24 School Schedule

9:20-9:40 20 minutes	Recess & Breakfast Program
9:40-12:10	Instructional Block A
12:10-12:50 40 minutes	Lunch/Recess
12:50-2:50	Instructional Block B
2:50-3:10 20 minutes	Recess
3:10-3:40 (30)	Instructional Block C

Supervision on the recess yard begins at 9:15am. No students should be on the school yard before 9:15am.

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 by:

- calling the school, (613) 283-1367
- leave a message on the answering machine,
- enter the absence in My Family Room (www.myfamilyroom.ca)

If your child is being picked up at school as a planned absence:

- please contact the office before 2:00pm. We must be made aware of who is picking up the child and the time.

If dismissal plans for a student change during the day:

- **contact the school as soon as possible AND before 2:00pm to advise of the change.** This allows us to notify students and teaching staff without interruption to classroom instructional time. If your child must be picked up unexpectedly, please contact the school and share the time of pick up and who will be picking up the student.

When you arrive, either phone or ring the bell to the left of the front door. A staff member will come out to the door to greet you and will bring your child to you.

As a bus safety measure, vehicles are not permitted to enter and park in the bus loading zone 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.

Students are not permitted to leave school grounds at lunch or recess to walk into town or visit the local convenience store.

If your child walks or you are driving your child to school, please note that supervision on the yard starts at **9:15 a.m.** No child is allowed on the yard prior to this time.

As per Policy 107 - Unexplained Non-Attendance Program (formerly Safe Arrival) parents are required to:

- 1) 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;
- 2) Provide current and suitable contact telephone numbers and update them promptly if they change;
- 3) 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, Parking and Drop Off

Parents/guardians and school visitors can park their cars on Anderson Street leading up to the school property or on McGill Street and walk their child to the appropriate gate.

Parents/Guardians of students in Kindergarten:

- Park on McGill Street and walk your child to the kindergarten gate.
- Educators will receive and dismiss your child through the kindergarten gate.



Parents/Guardians of students in grade 1-8: Park on Thurber St and drop students off at the walking path, past the school parking lot or students may enter the backyard via the entrance off McKenzie Avenue. Please monitor your speed while travelling in this area.

ENTRANCE/EXIT GATES



DROP OFFS – CONT'D

- Please enter the parking lot by the **DROP OFF** Sign
- Please proceed slowly and follow the pylons to the STOP LINE (white)
- A Supervisor will direct you to pull ahead to the DROP OFF Line.
- Parent(s)/Guardian(s) are asked to remain in the car (except to assist children who require physical assistance).
- A Supervisor will ensure your child/ren proceed into the yard safely and meet their class at the back of the school.
- Kindergarten Students will be met by Staff Member and led to the Kindergarten Yard.



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 STEO. Transportation for all non-school related functions is the responsibility of parents/guardians. Transportation cannot be provided for sleepovers, a homework project, etc. These requests cannot be permitted for safety reasons.

Dress Code

Students are expected to dress in clothes that are comfortable and in a manner that supports a safe, accepting and inclusive learning environment. Students have the right to wear clothing needed to observe their religious beliefs. Concerns about student dress will be discreetly reported to the School Administration.

Use of Personal Electronic Devices in the Classroom and School

Cell phones are NOT permitted for use in the school or on the recess yard. They are only permitted in classrooms as outlined below.

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.

The Upper Canada District School Board has established a “baseline” practice as a way of assisting schools to communicate with students about what is permissible / acceptable use of personal mobile devices:

A personal mobile device “refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone or a tablet.”

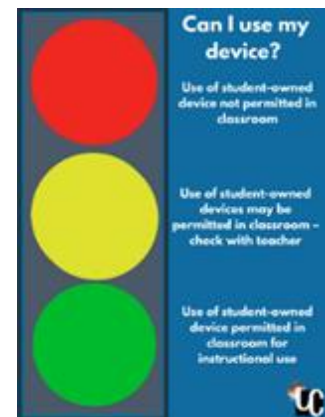
Personal Mobile devices can be used under the following circumstances

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

The Traffic Light symbols will be used at the discretion of the teacher and school principal, to indicate permissible usage of mobile devices.

These symbols will be visible in all classrooms and throughout the school.

The unauthorized use of a cell phone or an electronic device in class may result in safe storage of the device in the child’s backpack or with the teacher, at the office, notification to parents, or other school consequences. If this happens on numerous occasions the student may be asked to keep the electronic device at home.



The UCDSB and Duncan J Schoular Public School are not responsible for lost broken or stolen devices.

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.

There are new smoking and vaping laws. It is against the law to smoke tobacco or cannabis or vape anything on or within 20 metres of school property. Please refer to <https://healthunit.org/wp-content/uploads/smoking-vaping-tear-off.jpg> for more information with respect to fines and contact information for the local Health Unit.

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.

Bikes on School Property

Students who live within biking distance of the school are welcome to bring their bike and/or scooter to school. As a safety precaution, students are reminded that wearing a certified bike helmet is a great piece of safety equipment to minimize the risk of head injury. Students are required to wear a bike helmet if they are riding their bike and/or scooter on school property or taking part in a school related cycling activity. The school and UCDSB are not responsible for stolen or damaged personal 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.

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 are not permitted in the school as it is hard to differentiate these products from peanut butter or nut spreads. We would like to also remind you that our school has students and/or staff with various other allergies. Communication from your child's teacher will advise of specific allergies within their classroom. Your cooperation in this regard could save a life and is greatly appreciated!



Parent Volunteers

The Board's procedure on Volunteers reads, "all volunteers having contact with students are required, under Board policy, to obtain and submit a Criminal Reference Check" and "while all persons are encouraged to volunteer their services, the Board reserves the right to accept or deny any offer of service....". Paperwork for the reference checks is available at the office. The volunteer will take this document to the Police to complete the process. The volunteer must provide a copy of the Criminal Reference Check to the office and have permission from the Principal prior to doing any work in the school.

If you wish to volunteer in any capacity (school trips, hot lunch, volunteer driver, reading with children, coaching, etc.), you will need to ensure that such a document is on file in the school office. You will need to provide two pieces of identification with your birth date, one of which must be photo id (i.e., Driver's licence) and neither can be your Health card.

Offence Declarations are to be completed on an annual basis and are kept on file in the office.

School Council

Duncan J. Schoular has an active school council. The purpose is to provide an effective advisory role to the principal. Our council operates under the School Council Guidelines, revised 2002. A notice will be sent out to all parents for interest in joining School Council.

Character Education - Character Always!

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.

Please help us to keep our school, yard and drop off and pick up zones, safe and respectful places for our students and staff.

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

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

Update call to parent	Referral to community agency
Meeting with parent	
Suspension/Expulsion	Referral to support staff
Withdrawal from class	Community Service
Meeting with student and teacher	Withdrawal of school privileges
Conflict Mediation	Restitution for damages
Alternative to suspension	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 ([Link to UCDSB Discipline Policy and Procedure](#))

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



UCDSB 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
- 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.

B. 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

A. 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.

B. 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.

C. 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.

D. 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.

E. Parents¹

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.

F. 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, will be reviewed annually by the Director of Education.

¹ In this document, parent(s) refers to parent(s) and guardian(s) as used in the Education Act. It may also be taken to include caregivers or close family members who are responsible for raising the child.

Bullying Prevention and Intervention Link: [DJS Bullying and Prevention Plan 2021-22](#)

Ministry of Education Link: [Bullying Prevention and Intervention – Policy 144](#)

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 Codes

EMERGENCY CODES

Lockdowns

- **Lockdowns** - should only be used when there is a major incident or threat of school violence within the school, or in relation to the school. The over or misuse of lockdowns, will result in staff/students becoming desensitized and they will not take lockdowns seriously
- Must hold two drills per year – practice at different times of day
- Review the proper procedures for all cases below with staff and students
 - Before school, recess/break, lunch, after school, fire alarm, washroom, classrooms, open areas, cafeteria, outside, ...
- Advisable to have police on site for at least one of them



EMERGENCY CODES

Shelter in Place / Hold and Secure

- **Shelter in Place** – should be used for an environmental or weather-related situation, where it is necessary to keep all occupants inside the school to protect them from an external situation. Examples may include chemical spills, blackouts, explosions, or extreme weather.
- **Hold and Secure** - should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.



Doors will remain when Hold and Secure station is lifted

Taking Medication at School – Authorization for Administration of 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:

- 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.
- 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.
- 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 regarding medication please contact the main office.

Student Health – Supporting Students with Medical Needs/Parents or 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 should follow their school board's policies and the provisions in their collective agreements 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.

Classification: Students

No. 107.1

Cross Reference: Policy 107

Legal Reference:

Approval Date: March 8, 2000

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Reviewed Date: June, 2013

Unexplained Non-Attendance

(formerly Safe Arrival)

1. The attached guideline of duties and responsibilities are for the assistance of each school in the development of its Safe Arrival Program. See Appendix A.
2. A guideline is provided for use in the development of a form for pupils who have unexplained non-arrivals. See Appendix B.
3. A guideline student information form is in Appendix C.
4. The Safe Arrival Program shall be amended as required, and such amendment process shall follow the same process by which it was developed.
5. The Safe Arrival Program shall be included in the school's student handbook, family or parent handbook and distributed and discussed with staff.
6. Appendix D has section of Education Act and Child and Family Services Act.
7. Inclement Weather
 - 7.1 On a day when schools are closed, Safe Arrival Programs do not operate.
 - 7.2 On a day when buses are not running, Safe Arrival Programs will be used for all walk-in students only. This may require re-assigning staff and additional available resources such as cell phones and neighbourhood phones to achieve this goal.
 - 7.3 This will require integration with the Inclement Weather Policy to remind parents of elementary school children who walk to school that if they decide to keep their child(ren) home for all or part of the day, that they should contact the school in the usual manner.
 - 7.4 As a part of the Inclement Weather procedures, parents of elementary students who walk to school should be reminded that, if they decide to keep their child(ren) at home for all or part of the day, they should contact the school in the usual manner.

Report to the CAS, any child under the age of 10, who is absent from school without reasonable supervision or care. For children 10 years of age, but under the age of 16, it shall be at the discretion of the principal (Child and Family Services Act, Section 79).



September 2023

Dear Parents/Guardians:

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, etc.

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 the Superintendent of Safe Schools at 613-342-0371 or toll free at 1-800-267-7131.