

Maynard Public School



Family Handbook 2022-2023



Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

-Margaret Mead

Maynard Public School Code of Conduct



“Mustang Strong” – Together we must be safe, be kind, and be learners.



Introduction and Purpose:

The Maynard Public School Code of Conduct has been developed to ensure that we all support a safe, inclusive, and kind school environment where students feel that they belong in our school. Our environment will ensure that ALL students can participate in ALL learning opportunities for their well-being and success. Students will have a voice in their wellness and learning at our school, be recognized for expected behavior and be motivated to participate in all aspects of their school day. Any unexpected behavior will be supported in a variety of ways including progressive discipline (Maynard Public School Discipline Intervention Model - Appendix A). We will support the well-being and learning of the child while upholding board policies and procedures.* We are committed to early interventions which help us collectively build and sustain a positive school climate that is safe, inclusive and accepting for all students in order to support their achievements and reach their full potential. At Maynard the UCDSB "Character Always" traits (Appendix B) and W.I.T.S. Program (Walk Away, Ignore, Talk it Out and Seek Help - Appendix C) will be encouraged, taught, referenced and reinforced so that everyone has the opportunity to learn and succeed in all spaces of our school, during school organized or sponsored activities and on school transportation.

The purpose of the School Code of Conduct is to reflect the Upper Canada District School Board Code of Conduct*. The School Code will include input from all school and community stakeholders to include personalized words and actions which reflect our school and its community. The Code will support our school to:

- a. ensure that all members of the school community are treated with respect and dignity
- b. promote responsible citizenship by encouraging appropriate participation in the school community
- c. maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- d. encourage the use of non-violent means to resolve conflict
- e. promote the safety and well-being of all people in the school
- f. prevent bullying in schools (see Maynard Public School Bullying Prevention and Intervention Plan – Appendix D)

*PPM 144 Bullying Prevention and Intervention and PPM 145 Progressive Discipline and Promoting Positive Student Behaviour & the UCDSB Code of Conduct Policy 124

<https://go.boarddocs.com/can/ucdsb/Board.nsf/vpublic?open>

The Rights and Responsibilities of Students:

Rights	Responsibilities
<p>Students have the right to be safe.</p>	<p>Student have the responsibility to behave in a safe manner and to protect the safety of others.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> -showing safe and respectful behavior on school transportation -reporting unsafe situations to staff and not be a bystander -walking during transitions inside and outside -staying in appropriate boundaries -following the rules for safe play
<p>Students have the right to be heard with choice and voice in their learning.</p>	<p>Students have the responsibility to actively participate and be responsible learners.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> -asking for help so we can support their learning -trying their best and work hard at learning -staying focused and not distracting others' learning -listening and respecting classroom routines such as raising a hand to speak
<p>Students have the right to be treated with dignity and respect.</p>	<p>Students have the responsibility to respect all other persons (students, staff and community).</p> <p>Some examples include:</p> <ul style="list-style-type: none"> -including everyone in learning and at play -being polite using listening and waiting -telling the truth -using kind words and actions -use W.I.T.S. strategies (i.e. tattling vs. telling when safety concerns)
<p>Students have the right to wear clothing needed to observe their religious beliefs.</p>	<p>Students have the responsibility to respect the rights of others and support a safe and inclusive learning environment.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> -following the Maynard Student Dress Code (Appendix E)
<p>Students have the right to use school resources and property.</p>	<p>Student have the responsibility to respect school resources and property.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> -cleaning up individual and class spaces -returning materials without damages and to the appropriate places and spaces -being careful with using resources such as school technology and devices
<p>Students have the right to privacy and security of their personal space and items.</p>	<p>Students have the responsibility to respect the privacy and property of others (i.e. students, staff and community).</p> <p>Some examples include:</p> <ul style="list-style-type: none"> -keeping hands and feet to self (not touching others or their property without permission) -not photographing or recording someone with a cell phone without permission; following Acceptable Use Agreement (Appendix F)

Roles and Responsibilities of Families, Staff and our School Community:

Maynard Public School welcomes family and rural community participation and values input. Families and communities play a crucial role in the academic, social, emotional and physical development of children. Our school is committed to ensuring that children feel happy, safe and secure, and included at Maynard, and have the maximum opportunity to learn. As members of the school community parents/guardians are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the roles and responsibilities of themselves and others and the expertise, experience and qualifications of staff.

1. Families play a formative role in the development of a child's sense of justice, equity and the dignity and worth of all members of our school community. They act as one of the most influential role-models in a child's life. The responsibility for upholding the values of the school in this matter must fall on those with the greatest capacity to reason and control their actions. As such, the adult community of our school is expected to model courteous behavior and treat all members of the school community with respect and consideration.



2. Families will use courteous and acceptable written and spoken language in all communications with students, staff and other parents/guardians and members of the school community. Our school will not accept the use of profanity, insulting, harassing, aggressive or otherwise offensive language.

3. As members of the school community, families can support students in learning and encourage them to always try their best. This can be modelled by:
 - a. Sharing our knowledge, learning skills and experiences with the students;
 - b. Praising the students and encouraging them for all their efforts;
 - c. Encouraging the development of inquiring minds;
 - d. Recognizing our own, and encouraging the student's, individuality;
 - e. Ensuring that our children are "equipped" to learn by:
 - i. Providing appropriate items that support learning opportunities;
 - ii. Ensuring that the school is supported in its curriculum priorities and value-added programs;
 - iii. Encouraging independence, decision making and letting students make their own mistakes in risk-taking and learning for themselves;
 - iv. Encouraging an active and healthy lifestyle;
 - v. Setting realistic and achievable goals;
 - f. Taking an interest in children's schoolwork;
 - g. Being happy, confident and positive as we encourage a passion for students to be life-long learners.

4. Recognize that the education of each child is the joint responsibility of the family, student, staff and school community and that all stakeholders must work cooperatively in the best interest of the child.
5. Families and staff strive to support the establishment of, and participation in, extracurricular activities whenever possible to further enhance the well-being and achievements of all students.
6. Under the leadership of the Principal, all staff and educators will work together to maintain a positive and inclusive school climate and are expected to hold everyone to the highest standard of collaborative, respectful and responsible behaviour. As role models, they will uphold these high standards when they:
 - a. Help students work to their full potential and develop their sense of belonging and self-worth in their learning achievements;
 - b. Empower students to be inclusive leaders in their classrooms, school, and community;
 - c. Communicate regularly and meaningfully with families;
 - d. Maintain consistent standards of behaviour for all students and differentiate the supports needed for all students to be successful;
 - e. Demonstrate respect for all students, staff, families, volunteers, and members of the school community;
 - f. Prepare students for the full responsibilities of citizenship and stewardship for our natural environment.
7. Wherever possible, our school community will work to establish partnerships to enrich the learning opportunities available for our students.

Appendix A

Maynard Public School - Discipline Intervention Model

Maynard Public School - Discipline Intervention Model OBJECTIVE: We will collaborate as a staff to provide students with a safe and inclusive learning environment and support them to make "expected" positive decisions so that they can be well and have successful learning experiences at our school. We are all responsible for disciplining inappropriate behaviour. The following acts as a guide to help us clarify the roles of classroom educators and administration.			
	LOW BEHAVIOUR CLASSROOM DISCIPLINE	MODERATE BEHAVIOUR SHARED DISCIPLINE	SERIOUS BEHAVIOUR ADMINISTRATIVE DISCIPLINE
DESCRIPTION	Behaviour that can be accommodated & addressed in the classroom	Behaviour that disrupts the learning of other students and <u>may</u> require an <i>office referral</i>	Behaviour that can be considered unsafe and affects the moral tone of the school
EXAMPLES	<ul style="list-style-type: none"> disrespectful behaviour (i.e. talking out in class, interrupting the lesson, "hands-on") non-compliance with class routines & expectations (sitting in assigned seat, completing work as assigned) late to class unprepared for class inappropriate language disrespecting the learning environment truancy 	<ul style="list-style-type: none"> repeating or carrying on with a "low" behaviour that has been addressed by the educator challenging staff about a direction argumentative to staff ignoring a staff member refusing to resolve an issue, failure to take responsibility for a behaviour disrespectful behaviour toward students or staff concerns about bullying 	<ul style="list-style-type: none"> physically aggressive verbal aggression – swearing at staff or students uttering threats to inflict serious harm non-compliance or opposition to staff directions ignoring staff directions (more than once) possession of prohibited substance being under the influence of alcohol or drugs vandalism that causes extensive damage bullying possession of a weapon sexual assault theft / robbery
PROCEDURE (options for follow-up, not necessarily in order to be followed)	<ul style="list-style-type: none"> clarify expectations in advance and review regularly provide clear cues to student for inappropriate behaviour provide consistent positive reinforcers and consequences; vary and monitor document occurrences check SST Pre-intervention Guide contact colleagues and parents/guardians 	<ul style="list-style-type: none"> consult Administration for on-going issues share documentation of prior behavioral issues and the strategies used in the classroom follow up with Administration to ensure that the interventions developed improved the behaviour continue to document any occurrences and inform Admin. contact parents/guardians 	<ul style="list-style-type: none"> contact the Main Office immediately share documentation with Administration complete a KICS Safe Schools Incident Reporting Form
 Staff are responsible to enact the procedures indicated in a student's Behaviour (IEP) Plans and/or Safety Plans and seek school team input if the plans need to be reviewed/updated. 			
"Classroom management you can do by yourself - School discipline must be done as a team."			
"Discipline is teaching children to behave well, not just punishing them for behaving poorly."			
"Behaviour is contextual NOT dispositional."			

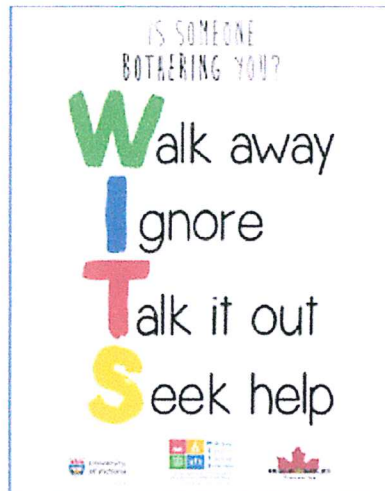
Appendix B

UCDSB “Character Always” Program

https://www.ucdsb.on.ca/for_students/student_well_being/character_always

Appendix C

W.I.T.S. - Walk Away, Ignore, Talk it Out and Seek Help



Please see <https://witsprogram.ca/school/> for more information on the program and its resources for schools, students, families and communities.

Appendix D

Maynard Public School Bullying Prevention and Intervention Plan

Please see it posted at the Maynard Public School website at:

https://maynard.ucdsb.on.ca/for_families/handbook/safe_accepting_schools

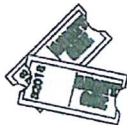
Appendix E

Maynard Dress Code

- Students are expected to dress in clothes that are comfortable and appropriate for their safety, wellbeing and learning at school (i.e. shoes in gym)
- Students have a right to wear clothing needed to observe their religious beliefs and the responsibility to respect the rights of others and support a safe and inclusive learning environment
- Students will not wear anything that promotes or symbolizes drugs, alcohol, illegal activity, hate or discrimination, profanity, pornography; that incites violence or harassment; or threatens health and safety
- Students will not wear anything that depicts or displays hate speech targeting groups based on race, ethnicity, gender, disability, sexual orientation gender identity, religious affiliation or any other protected groups
- Concerns about student dress will be discreetly reported to the Administrator of the school

Appendix F

Acceptable Use Agreement



"MY TICKET TO THE WORLD"



Following these rules closely is my ticket to using computers and the Internet:



- N I will use the computers and Internet for school work only.
- N I will keep my login and password secret. I will not let anyone use my account.
- N I may use the Internet when a teacher/supervisor is present and with his/her permission.
- N I will open only the files and personal mail that belong to me.
- N I will be polite and use language and images that are acceptable in my school. Information I create, send or receive must be appropriate for the classroom.
- N I will not change the way the computer works.
- N I will visit sites that are approved by my teacher.
- N I will take credit for only my own work. If I use someone else's work, I will put it in my own words or give credit to them.
- N I will not give out personal information on the Internet unless instructed by a teacher. This includes, my last name, address, telephone numbers, teams I play on etc.
- N I will tell my teacher if I find inappropriate sites or material.

By signing the <i>Acceptable Use Agreement</i> , I agree to the rules above and any other in-school rules which will be talked about in class. If I don't follow the rules, I may lose my privilege to use the computer and the Internet.		
Student Name (PLEASE PRINT)	Student Signature	Date
Parent/Guardian Name (PLEASE PRINT)	Parent/Guardian Signature	Date
Principal Name or designate (PLEASE PRINT)	Principal or Designate Signature	Date
School Name		Effective Date

PLEASE STORE IN OSR

Appropriate Use of Technology ~ Policy 301

<https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=AW8RYF7044EB>

UCDSB Land Acknowledgement



Acknowledgement of Territorial Lands

The Upper Canada District School Board is situated on traditional Anishinabek and Haudenosaunee territories.

With gratitude and respect, we acknowledge the significant contributions Indigenous Peoples have, and continue to make, on these lands.

Through our commitment to Reconciliation through Education, we will continue to restore and develop our relationship with the First Nations, Métis and Inuit Peoples with whom this land we share.

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.



September 2022

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.

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 Schools Deanna Perry at 613-342-0371(ext. 1222) or toll free at 1-800-267-7131.



Bully Prevention and Intervention

It is the policy of the Upper Canada District School Board that in support of a positive school climate, schools will, within the context of Character Always, include specific bullying prevention and intervention education and training for all students and staff.

A positive school climate is evident when:

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

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.

Every school in UCDSB is required to have a Bully Prevention and Intervention Plan. Please find your school Bully Prevention and Intervention Plan on your school website or by contacting your School Principal.

Upper Canada District School Board Supports for Wellness

At UCDSB we prepare all students for a successful life. We believe that if we establish a consistent, equitable, and intentional culture of well-being and inclusivity in all of our schools, then all students will:

- Experience a positive sense of self and belonging
- Develop skills to make positive choices
- Live healthy lives to their full potential

We want UCDSB students to see themselves reflected in their learning environments, feel a sense of belonging to their school, and participate actively in co-creating a safe and caring school culture and know that there is a community of support for learning, mental health, and wellbeing.

Four priority areas in the UCDSB Mental Health Strategy are to:

- Build Mental Health Literacy in students and staff.
- Enhance access to supports for stress and coping using evidence-based programming in all of our schools.
- Articulate pathways to care and ensure appropriate levels of support for our vulnerable students.
- Enhance staff, student and family access to reliable, evidence-based and evidence-informed information and resources.

Please find further resources on our UCDSB Website: https://www.ucdsb.on.ca/our_board/district_plans/mental_health_plan or by contacting your School Principal.



Please let the school know if your child will be absent.

Student safety is our 1st priority.

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.

Secondary schools are encouraged to implement similar programs.

As part of the program, parents are required to:

- 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.





Student Transportation of Eastern Ontario

P.O. Box 1179, 104 Commerce Drive
Prescott, Ontario
K0E 1T0

Office Hours: 8:30 a.m. to 4:30 p.m.

Telephone: 613-925-0022 **Toll-free:** 1-855-925-0022

Fax: 613-925-0024

General email: transportation@steo.ca

Website: www.steo.ca

Social Media:



Follow STEO's Facebook page for transportation news, updates, and information.



@*STEO_news* and @*steocancels*

Inclement Weather Information:



Download the free Bus Planner App to your Apple or Android device. Use the access code *STEO*.

Visit www.steo.ca and scroll down to PARENT PORTAL LOGIN. Create an account to receive email updates about delays and cancellations.



Download this app to your phone for bus delays/cancellations

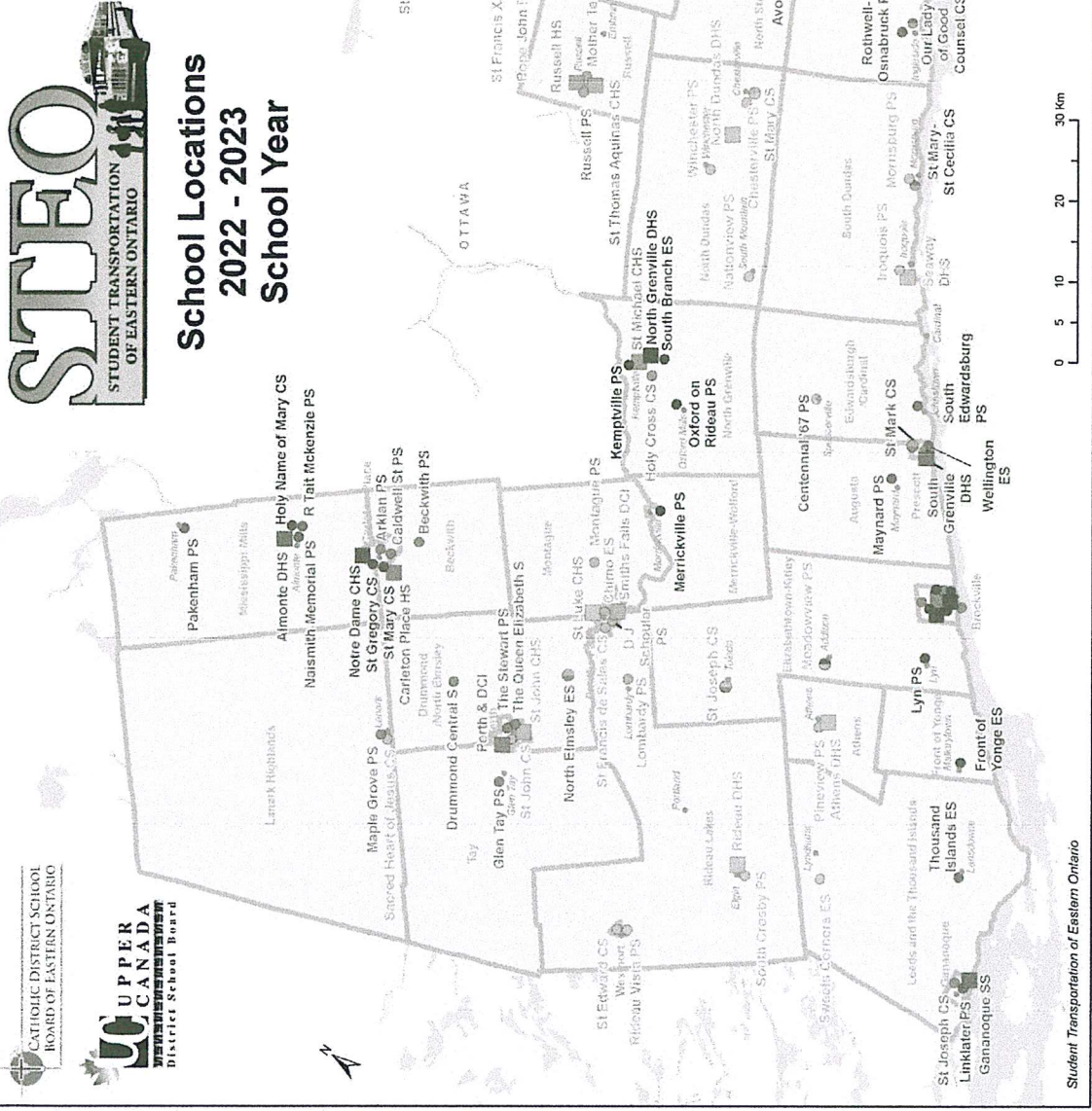
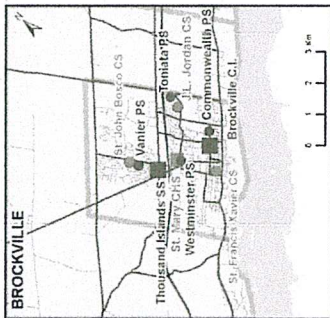
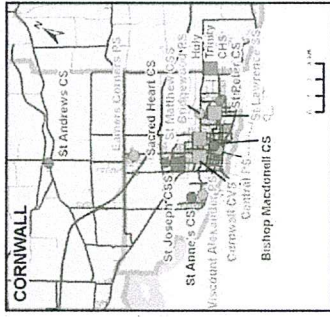
OR

Check STEO website

www.steo.ca



School Locations 2022 - 2023 School Year



LEGEND

- Secondary School
- Elementary School
- Elementary School that feeds to two or three Secondary Schools.

Colour represents a Secondary School & the Affiliate Elementary Schools.



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. Please ensure that you 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 in your message. The student will be signed out 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 our main office as soon as possible to advise of the change, preferably no later than 2:00 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. If your child must be picked up unexpectedly, please contact our main office to advise of this need, indicating the time of pick up and who will be picking up the student.

If your child is being picked up or dropped off at school outside of our regular arrival or dismissal times, please report to the main entrance, identify yourself and advise the principal/office administrator that you are picking up or dropping off the student. 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 the parent has not advised the school in advance of a change in the dismissal routine. A student arriving late for school must be accompanied to the main entrance by their parent/guardian for attendance and safety reasons.

Parents/guardians and any volunteers must enter and exit the building via the Main Entrance and use the Visitors Log book located at the main office to sign in and sign out and get a visitors badge. A reminder that visitors are not permitted in the instructional areas unless accompanied by school staff.

As a bus safety measure, vehicles are restricted from entering and parking in the bus loading zone during morning drop-off and afternoon dismissal. Vehicles are not permitted to park while buses are in the bus-loading zone. If you are driving your child to school, please check yearly with your school to determine what the expected arrival time is in the morning. No child is allowed on the yard without proper supervision. In the case of an emergency, it may be possible to make special arrangements by contacting the office.

Transportation

The Student Transportation of Eastern Ontario provides detailed guidelines for parents and guardians regarding the transportation of students. Information booklet is updated and 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 authorized regular stops. 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.

Scents at School

All staff, students and visitors are asked to **refrain from the use of scented products while in our school**, as they can result in adverse effects on the health of others. These products may include, but are not limited to, perfume, hair spray, lotion, body spray, air fresheners, and hand creams/sanitizers.

Maynard Dress Code (Appendix E of the Maynard Public School Code of Conduct)

- Students are expected to dress in clothes that are comfortable and appropriate for their safety, wellbeing and learning at school (i.e. shoes in gym)
- Students have a right to wear clothing needed to observe their religious beliefs and the responsibility to respect the rights of others and support a safe and inclusive learning environment
- Students will not wear anything that promotes or symbolizes drugs, alcohol, illegal activity, hate or discrimination, profanity, pornography; that incites violence or harassment; or threatens health and safety
- Students will not wear anything that depicts or displays hate speech targeting groups based on race, ethnicity, gender, disability, sexual orientation gender identity, religious affiliation, or any other protected groups
- Concerns about student dress will be discreetly reported to the Administrator of the school

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 educators and school principal. The unauthorized use of a cell phone or an electronic device in class may result in the educator asking the student to put the device away or ask for it to be sent to the principal 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 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 during school hours. 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 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 on school property as part of 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 and staff at our schools have been diagnosed with severe allergies to nuts, 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.

Volunteers

If you are interested in volunteering, please reach out to our Office Administrator for a school-based letter that must accompany your application to the OPP for a Vulnerable Sector Check. If you wish to volunteer in any capacity (i.e. school trips, hot lunch, volunteer driver, reading with children, coaching, etc.), you will need to ensure that such documentation is completed and on file in the school office. Offence Declarations are to be completed on an annual basis and are kept on file in the office.

Emergency Preparedness Drills

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 and staff 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. Students must cooperate fully with school officials and fire fighters.

Lockdown Drills: As part of our emergency preparedness drills, the school will engage in two lockdown drills each year. Children will be taught the safety expectations and be supported through the drills by classroom staff.

Other Drills or Safety Processes: Other emergency codes, drills, or safety practices, such as a tornado drill will be completed as required or recommended. If there was lightning at an arrival or dismissal time our procedures may be changed for safety reasons. Any significant changes in our timing would be posted for families on social media.

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:

Educator-student meeting	Meeting with parent/guardian/student/administration
Community service	Quiet area to work
Contact with parents/guardians	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/guardians	Home consequences
Time-out	Other interventions deemed appropriate

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

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

When addressing inappropriate behaviour, school staff will consider the particular student 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 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, they are suspended from their 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. Activities for which suspension must be considered are listed under section 306(1) of the *Education Act*. Activities for which expulsion must be considered under section 310(1) of the *Education Act*.

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. 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 to this is for students who have a prescribed epi-pen or asthma inhaler. Students who have these emergency medications would have the details documented in their Plan of Care. For more information regarding medication and Plans of Care 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.

Menstrual Products in Schools:

It is the policy of the Upper Canada District School Board that menstrual products are made available at no cost to students in female washrooms and gender-neutral washrooms.