

The Upper Grand District School Board



*It is our mission as a nurturing, rural, community school, to ensure the development of each child's potential and personal values, and to build a foundation for the future through quality educational experiences.*

# School Family Handbook



*73 McGivern Street  
Moorefield, Ontario  
N0G 2K0*

Telephone: (519) 638-3095

Fax: (519) 638-3387

Web site: [www.ugdsb.on.ca/maryborough/index.html](http://www.ugdsb.on.ca/maryborough/index.html)

***"Sharing, Caring and Growing Together"***

## **PRINCIPAL'S MESSAGE**

Welcome to Maryborough Public School! We look forward to working with you and your family, whether you are returning to our school or joining us for the first time. We will create an atmosphere of trust, respect, kindness and hard work. We will provide a safe and positive learning atmosphere, where children from Junior Kindergarten to Grade 6 are given the opportunity to reach their potential -- in every way. We have an excellent staff, responsible and enthusiastic students, alongside an involved and supportive community.

A partnership between administration, teachers, students and parents is necessary to ensure success for all students. Together as a collaborative team, we can support and encourage the growth and development of happy, kind, and skilled individuals. We value the cooperation between home, school and the community. We welcome constructive notes and calls from our parents, and encourage your participation in activities at our school. Please keep in regular contact with your child's teacher(s), so that we can support one another to the benefit of each student.

This handbook has been prepared as a useful and helpful guide for parents and students. For your reading pleasure, it will answer any questions you might have regarding the routines, expectations, and policies of both Maryborough Public School and the Upper Grand District School Board. We encourage you to keep this reference handy throughout the year. Our door is always open and we encourage you to contact the school (519-638-3095) with any further questions or concerns.

Sincerely yours,

Tim Dickieson  
Principal

## **COMMUNICATION**

Education is a shared responsibility between school and home. When parents and teachers work co-operatively together, everyone benefits.

Effective, positive, two-way communication is essential. Throughout the school year, we will communicate with parents in many ways. Look to our school website to help keep you informed of school news, to celebrate our accomplishments and to see upcoming events. Sometimes, you will receive phone calls or notes with positive messages, or with concerns that we need to address together. We invite feedback on what we are doing well and in areas where we can better help.

Parent involvement in our school is an essential component of an effective school. We invite you to work together with us by: visiting our classrooms; talking with teachers, becoming a classroom volunteer, or participating in our School Council Association.

By working together, we can best ensure that the needs of your child are being met.

## **MARYBOROUGH PUBLIC SCHOOL MISSION STATEMENT**

It is our mission as a nurturing, rural, community school, to ensure the development of each child's potential and personal values, and to build a foundation for the future through quality educational experiences.

## **UPPER GRAND DISTRICT SCHOOL BOARD VISION STATEMENT**

Students will attain individual excellence through dynamic programming provided by an effective staff and supported by a committed community. We will meet our students' diverse needs through the provision of equitable and accessible resources. Our learning environment will be characterized by empowered administrators, effective communication and mutual compassionate respect.

## **SCHOOL COUNCIL ASSOCIATION**

Our School Council Association acts in an advisory capacity to make recommendations to the school Principal and, as appropriate, the Board. The purpose of the Council is to improve student achievement and enhance the accountability of the education system to parents. School Council places the overall interests of the school and students first.

All parents and guardians will be encouraged to attend School Council meetings and to participate on committees. A schedule of our meeting dates can be found on the Maryborough Public School website. We will work hard to keep meetings within the time frame, as we know that parents have babysitters and wish to get home to tuck in their children.

## **SEPTEMBER OPEN HOUSE**

Come and visit us at our Open House/Meet the Teacher Night held each year in September. Check the school website for the specific date and time. We look forward to an evening where we can say hello to our old families and welcome new ones to the Maryborough Public School community. Please remember that this is an informal introduction time and that parent-teacher conferences will be held later in the term (*during the second November PD day*).

## **INSTRUCTIONAL STRATEGIES**

Our teachers are committed to providing the best possible program to meet the needs of each child. This means using a variety of high leverage teaching strategies to meet the needs of all students. Much has been learned in recent years about how children learn, and methodologies and environments have been adjusted accordingly. You will see individual, small group, and large group instruction, alongside modelled, shared, guided and independent practice. You will see number talks and manipulatives in use in mathematics. We believe in ensuring that each child strives to achieve the overall and specific expectations in each subject area. Assessment will occur using a variety of means, and feedback will be tailored to specific student next steps. We invite you to visit our classrooms, and our teachers will be pleased to discuss their programs. If you would like to visit a classroom or discuss your child's progress, please contact the school to make an appointment.

## OUR SCHOOL DAY SCHEDULE

8:30 – Buses Arrive & School Building Open

8:50 — School Entry; Start of School Day

8:50 – 9:40 — Period 1

9:40 – 10:30 — Period 2

10:25 — Announcements

10:30 – 11:20 — First Nutrition Break

11:20 – 12:10 — Period 3

12:10 – 1:00 — Period 4

1:00 – 1:50 — Second Nutrition Break

1:50 – 2:40 — Period 5

2:40 – 3:30 — Period 6

3:30 — Dismissal

3:40 – Buses Depart



## SUPERVISION

The building and grounds are supervised for students starting at 8:30 am until 15 minutes after dismissal (3:45 pm). Supervision is also provided during the bus transfer and for organized sports activities which may occur outside the above times. **For safety reasons, students should not arrive at the school before 8:30 am since there isn't any supervision before this time.**

## LOST AND FOUND

Every year, a number of items find their way to our Lost and Found Box. We ask parents to clearly label all items to help locate their owners. Small items, such as jewellery and watches, are kept at the office and announced over the PA system. Unclaimed articles will be donated to charity at the end of each term. Please visit our Lost and Found box (*found near the main office*) regularly to reclaim missing family items.

## SPECIAL EVENTS

The following is a partial list of activities/events that usually take place during the school year. Specific dates will be shared on our website (*see the Calendar tab*).

- **September:** Terry Fox Run, Junior Soccer, Meet the Teacher Night
- **October:** Cross Country, Lifetouch Picture Day
- **November:** Progress Report, Remembrance Day Assembly
- **December:** Volleyball, Food Drive, Carol Singing, Skating, Winter Break
- **January:** Kindergarten Registration
- **February:** Term 1 Report Card, Family Day, Floor Hockey, Grade 6 Camp Wanakita trip
- **March:** Skating, March Break
- **April:** Easter Break, Earth Day, Basketball
- **May:** EQAO Testing, Education Week events, school Track and Field Day
- **June:** Term 2 Report Cards, 3-Pitch, Track and Field Area Meets, Primary Play Day, Grade 6 Graduation

## **MILK**

Grade 5 and 6 students will distribute milk during the second nutrition break. Students interested should purchase a milk card on-line and bring the receipt to the school office. **Cards cost \$20.00 each for 25 milks. Students are also welcome to bring 80¢ a day for milk as well.**

## **PIZZA & HOT LUNCHES**

Our School Council Association will again be offering hot lunches on Wednesdays with all proceeds going to support student activities. Pizza will be available on Fridays. Lunch forms will go home with students and they can purchase lunches each term. Please let the SCA know if you can spare some time on Wednesday to help with the “*hot lunch*” program. We try to beat those ***Lunch Bag Blues!***

## **ATTENDANCE, ABSENCES, & LATES**

Regular attendance is essential for a student’s success in school. All academic subjects are taught in sequence, requiring an understanding of each concept in the order of its presentation. Persistent absenteeism or lateness creates a genuine disadvantage for students and is regarded as a serious problem.

Attendance is taken in the morning each school day. Students are marked late or absent as the case may be if they are not in class at 8:55 AM. Students arriving late should check in at the school office before going to class.

The Education Act and regulations outline expectations for school attendance. Children of compulsory school age are required to attend every school day unless excused:

### ***A child is excused from attendance if:***

- a) The child is receiving satisfactory instruction at home or elsewhere
- b) The child is unable to attend for illness or unavoidable cause
- c) Transportation is not provided where required by the Act
- d) Absent for music instruction up to one-half day per week
- e) Suspended, expelled, or excluded
- f) Absent for a holy day by church or religious denomination
- g) Absent as authorized by the Education Act or Regulations
- h) The school is closed
- l) It is a school holiday or Professional Activity Day

For situations not covered above, a child may be temporarily excused with the approval of the school principal on written request from the legal guardian. It is the duty of the parent to cause the child to attend school as required and to provide the school reasons for absence. Please check with the principal if you have any questions.

## **SAFE ARRIVAL ☎ (519) 638-3095 ext. 100**

Each morning, we call parents of absent students if we do not know why they are away. It is essential to call the office before 8:45 am if your child is going to be absent or late. The *Call Answer* voice mail can take your messages 24 hours a day. Please supply us with the student's name, class and reason for absence or lateness. We follow the Board's Safe Arrival Policy and will call parents of absent students if we have not been informed by a parent of the reason for the absence. If students are absent without explanation, parents and caregivers will be contacted in the following order: at home, at work, caregiver (*if appropriate*), emergency contact, and if warranted, the police.

The Board Policy on Safe Arrival reads: It is the responsibility of parents to:

- provide current telephone contacts such as: home phone number, work number of both parents, number of caregiver, number of safe arrival contact, and emergency contact numbers on the student admission information form
- update the information during the school year
- communicate with the school, prior to the start of school in the morning or afternoon, when the child will be absent or late for any reason
- provide written permission for their child to leave the school during the day
- inform the school when their child will be returning after an absence of more than one day

## **SAFE DEPARTURE**

Please send authorization in writing if someone other than the legal guardian is going to pick your child up from school. Also, please send authorization if a child who takes a bus is going to be picked up. The authorized adult may also be asked for photo identification. If students do not have a note or a phone call and we can't confirm otherwise, it is our practice to **send the child home on the bus as usual**.

If it is necessary for a child to leave early, or to leave for a period during the day for an appointment, a note must be sent to the teacher. For the safety of your child, we request that you come into the school to sign him/her out at the office.

## **CUSTODY**

In almost all cases, unless otherwise directed by a court of law, both natural parents have full access to the students and their records. If for some reason, these rights are restricted, legal documentation must be on file at the school. Occasionally parents may wish their child to assume a name other than that on the birth certificate. If this is the case, we must have a court order or a written request for this to be done. Please call the school office for full details.

Although only a custodial parent can make educational decisions for a child, a non-custodial parent has the right to information about a child, and access to the child, unless denied by a court of law. If you have concerns about unauthorized access to children or information, it is essential that the Principal be informed and that verification of custody orders be placed in the student's OSR. Otherwise, the school assumes a situation of equal access exists.

## **ARRIVAL & DEPARTURE AT SCHOOL**

We need to keep our students safe as they disembark and board buses and cars at school. In order to facilitate this, please park in the designated drop off area. Please do not park in the bus zone, as this is where buses drop off students. **PLEASE DO NOT BLOCK THE BUS LOADING ZONES.**

## **BUSES, BICYCLES, & CARS**

The following procedures are intended to maximize safety:

- a) Avoid the bus zone and crossing the roadway and driveway by picking up or dropping off on the school side of the road near the sidewalk. Please note that students are not allowed to enter or leave transferring buses until all buses are in place.
- b) Walkers and bikers are dismissed through the front doors. As there isn't a crossing guard, bikers should walk their bicycles while on site and exercise caution when approaching the roadway. Bikers should adhere to all road safety rules, including the wearing of helmets.
- c) Students who ride bicycles to school should leave them in the racks, which are located away from bus, car, and play areas. Bicycles are left at the owner's own risk and the school does not assume responsibility for any loss or damage. We recommend the use of good quality bicycle locks.

## **VOLUNTEERS**

Education is a shared responsibility between the school and home, and we welcome volunteers into our classrooms. If you are interested in helping out on an occasional or a regular basis, please contact your child's teacher or call the office if you have time or skills you could share to make our school a better place for students to learn and grow. Our School Council Association also appreciates help with the hot lunch program and other special events.

Volunteers should check in at the office when they arrive to advise school personnel of their presence.

As part of the entry process for new volunteers, we ask that you complete the "Volunteer Information Application" form available in our office and read carefully and comply with the following statement:

### ***Protection of Privacy Statement for Volunteers***

*The Volunteer's role in the school is one of partnership with the employees of the Upper Grand District School Board. In this capacity, it is understood that the volunteer will follow the terms and conditions relating to security and confidentiality of personal information according to the Municipal Freedom of Information and Protection of Privacy Act, 89.*

*Pursuant to Board Policy #205, it is understood that the volunteer will work under the direction of an appropriate staff member and be privy only to that information that is necessary for working effectively with student(s) and/or for the purpose of performing the task assigned; e.g. office/clerical.*

Please note that we will require regular volunteers to get a police record check. This is available free of charge at the local police station.

## **ROUTINES**

### **VISITING THE SCHOOL**

If you are picking up your child before the end of the day, please meet them at the office. Parents please feel free to visit the school, **but you must check in at the office first so that we can direct and assist you.**

For safety reasons, all visitors must report to the office, sign in and wear a visitor's badge before proceeding to classrooms or onto the yard. Even if you are in the school only for a moment, your tag must be clearly visible. Please understand that this is for the safety of your children.

We appreciate volunteers and parents who want to visit our classrooms. Please remember to call in advance to arrange an appropriate time, to help ensure they are not out of the school or completing a test.

### **FIELD TRIPS**

Field trips provide education beyond the classroom and support our core curriculum. Notice about all class trips will be sent home in advance. In order for your child to participate, written confirmation is required to ensure that parental permission has been granted and that parents are aware of the details of the trip. Students are responsible for the cost of such trips, and costs are kept to a minimum as much as possible. It is Board policy that no student will miss the opportunity to participate in a class trip due to financial constraints. If you have concerns about the cost of a trip, please speak to the Principal confidentially, so that arrangements can be made to ensure the participation of all Students.



### **TELEPHONE USE**

Phone calls home for students will be made for emergencies and under the supervision of a staff member. All social arrangements, off property permission, etc., must be made ahead of time, and submitted to the teacher in the form of a signed/dated note, which will be sent to the office with the morning attendance.

### **VALUABLES**

There are times when students bring special, fragile, or expensive items to school and they become upset when items are damaged or lost. The best prevention is to leave such items at home, or to bring them in for a temporary demonstration. **STUDENTS ARE RESPONSIBLE FOR ANY ITEMS THEY BRING TO SCHOOL.**

### **RESPONSIBLE USE OF DIGITAL TECHNOLOGIES**

The Upper Grand DSB recognizes the increasingly important role technology plays in the daily lives of our staff and students. We welcome and encourage the responsible use of personal technology in all classrooms. By providing access to reliable Wi-Fi in all classrooms, we support teachers and students to realize the potential of digital devices to transform instructional practice and engage in learning. Please take some time to read about the board's Acceptable Use of Technology [policy](#) and consider allowing your son/daughter to bring their own device to school. Electronics may only be used under the direct supervision of staff for educational purposes.

## **ROLLER BLADES/SKATEBOARDS/SCOOTERS**

The Upper Grand District School Board does not allow skateboards, rollerblades or scooters on Board property. To avoid the problems of theft and storage, we would appreciate parent support in having these items remain at home.

## **FUNDRAISING**

Participation is always optional and children are discouraged from door-to-door sales. Some parents prefer to make a donation to the student activity fund or to the Upper Grand Learning Foundation (*tax receipts are given for donations over \$20.00*), and all donations come directly to the school.

## **HEALTH & SAFETY**

Students must wear shoes in the school, and running shoes are required for physical education class. To minimize dust and dirt, students may not wear muddy shoes in their classrooms. In case of fire alarm, students are not permitted to stop for footwear. Please ensure that students have a change of footwear available for indoor use. Running in the school halls is prohibited.

Extension ladders and step ladders may be used only by staff, after completing training in their safe use. Standing on chairs or other unstable devices is prohibited by Health and Safety guidelines.

Our creative playground equipment is off limits to students when wet or snow covered. Clothing with long, exposed scarves or drawstrings that can pose a choking hazard needs to be avoided on play equipment. Bicycle helmets are not allowed in the creative playground area. Safety equipment (*i.e., safety glasses, batting helmets, skating helmets, knee pads, etc.*) is available for sports activities and should be worn when appropriate.

## **SCHOOL EMERGENCIES**

A response plan has been developed for our school, detailing procedures that staff and students will follow in dealing with a range of emergencies. Teachers have copies of this plan and additional copies are placed in the staffroom and office. During the school year, there will be at least three fire drills in each of the fall and spring terms, with or without notice. In addition, there will be one severe weather drill, one bomb threat (*evacuation*) drill, and two lock down drills done during the school year.

## **PERSONAL INFORMATION**

We keep enough personal information about your child on file so that we can handle emergencies. This information is confidential to the Board staff and is kept secure. The school does not release this information without your consent. Please do not ask for the names, addresses or telephone numbers of other parents because we cannot give them to you. It is important that this information be kept up-to-date.

If during the year you change your address, home and work phone number, emergency contact, place of employment, etc., please phone the office so that appropriate changes can be made on our records. Telephone numbers, addresses, medical information and emergency contacts are vital in emergencies.

In September, we send home a pre-printed registration form. Please check all information on this form carefully, make changes and then sign and return it to the office immediately. We update our school records from this information.

## **INSURANCE**

Parents/guardians are responsible for expenses related to student injuries on school premises during school activities. Accidents can and do happen and the costs involved might not be fully covered by Provincial Health Care or employer group insurance plans. The Upper Grand District School Board strongly recommends that parents have student insurance coverage and has endorsed the plan offered by the Old Republic Insurance Company of Canada. Old Republic offers a variety of options, including family rates and multi-year plans, at affordable prices. The cost must be paid by parents/guardians.

Applications for the Student Accident Insurance Plan are sent home with the children in September. This plan supplements the Ontario Health compensation for specific major accidents and includes the treatment of specified injuries. Applicants are covered during the enrolment period. Parents' contact is with the insurance company, not with the Board of Education.

## **ACADEMICS/PROGRAM/ASSESSMENT**

### **CURRICULUM**

The Ministry of Education's Ontario Curriculum provides the basis for teacher planning and instruction, and for local provincial assessment. Directly linked to the provincial report card, it provides grade-by-grade expectations for classroom programming. Copies of the Ontario Curriculum are available on the Ministry Website (<http://www.edu.gov.on.ca>).

### **SPECIAL EDUCATION**

The Upper Grand District School Board provides a continuum of service that offers a range of placements to meet the needs of exceptional pupils. The purpose for this wide spectrum is to provide all pupils with opportunities to achieve success in their education programs. Accommodations and modifications are made to maintain the exceptional pupil within the regular class; however, we recognize that there are pupils for whom total integration is inappropriate. Alternate educational settings provided include resource withdrawal programs and self-contained classes at other schools. A team approach is used in program modification and in planning an exceptional pupil's Individual Education Plan (IEP). This plan contains specific objectives and an outline of educational services that meet the needs of the exceptional pupil. It is the school's responsibility to identify a pupil's needs and to ensure that they receive appropriate programs and Services.

### **STUDENT RECORDS (OSR)**

The Ontario Student Record (OSR) is a confidential, continuing record of a student's educational progress through schools in Ontario. The information in the OSR is available only to the Board's Supervisory Officers, the Principal, and teachers for the purposes of improvement of instruction. Students, and parents of students under age 18, may examine the OSR by scheduling an appointment with the Principal. They may also make a request to the Principal that inaccurate or inappropriate information be removed.

## REPORT CARDS

You will receive a progress report in November. There will be no marks on this report, only comments from your child's teacher. This will be an opportunity to find out how your child is progressing before too much time has passed and to see if some remediation is necessary. At the same time, there will be formal interview times for each child (*during the second PD day in November*). Please take some time to attend if at all possible.

The second report card will come home sometime in February and this report will contain marks. The June report card will come home toward the end of June. Please carefully review your child's progress, sign and return page 4, and contact the school if you have questions regarding any report.

The Ontario Report Card also provides an opportunity for parents and students to establish goals together and provide feedback to the teacher on page 3. Please take the time to work together with your child to complete this page, and return it to the school with your signature.

## GUIDES FOR GRADING

Level	Definition		
4+	The student has demonstrated <b>all</b> the required knowledge and skills. Achievement exceeds the provincial standard.	A+	90-100
4		A	85-89
4-		A-	80-84
3+	The student has demonstrated <b>most</b> of the required knowledge and skills. Achievement meets the provincial standard.	B+	77-79
3		B	73-76
3-		B-	70-72
2+	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.	C+	67-69
2		C	63-66
2-		C-	60-62
1+	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.	D+	57-59
1		D	53-56
1-		D-	50-52
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.		Below 50
I	Insufficient evidence is available to obtain a grade		

## **ASSESSMENT**

Our students will participate in a variety of assessment activities. Peer, self, and teacher assessment are all important aspects of the overall evaluation of program and student progress.

With parental permission, during the fall, all Grade 3 students complete the Canadian Test of Cognitive Skills which is designed to help us identify strengths and weaknesses for each child. The results of this test are shared with parents by the Board's Psychology Department. Sometimes when a child achieves an overall percentile of 98% or above on this test, they may be identified as gifted.

Students nearing the end of Grades 3 and 6 undergo standardized testing (*EQAO*) conducted under the direction of the Ministry of Education. Results of the test as they relate to performance of the education system in general will be made public. The performance of individual schools will be communicated to the School Boards and to the public. The family of each individual student will receive a detailed analysis of their personal performance.

## **HOMEWORK**

Although homework is important, we understand that parents are busy and students are tired at the end of the school day! Homework should be an extension of the learning that takes place in school. It can provide practice and drill that reinforces classroom learning, and can provide opportunities for independent study, research and creative thinking. Parents can help their children by arranging a quiet, comfortable place for the students to work and by seeing that assignments are complete. Children should be able to complete homework with minimal support. If your child is having difficulty with homework, please let your child's teacher know.

In the Primary grades, establishing a routine of reading, and being read to, is important for child development. Reading with your child for 15 minutes a night can make a world of difference!



In the Junior grades, homework is mainly used to review concepts, complete assignments or projects initiated in class and/or to provide extra practice of skills and concepts.

## **HOMEWORK REQUESTS**

If a student must be away for an extended period, please notify the office. We will have a form for you to fill out and provide you with a website that your child can access curriculum and work. Unless your child is going to be absent for more than one day, please do not request homework, as it is possible that the teacher does not have any planning time during the day to put work together. In the case of a prolonged absence, please feel free to contact the school. We will connect you with the website UG2GO which provides all kinds of curriculum related activities. If you do need to pick up homework, please do so at the end of the day if possible.

## **STUDENT AGENDAS**

Many classes will continue to use student agendas. The agenda will be used as an organizational tool for students and as a communication tool for home and school. Students will be encouraged to record all homework, for home and school. Students will be encouraged to record all homework, assignment due dates, and test/quiz dates in their agenda. Parents can help by reading their child's agenda daily to

reinforce for students' important dates and assignments. Parents are encouraged to use the agenda to write notes to the teacher. Agendas are signed daily by most teachers, and we encourage parents to sign them daily as well. Teachers will look at them regularly and they will be a good communication tool.

## **STUDENT HELP**

All children sometimes find school work difficult and need to recognize that their teacher is always ready to give extra help. Please encourage your child to ask for help.

There are resource teachers on our staff to help students who are experiencing serious difficulties. When a student experiences ongoing difficulties, our first step is to consult our in-school team. We also meet regularly with board consultants who have special skills in speech, special education and psychology. The classroom or resource teacher will describe your child's work, behavior, and present work samples. After careful consideration, the team makes suggestions that may help your child.

The teacher and the student then try these suggestions. If they work, and they often do, we observe the student closely over the next few weeks to make sure that the difficulty is truly cleared up or the child is making progress. If the suggestions don't work, we discuss the student's case again at the next team meeting to look for alternative learning strategies.

The team considers further help and action at the next consultant meeting. More suggestions to help the student are given to the classroom teacher. We also decide if we need a more detailed assessment of the student's strengths and weaknesses. If so, we choose the tests to be given and the person to administer them. Parental consent is obtained prior to any such testing. Test results are confidential and will be brought back to the next team meeting for discussion. Test results are also shared with parents.

A speech therapist visits our school regularly. Students who are referred by their teachers may, after testing by our Board speech pathologist, work with the therapist on a regular basis. If any parent feels their child may need help in the area of speech development they should contact their child's teacher to inquire about speech assessments.

## **STUDENT RECOGNITION AND AWARDS**

We encourage the recognition of all students involved in intramural, extra-curricular clubs and day-to-day participation in our school community. Our bulletin boards and public address system will be used to applaud individual and group accomplishments throughout the year.

## **GRADE SIX GRADUATION**

We will have a graduation that will be both memorable and appropriate for our Grade 6 students. Academic excellence, good citizenship and involvement in extracurricular activities will be important in the junior grades.

## **PHYSICAL EDUCATION PROGRAM**

The development of fitness, motor skills, co-operation, and sportsmanship is an important part of the curriculum. All students should come prepared to participate in the physical education program. All students need white-soled, non-marking running shoes. Students should wear comfortable clothing suitable for physical activity (*Slip on track pants or shorts are recommended for girls who wear dresses*).

## **INTRAMURALS**

During the nutrition break, students of all ages will have the opportunity to participate in a wide variety of indoor and outdoor, noon athletic activities. Although some friendly competition will be involved, the emphasis will be on participation, fitness, and enjoyment. Example: floor hockey, volleyball, basketball, badminton etc.

## **COMMUNITY USE OF SCHOOL BUILDING OR GROUNDS**

For any use of school facilities, there is generally a three-week processing period from the time the Contract Document is completed. For information on Community Use, please check the board website at [www.ugdsb.on.ca](http://www.ugdsb.on.ca). Please be aware users must provide proof of insurance.

## **TRANSPORTATION**

### **WHO IS ELIGIBLE?**

Students who live beyond a certain distance from their home school may receive bus transportation to and from school. The distance is set for each grade can be found on the following website:

<http://www.stwdsts.ca/home/en.html>

Students may also qualify for transportation for one year if one of the following conditions is met:

- The walking route to school is determined by the Transportation Department to be unusually hazardous.
- Authorization is received from an appropriate Superintendent to attend a school to take a program of studies not available at their home school.
- A request for Special Transportation Form is completed by a medical practitioner who stipulates in specific terms why a student's health necessitates the provision of transportation for an entire year.

Transportation arrangements for a student with a short-term medical problem, such as a broken leg, must be made by parents/guardians.

### **ASSIGNED BUS ROUTE**

Students must travel to and from school on their designated bus. Arrangements cannot be made for students to take another bus for social reasons (*i.e., go home with a friend, birthday parties, etc.*).

### **ARRANGEMENTS INVOLVING A DAYCARE PROVIDER**

Parents who wish to arrange transportation service at a care-giver's address must make the request in writing to the principal.

Please note permission will not be confirmed prior to the end of the first month of the school year, and students must be eligible for bus transportation to be considered for such an arrangement. Please contact the principal regarding procedures.

## **PARENT AND GUARDIAN RESPONSIBILITIES**

- The safety and conduct of their children at bus pick-up points.
- Determining if it is safe for their children to leave for school during inclement weather.

## **BUS COMPANY RESPONSIBILITIES**

Student safety is a primary concern. Every effort will be made to provide a safe, economical bus service, and to meet these guidelines:

- Students will be delivered to a school no more than 30 minutes prior to classes.
- Buses will depart schools no more than 30 minutes after the regular dismissal time.
- Where practical, elementary students should spend no more than 45 minutes, and secondary students no more than 60 minutes on the bus to and from school.
- No student will walk more than 1.2 km from the end of his or her driveway to the pick-up point.
- The number of students on a school bus will not exceed the manufacturer's capacity for that vehicle. Students in Grades 7-12 shall be counted as 1.5 students when determining the number.
- Students will ride on no more than two different buses while travelling either to or from school.
- A video camera may be used on a school bus for the purpose of promoting the proper behavior and safety of students on the bus.

## **STUDENT RESPONSIBILITIES**

These regulations are intended to help ensure the safety of students:

- Students are expected to behave in accordance with the School Code of Conduct at the pick-up and transfer points, and while travelling on the school bus.
- Students must follow the rules outlined by the driver and must respect the authority of the bus driver.
- Students will cooperate with and assist the patrols in carrying out their duties.
- Students must remain seated on a moving bus.
- Students are responsible for compensation for any damage or destruction to school buses.
- Bus students may only be picked up or discharged at designated stops.
- Books, lunch boxes and bulky items must be kept on the student's lap.
- A student must keep his or her arms and head inside the bus at all times.
- No eating or smoking is allowed on the bus.
- Profane language is not permitted on the bus at any time.
- Students must be aware that serious or repeated misconduct will be recorded. Such actions may result in the loss of transportation privileges.

## **LOADING PROCEDURES**

Students must:

- Be at the bus stop 5 minutes before pick-up time.
- Stand away from the road until the bus is stopped.
- Line up in a single file and board the bus in an orderly fashion when the driver indicates it is time to board.
- Wait for the driver's direction before crossing the road to board the bus; stay 5-8 paces in front of the bus when crossing.

## **UNLOADING PROCEDURES**

Students must:

- Stay in the seat until the bus comes to a stop.
- Leave the bus in an orderly fashion.
- Continue up his or her laneway if it is directly beside the door of the bus.
- Stand away from the bus and wait until it has departed before walking to his or her laneway if it is on the same side of the road as the bus.
- Wait for the driver's direction before crossing the road if his or her laneway is across the road.

Field trips and school-to-school trips are part of the regular school program and students are subject to the same rules and code of conduct as regular bus students.

## **EQUIPMENT**

The following regulations guide the transportation of equipment:

- No firearms or anything of a dangerous nature.
- Skate blades must be covered by guards, tied together, carried in a bag, and placed on the floor of the bus at the student's feet.
- Skis and poles may not be transported unless the bus is equipped with suitable storage space under the floor.
- Musical instruments must be kept on the student's lap.
- The decision to transport other objects shall be determined in advance by the principal, the bus driver, and the Transportation Department.

## **INCLEMENT WEATHER**

A decision to cancel transportation is made by 6:30 a.m. in order to give all parents and drivers sufficient notice. The decision is based on a number of factors, including actual weather and road conditions, as checked first hand by designated bus operators in each area, weather predictions made by Environment Canada, and information on road conditions from the Road Superintendent. When conditions exist such that buses are cancelled in the North-Wellington area, Maryborough Public School is still open to students who can get here safely. Please note that buses will not run at the end of the day and you will need to arrange transportation home for your child(*ren*) at 3:00 p.m.

When a bus does not travel a route in the morning, it will not do so in the afternoon. During inclement weather, bus cancellation announcements will be broadcast on: 1460 AM CJOY, 106.1 Magic FM, 1090 AM The Team, 105.3 Kool FM, News Talk 570 AM, 107.7 FM CKNX, 96.7 CHYM FM, and 920 AM. Parents and students are advised to listen to their designated radio station. **You may also check the board website and our school website.**

## **HEALTH**

### **PLANS OF CARE – ANAPHYLAXIS, ASTHMA, EPILEPSY, & DIABETES**

It is the belief of the UGDSB that all students are entitled to a safe, healthy and inclusive learning environment in our schools. The UGDSB will support students with asthma, diabetes, epilepsy or seizure disorder, life-threatening allergies and other serious health conditions in managing their medical condition, and enable them to participate in school to their full potential. These procedures are designed to ensure compliance with the relevant legislation while establishing consistent practices to respond to medical emergencies related to life-threatening medical conditions.

If your child has health concerns of any kind, please tell your child's teacher or the office and we will take the necessary health protection steps, including the possibility of creating a Plan of Care to share with school staff who might interact with your child.

**EPI-PENS AND INHALERS SHOULD BE CARRIED ON THE PERSON, AND IF POSSIBLE ONE KEPT IN THE OFFICE AS WELL.**

**ALL STUDENTS WITH ANAPHYLAXIS AND/OR ASTHMA MUST HAVE A PLAN OF CARE ON FILE IN THE OFFICE.**

## **ILLNESS & INJURY**

It is our practice to make a sick child feel as comfortable as possible while parents are being contacted. When an illness or injury seems serious, the principal or designate may take the child to the hospital or call an ambulance. Please ensure that the office always has up-to-date information on how to reach you or an emergency contact.

## **MEDICATIONS**

Medication for pupils should be administered at home whenever possible.

Where oral medication must be administered to pupils by school personnel, the parent/guardian must:

- Provide written authorization on the Consent for Administration of Oral Medication, #509-2; deliver to the Principal or Designate the required medication in a labeled "tamper-proof" container;
- Ensure the container has a pharmaceutical sticker attached indicating the name of the child and directions for the administration/storage of prescribed medication;
- Instruct their child to attend the school office for medication as per the schedule for administration as established in conjunction with the school Principal.

## **CONCUSSIONS**

Please let us know if your child suffers a concussion and requires accommodations at school.

## **IMMUNIZATIONS**

Provincial law requires that every student have evidence of an up-to-date vaccination profile. Consult your doctor or the local Health Unit if you wish to check your children's records.

## **HEAD LICE**

Head Lice is a community problem and the control of head lice requires a cooperative effort. Their presence does not cause disease; however they are a nuisance. Parents play a big role in prevention, detection, and treatment of head lice; and should check their children regularly for the presence of small whitish nits (*eggs*) tightly fastened on the hair shaft near the scalp, and to report any occurrences to the office. Parents will be notified if anyone in a child's classroom has reported head lice so that they can monitor the situation. Should your child become infected, several good medications are available without a prescription. As nits can withstand treatment and hatch within seven days to re-infect the child, parents should remove all nits before bringing their child back to school.

## COMMON INFECTIOUS DISEASES

The following is a guide from the Health Unit (*their phone number is: 1-800-265-7293 EXT. 4752*):

Illness	Exclusion from School
Chicken Pox	Infectious for 2 days but can attend school if they feel well enough to participate in all activities
Red Measles	Cannot return to school until at least 4 days after onset of rash.
German Measles	Cannot return to school until at least 7 days after onset of rash.
Meningitis	Can return to school after receiving at least 24 hours of appropriate antibiotic treatment and a Dr. has determined that it is okay to do so.
Mumps	A child should remain home for 9 days after onset of swelling
Strep Throat or Scarlet Fever	Can return to school after receiving at least 24 hours of appropriate antibiotic treatment and a Dr. has determined that it is okay to do so.
Whooping Cough	Should remain home until 5 days of appropriate antibiotic treatment has been received
Pink Eye	Should stay home for 24 hours after appropriate antibiotic cream has been administered

Should your child contract any communicable disease, please let us know at the school office. We also advise you to consult your family doctor.

### Fifth Disease

It is important for pregnant women and for children with weakened immune systems to know if they have come into contact with Fifth Disease. For this reason, we ask your cooperation in reporting to the school if your child(ren) is/are diagnosed with Fifth Disease.

## SMOKING & VAPING

It is the policy of the Upper Grand District School Board to provide a smoke-free and vape-free environment for its students, staff, and others while on school Board property. The smoke-free policy is in accordance with the Smoke-Free Ontario Act. The principal may suspend all students found smoking on school property. Also in accordance with the Smoke-Free Ontario Act, the Upper Grand District School Board will permit smudging and the use of sacred medicines in connection with indigenous cultural practices at cultural and educational events, meetings, and relevant classroom presentations.

## CHILD ABUSE PROGRAMS AND PREVENTION POLICIES

The Upper Grand District School Board places a high priority on the safety of our students. The Child Abuse Prevention Policy is evidence of our commitment to this priority. The following is a quote from the policy: *“Every citizen in the community shares a responsibility for children’s well-being. School officials and all board employees share in this collective community responsibility for creating safe and nurturing environments for children. Under the Child and Family Services Act, this responsibility includes the legal requirement to report to the local Children’s Aid Society any suspected child abuse or neglect. Teachers and other Upper Grand District School Board (UGDSB) employees have a special opportunity to know and understand children during their most influential years of development. They are in a unique position to be able to see the early signs of abuse and/or neglect.”*

As required in the Policy, we will be teaching age-appropriate lessons to help our students identify abuse and protect themselves from abusive situations. The goal is to provide children with the tools they need to keep themselves safe. The lessons cover a broad range of safety issues including bullying, stranger danger and abuse by a known and trusted adult.

These lessons will occur sometime during the school year in Grades 1, 3 and 5. You will be notified before these lessons are taught. The lessons will be team taught by our Child and Youth Counselor and/or classroom teachers. Students in Grades 7 and 8 will also participate in a program by the Red Cross entitled "*It's Not Your Fault.*" This presentation will occur in homeroom classes and involves two one-hour sessions.

## **THE BILL OF BODY RIGHTS**

REGARDLESS OF YOUR AGE YOU HAVE THE RIGHT TO...

- Trust your feelings.
- Decide when a touch is good or bad.
- Say NO to a bad touch.
- Get away.
- Tell a grown-up you trust about a bad touch.
- Keep telling grown-ups about a bad touch.
- Give and receive good touches.



## **APPROPRIATE USE OF TECHNOLOGY**

The use of technology is constantly changing in our society. Devices are becoming more portable and more powerful. This change creates challenges for school staff as we try to effectively use and monitor the use of technology as a learning tool. Please remind students that they are not permitted to take photos of other students using any personal device. For Primary Students (*JK- Gr 3*), portable electronic devices should not be brought to school. For Junior Students (*Gr. 4-6*), students should only bring devices to school at the recommendation of their teacher or an adult supervisor running a particular program. Devices may only be used for learning purposes, directed by a staff member.

- Students are not to use devices at recess or other unsupervised times
- Students may not use their devices to take pictures or engage in personal electronic communications during the school day.
- Parents must decide if the student may bring the device to school, and are reminded that the school or school board will not be responsible for replacement if it is lost or stolen.

## **COMPUTER USE GUIDELINES**

Students are expected to abide by the UGDSB Acceptable Use Guidelines when they use computers. Misuse and/or abuse of the Board and school facilities and resources are subject to consequences as explained in the school's Code of Conduct. All Upper Grand schools offer internet access to enable students to achieve learning outcomes and fulfill research requirements. Teachers supervise student use of the Internet to limit access to unacceptable material.

Each user will comply with the following conditions:

- use internet access in support of education and research and in a manner consistent with the beliefs and objectives of the school and Board
- accept full responsibility for his/her own exploration of the internet
- respect the privacy of others
- adhere to school standards of courtesy and behaviour

- promptly report to staff any inappropriate e-mail or internet data
- Unacceptable practices include but are not limited to:
- accessing or distributing inappropriate material
- using the network for any unauthorized, illegal, inappropriate or obscene purpose
- using the network for financial gain or commercial activity
- plagiarizing or violation of copyright
- violating network security
- accessing, vandalizing, damaging or disabling the property of another user
- allowing others access to personal passwords or accounts
- posting personal contact information
- engaging in demeaning, harassing, bullying, cyber-bullying or threatening behaviour

The complete Upper Grand District School Board Policy 318, Acceptable Use of Computer Networks and Internet, which includes the information summarized below, is available in the school office or online at <https://www.ugdsb.ca/?s=acceptable+use+of+technology>. School administrators will deem what is inappropriate use, and their decision is final. Failure to observe these guidelines will result in loss of computer privileges and/or other consequences consistent with Board/school policies.

## **SAFETY DRILLS & LOCKDOWN INFORMATION**

Just a reminder:

- Fire Drills - We must have six fire drills per year (*three in the fall and three in the spring*)
- Evacuation Drill - We must have one evacuation drill per year
- Severe Weather Drill - We must have one severe weather drill per year
- Lock Down Drills - We must have two lockdown drills per year

Lockdown:

- A lockdown is used in response to a major incident or threat of violence within the school or school area. Building occupants are secured in the rooms they are currently in, and no one is allowed to leave or enter until the situation has been resolved.

Hold & Secure:

- A Hold & Secure is used when there is an event outside of the school that is not related to us (*like a bank robbery, someone in the neighbourhood, a rabid dog*) where we lock the doors, but keep going on as usual. Nobody goes inside or outside of the school until police/authorities tell us it's okay.

Shelter-in-Place:

- This is the term to use when we have an environmental or weather situation, like a chemical spill, blackout, explosion, hurricane, etc., where keeping everyone inside is keeping them safe.

## **SEVERE WATCHES & WARNINGS**

When severe weather approaches, Environment Canada warns you so that you have enough time to protect your family and make weather wise decisions. The weather service in Ontario alerts you by issuing Special Weather Statements, Severe Weather Watches and Severe Weather Warnings on local and regional radio and television stations.

Environment Canada's summer severe weather program starts in mid-April and ends in mid to late October in Southern Ontario.

Environment Canada issues severe weather watches as a heads up. They tell you that severe weather is likely to develop. The lead time is normally two to six hours. Thunderstorms, however, often form quickly so the lead times may be less than two hours.

All watches are either updated or ended. If you hear that a storm watch has been issued, please watch the skies and listen to your local Canadian radio or television station for new developments.

A Tornado Watch is issued when severe thunderstorms are expected to develop and there is a possibility that one or more may spawn tornadoes.

## **SPECIAL WEATHER STATEMENTS**

In Ontario, Environment Canada issues special weather statements for four reasons during the summer.

- 1) To tell you in general terms what areas of the province may have thunderstorms during the day, especially those where the storms may become severe. These weather statements are issued every morning during the peak thunderstorm season of May to September.
- 2) To tell you when a weather system that may cause you some inconvenience is approaching. Such a system may produce torrential rains or strong winds, but the rainfall and wind gusts may not reach Environment Canada's criteria for a severe weather warning. Such a system may also bring unusual weather like thick fog. This type of weather statement is issued 12 to 24 hours in advance.
- 3) To give you a summary of the day's weather, especially when severe thunderstorms have caused damage in several areas.
- 4) There are occasions when no warnings or watches are in effect or required in Ontario, but the U.S. weather service has issued warnings for states directly bordering the province. In those instances, Environment Canada may issue a special weather statement to keep Canadians along the border apprised of the situation.

## **CODE OF CONDUCT**

### **GOAL**

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, included and accepted.

### **INTRODUCTION**

Our school Code of Conduct is based upon the provincial Code of Conduct and the Upper Grand District School Board Code of Conduct (*Policy 213*), which apply to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school and board property, school buses, at school-authorized events, and off site at school-sponsored activities.

### **RIGHTS**

Student rights include:

- to be treated with dignity and respect
- to be provided with activities that are success oriented and build on individual strengths
- to receive a quality education

Parent rights include:

- to be treated with dignity and respect
- to be heard and to have concerns addressed
- to communicate with the school

Staff rights include:

- to be treated with dignity and respect
- to have a safe working environment
- to expect parents and students to be involved in creating a positive school environment

## **STANDARDS OF BEHAVIOUR**

### A) Respect, Civility and Responsible Citizenship

- All members of the school community will:
  - 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 where there is disagreement
  - respect and treat others fairly, regardless of age, sex, gender identity, gender expression, sexual orientation, race, colour, place of origin, culture, citizenship, ancestry, origin, religion, creed, family status, marital status, socio-economic status, employment, housing, 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 school staff assistance, if necessary, to resolve conflict peacefully
  - respect all members of the school community, especially persons who are in a position of authority
  - respect the needs of others to work in an environment that is conducive to learning and teaching
  - not swear at a teacher or at another person in a position of authority

### B) Safety

- All members of the school community will not:
  - engage in bullying behaviours, including cyber bullying
- Definition of bullying:
  - As defined in section 1 of the [Education Act](#), bullying means aggressive and typically repeated behaviour by a pupil where,
    - A) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
      - i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
      - ii) creating a negative environment at a school for another individual, and
    - B) The behaviour occurs in a context where there is a real or perceived power imbalance between pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education

C) Cyber-bullying as defined in section 1 of the [Education Act](#), is bullying by electronic means including,

- I. creating a webpage or a blog in which the creator assumes the identity of another person
- II. impersonating another person as the author of content or messages posted on the internet; and
- III. communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

- commit sexual assault
- traffic in weapons or illegal drugs
- give alcohol or cannabis to a minor
- commit robbery
- be in possession of any weapon, including firearms
- use any object to threaten or intimidate another person
- cause injury to any person with an object
- be in possession of, or be under the influence of, alcohol, illegal drugs, or cannabis (unless the individual has been authorized to use cannabis for medical purposes)
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
- inflict, or encourage others to inflict, bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by bias, prejudice or hate
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of a school

## **STUDENT ROLES & RESPONSIBILITIES**

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour and adherence to the board and school codes of conduct.

All students will:

- come to school prepared, on time and ready to learn
- show respect for themselves, and for others, and for those in positions of authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and accept responsibility for their own actions

## **STAFF ROLES & RESPONSIBILITIES**

The Principal

- Under the direction the school board, principals take a leadership role in the daily operation of a school. They provide this leadership by:
  - demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
  - holding everyone under their authority accountable for their own behaviour and actions
  - empowering students to be positive leaders in their school and community
  - communicating regularly and meaningfully with all members of the school's community
  - ensure that a school Code of Conduct, based on the provincial Code of Conduct and board's Code of Conduct, is developed and communicated annually to the school community
  - review the school Code of Conduct at least once every three years, and seek input from school councils, staff, students, parents and guardians, and the school community on the review

## Teachers and School Staff

- Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:
  - help students work to fulfill their potential, and develop their sense of self-worth
  - empower students to be positive leaders in their classroom, school and community
  - communicate regularly and meaningfully with parents and guardians
  - maintain consistent and fair standards of behaviour for all students
  - demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
  - prepare students for the full responsibilities of citizenship

## **PARENTAL RULES & RESPONSIBILITIES**

- Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfill their role when they:
  - demonstrate respect for all members of the school community
  - support the efforts of school staff in maintaining a safe and respectful learning environment
  - are engaged in their child's schoolwork and progress
  - communicate regularly with their child's school
  - help their child be 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
  - become familiar with the provincial Code of Conduct, the board's Code of Conduct, and the school's Code of Conduct
  - encourage and assist their child in following the board and school codes of conduct
  - assist school staff in dealing with disciplinary issues involving their child

## **SPECIFIC RULES/EXPECTATIONS FOR MARYBOROUGH PS**

Maryborough Public School students and staff are expected to be positive, kind, caring role models and leaders. They will show respect at all times, engage collaboratively, and take responsibility for their actions.

### Entering

- Before school and during recesses, students will stay outside unless receiving permission to come inside
- Enter the school in a quiet and orderly fashion and go directly to their coat bay or classroom
- Hang coats up and put boots together against the wall

### Halls

- Students are expected to walk quietly and safely, while keeping hands and feet to themselves
- Use washroom/water fountain before going outside at lunch/recess
- Be proud of Maryborough Public School and keep it clean by using garbage cans and recycle boxes

### Class Time

- Co-operate and participate fully with classmates in all class and school activities
- Treat people, materials and school equipment with respect and courtesy

## Classroom Etiquette

- Come to class prepared to learn
- Follow all classroom expectations and instructions
- Ask permission to leave the classroom

## Yard

- Follow rules of safety and play fairly and cooperatively
- Take responsibility for actions
- Demonstrate respect for themselves and others
- Obey staff and supervisors
- No body contact, rough play, or play fighting
- Snowballs, hard balls, golf balls, skateboards, scooters, hockey sticks are prohibited on school property
- Use appropriate equipment in the designated play areas
- No food or drink is allowed outside
- Use appropriate language
- Report emergencies to supervisors immediately
- Respect nature and the environment

## Assemblies

- Proceed quietly to class seating area in an orderly fashion
- Listen attentively and participate appropriately
- Use polite applause

## Technology

- Be aware of the UGDSB Acceptable Use Policy
- Report inappropriate messages
- Respect the privacy of others
- Accept responsibility for the security of their username and password
- Use the Internet responsibly
- Devices may not be shared
- Texting during the school day is not permitted at any time
- Earphones must not be worn outside of the classroom, and may only be worn in the classroom with the teacher's permission

## Nutrition Breaks

- Students are to remain in their classroom at all times
- If you wish to leave the room to get a drink or use the washroom, you must wait until the teacher on duty circulates to your class, to receive permission
- The bell does not dismiss you, the teacher does. Please wait in your classroom, behind your desk with your chair pushed in to be dismissed.
- During indoor recess, all students must remain in their classroom
- Students are to use the main floor washrooms and drinking fountain during outdoor recess

## Bus Time

- Students will line up quietly in single file and follow the supervisor's instructions while walking to and loading the bus
- Riding the bus is a privilege and everyone's safety is our prime concern
- Students must remain in their seats, speaking quietly while on the bus
- Students will exit the bus in an orderly fashion, while being respectful and obeying drivers and trip supervisors

## **APPROPRIATE DRESS**

- Appropriate dress shall be free of images, logos or language that portray ethnic prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech or pornography, or reference alcohol, drugs or related paraphernalia, or other illegal conduct or activities.
- Dress code implies a range of approved apparel and/or general dress protocols that are deemed appropriate for students regardless of their race, age, ability, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic circumstances, or body type/size.
- Please refer to the [UGDSB Student Dress Code guidelines](#) .

## **POLICE SERVICES ROLES & RESPONSIBILITIES**

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the guidelines established in the [Police/School Board Protocol](#).

## **COMMUNITY PARTNERS ROLES & RESPONSIBILITIES**

Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols and collaborative agreements are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

## **IMPLEMENTATION OF THE SCHOOL'S CODE OF CONDUCT**

Safe Schools Policy 503 (Student Discipline, Bullying Prevention and Intervention, Suspension and Expulsion) provides direction to the school Code of Conduct in order to support and maintain a positive school climate for all students, staff, and community. The school Code of Conduct supports the use of positive practices, including prevention and early intervention, as well as consequences for inappropriate behaviour. This includes Progressive Discipline, and suspension and expulsion where necessary. Before applying disciplinary measures, the discriminatory and disproportionate impacts of disciplinary decisions on students protected by the Human Rights Code shall be considered.

## **PROGRESSIVE DISCIPLINE**

Progressive Discipline is a whole school approach that makes use of a continuum of prevention programs, interventions, supports, and consequences to promote positive behaviours. In developing a Progressive Discipline approach, preventative practices, corrective and supportive strategies are used to reinforce positive behaviours. These approaches build skills for healthy relationships and promote positive behaviours.

## **SPECIFIC PROGRESSIVE DISCIPLINE STRATEGIES FOR THE SCHOOL**

At Maryborough PS, we expect that our students will treat others the way they would like to be treated; including demonstrating: respect, care, and kindness toward others. This includes, but is not limited to: treating others respectfully while at school (i.e., in the classroom, on the yard, while using technology, and on the bus), not engaging in language that is inappropriate or that puts down a person based on things beyond their control (i.e., body type, ethnicity, sexual orientation, socio-economic background, etc.), keeping ones hands/feet to themselves (and not using their bodies to hurt others), ensuring everyone is kept safe, while making age-appropriate choices and decisions. If students make mistakes, are frustrated, or experience conflicts with others, we expect they will be honest and take the time to actively resolve these concerns.

The following strategies will be utilized at Maryborough Public School:

- Character Education strategies and programs
- Utilizing models based on the concepts of peer mediation and/or peer counseling
- Being sensitive to unique circumstances and mitigating which may affect student behaviour
- Maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

## **CONSEQUENCES**

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, schools will:

- utilize appropriate and consistent action to address inappropriate behaviours within the practice of Progressive Discipline
- ensure the degree of disciplinary action is in proportion to the severity of the behaviour exhibited, and that a student's previous history and other relevant factors are taken into account
- provide students with experience using conflict resolution, anger management and communication skills
- document incidents requiring disciplinary measures
- consider mitigating factors
- make contact with parents and guardians of students under the age of eighteen, or students over the age of 18 or those 16 or 17 years old who have withdrawn from parental control (adult students), early in the disciplinary process and involve them in a plan to improve the student's behaviour until the behaviour is acceptable; and/or
- utilize consequences such as short-term suspension, and respond as required with long-term suspension or expulsion

The application of consequences, supports and interventions are determined by the incident and the individual students involved.

Specific supports and interventions at Maryborough PS may include: problem solving discussions, conflict mediation, specific modelling of behaviours, participation in emotional regulation training (i.e., Zones of Regulation), discussions (with in-school staff, parents, or Board staff), positive reinforcement (i.e. verbal, sticker charts, etc.), recess plans, check-ins (i.e., after recess), use of safe spots or safe people, restorative justice conversations, or referral to outside organizations. Consequences at Maryborough PS may include: verbal reminders, collaborative conversations (with staff, students, parents), peer mediation, apologies (verbal, letters), withdrawal of privileges, detentions, time in the office, or suspension.

### **Examples of Consequences:**

- verbal reminder
- warning
- review of expectations/rules
- written or verbal apology
- phone call home
- student contract sheet
- restitution
- in-school community service
- loss of in-school privileges
- loss of field trip privileges
- suspension from the bus
- suspension
- expulsion

### **Examples of Supports/Interventions:**

- problem solving discussion with P/VP
- conflict mediation
- social stories
- discussion with parents (next steps, solutions)
- restorative justice with others involved
- Child and Youth Counsellor support
- positive reward system
- Attendance Counsellor support
- Student/teacher parent meeting
- case conference with school staff and/or Board consultants
- referral to outside agencies
- Suspension/Expulsion Program

## **SUSPENSION & EXPULSION**

To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well-being of others. The provincial Code of Conduct specifies that for student actions that do not comply with the provincial Standards of Behaviour, suspension and expulsion may be considered. The board's Safe Schools Policy (Policy 503) sets out the process for suspension and expulsion. This policy specifies the student actions that may result in the principal imposing a suspension, as well as the student actions that will result in the principal imposing a suspension and considering an expulsion pending an investigation of the incident.

## **MITIGATING FACTORS**

The principal will consider the following mitigating factors when considering the length of a suspension:

- whether the student has the ability to control their behaviour
- whether the student has the ability to understand the foreseeable consequences of their behaviour
- whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school

The principal will also consider the following factors:

- the student's academic, discipline and personal history
- whether other Progressive Discipline has been attempted with the student, and if so, the Progressive Discipline approach(es) that has/have been attempted and any success or failure
- whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation, socio-economic status, citizenship, marital status, age, culture or harassment for any other reason
- the impact of the discipline on the student's prospects for further education
- the student's age

## **INFRACTIONS THAT MAY LEAD TO A SUSPENSION**

Police may be involved, and a suspension **may** be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- uttering a threat, either verbal or written, to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs or, unless the student is a medical cannabis user, cannabis
- being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis
- swearing at a teacher or at another person in a position of authority
- committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- bullying, including cyber bullying
- any activity that contravenes the board's or school's Code of Conduct
- committing physical assault on another person that does not require treatment by a medical practitioner
- habitual neglect of duty
- not having an up-to-date medical/immunization record

## **INFRACTIONS FOR WHICH A PRINCIPAL SHALL IMPOSE A SUSPENSION, AND MAY CONSIDER RECOMMENDING TO THE BOARD THAT A STUDENT BE EXPELLED**

Police may be involved, and a student will be immediately suspended, an investigation will occur and may lead to a recommendation of expulsion to the board's Student Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- possessing a weapon, including a firearm
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- committing sexual assault
- trafficking in weapons or illegal drugs
- committing robbery
- giving alcohol or cannabis to a minor
- persistent bullying, if the pupil has previously been suspended for bullying, and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- an activity that is motivated by bias, prejudice or hate based on race, colour, national or ethnic origin, language, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or another similar factor

**Please review [Policy 503](#) for additional information.**