

CHIMO ELEMENTARY SCHOOL

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Principal S. Dowdall Vice-Principal L. Doxey



Upper Canada District School Board

Mission:

We prepare all students for a successful life

Vision:

Creating futures, leading and learning for all.

PARENT-STUDENT HANDBOOK

2017-2018

We will expect that students have their agenda with them each day. We ask for your cooperation in checking the agenda on a regular basis.

Character Always!



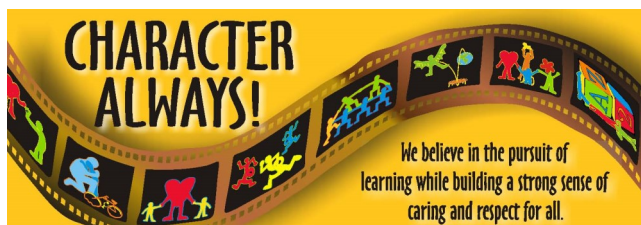
Caring	Perseverance
Fairness	Honesty
Empathy	Responsibility
Respect	Resilience
Generosity	Courage

Professional Activity Days

September 1
October 27
November 24
January 31
April 27
June 1
June 28

Holidays

September 4	Labour Day
October 9	Thanksgiving
Dec. 23 - Jan. 7	Christmas Break
February 19	Family Day
March 12-16	March Break
March 30	Good Friday
April 2	Easter Monday
May 21	Victoria Day
June 27	Last Day of School



This agenda belongs to: _____ Grade _____

At the Upper Canada District School Board, education is about developing the head and the heart, choosing character over convenience, perseverance over quitting, and resilience over defeat. It is about showing integrity and being stewards of community success.

It is about being the school board of choice.

School Calendar—5
day cycle

UCDSB Code of Conduct-Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
 - Demonstrate honesty and integrity
 - Respect differences in people, their ideas and their options
 - Treat one another with dignity and respect at all times, 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 another person in a position of authority
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Safety

*All members of the school community must **not**:*

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

The Upper Canada District School Board will:

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

Principals: provide leadership in the daily operation of a school by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
 - Holding everyone under their authority accountable for his or her behaviour and actions;
 - Empowering students to be positive leaders in the school and community;
 - Communicating regularly and meaningfully with all members of their school community.
-

Teachers and Other School Staff Members: Under the leadership of Principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of self-worth;
 - Empower students to be positive leaders in their classrooms, school, and community;
 - Communicate regularly and meaningfully with parents;
 - Maintain consistent standards of behaviour for all students;
 - Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
 - Prepare students for the full responsibilities of citizenship.
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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.
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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.
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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.

Consequences for Behaviors not Requiring Suspensions or Expulsions

The majority of students behave in a mature, responsible manner and rarely, if ever, require a consequence. When a student makes a rare and minor error in judgment, a simple discussion and reminder is often the only consequence.

For some students, a progressive discipline strategy is needed to discourage misbehavior or to learn new behaviors and responses. The school has a number of positive ways to encourage children to behave and follow the rules.

Most poor choices made by students result in the minimum consequence—a verbal reminder. Students who commit serious offences or who do not change their behavior after having been given small consequences will receive more significant consequences.

If a pupil has engaged in inappropriate behaviour, the Principal or designate may choose to use a progressive discipline strategy to address the infraction.

Progressive Discipline

It is the policy of the Upper Canada District School Board, with respect to progressive discipline, to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial and Board Codes of Conduct.

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order reinforce positive behaviours and help pupils make good choices.

For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities. The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07. The continuum of interventions in our progressive discipline model begins at the classroom level between the teacher and the student and then includes the student's parent/guardian.

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

Interventions may include but are not limited to:

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

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

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

NOTE: In some cases, short-term suspension may also be considered a useful progressive discipline approach.

The Safe Schools' Act

Suspensions and Expulsions

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

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

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, illegal and/or restricted drugs
- Being under the influence of alcohol
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- Bullying
- Any act considered by the principal to be injurious to the moral tone of the school
- Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community
- Any act considered by the principal to be contrary to the Board or school Code of Conduct
- Opposition to authority
- Fighting/Violence
- Habitual neglect of duty
- Use of profanity/swearing

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

- Possessing a weapon, including possessing a firearm or knife
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Committing robbery
- Trafficking in weapons, illegal or restricted drugs
- Giving alcohol to a minor
- Bullying if: i) The pupil has previously been suspended for engaging in bullying, and ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity for which a suspension may be imposed that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others
- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the board or to goods that are/were on Board property

The Safe School's Act (continued)

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

- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.
- Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct
- Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct

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

These behaviours can lead to suspension or expulsion and must be reported when they occur at school, at school-related activities or off school property where it has a negative impact on school climate. A pupil may be suspended only once for any incident of an infraction, and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

TWO TYPES OF EXPULSIONS

LIMITED

A limited expulsion is from the student's school and school-related activities, from 21 days up to one year. Principals are authorized to impose a limited expulsion.

FULL

A full expulsion is from all schools of the Board and school-related activities. Students cannot return to any regular publicly-funded school in Ontario until re-entry requirements are met. Boards are able to impose full expulsion.

MITIGATING Factors

A suspension/expulsion is not mandatory if, in the judgment of the Principal:

- The student does not have the ability to control his/her behaviour;
- The student does not have the ability to understand the foreseeable consequences of his/her behaviour;
- The student's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any other person.

Bullying Prevention & Intervention

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

The Definition of Bullying:

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

(a) the behaviour (physical, verbal, electronic, written or other means) is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

(i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or

(ii) creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

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

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



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

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

Reporting Bullying

Students must report any type of bullying behaviour to a trusting adult (verbally or in writing) whether it occurs inside or outside of the school. The trusting adult must then ensure that the Principal is contacted and informed of the bullying

All staff must report any incident of bullying in writing to the Principal.

Safe School strategies will be monitored and reviewed each term to ensure all strategies are effective.

The School will conduct a School Climate survey every two years and report findings to the Safe Schools Team.

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

Program of Instruction

With the assistance and direction of the Upper Canada School Board, we are taking a pro-active approach to bullying/negative behaviours. The school has implemented a **Character Always!** Program, based on the Board-wide program. We are developing the virtues of:

Caring	Perseverance
Honesty	Empathy
Respect	Resilience
Generosity	Courage
Fairness	Responsibility

Besides this 'umbrella' program, which is school-wide, teachers in all divisions routinely address bullying issues as a preventative measure using a number of different ministry and other formal programs.

Bullying Prevention & Intervention (continued)

Supervision on the yard

- Students are watched carefully on the yard. Staff members are scanning the yard constantly, watching for pushing, hitting, kicking, restraining, etc.
- Students seen engaging in one of these activities are instantly removed from the situation for a period of time, depending on the severity
- Teachers wear orange vests so that students can find them when they need to
- Teachers always respond to the concerns of the students

Dealing with Incidents

- Incidents are investigated thoroughly. We take the time to make sure (or as sure as possible) of our facts before acting. Each student deserves to be heard
- If a student is a victim of physical, emotional, or social abuse by another student, he or she will be consulted in deciding how to deal with the situation. Students have been made aware that we will take action that they are comfortable with, so that they don't need to be afraid to ask for help and so that they feel that they have the ability to solve problems in the future
- A plan will be developed to ensure the well-being of the victim, give appropriate consequences where needed, and to teach children to make better choices in the future. Appropriate consequences usually involve loss of privileges, withdrawal of classroom privileges, or suspension
- The parents of both students will be called and told about the situation and the plan. Students will be discussed only with their own parents
- A series of follow-ups is formally scheduled into the plan to monitor the success of the plan

What Parents Can Do

- Be aware of the signs of bullying such as: fear of going to school, school work problems, injuries, changes in attitude, disturbed sleep
- Phone the principal immediately if your child indicates that he/she has been the victim of physical, social or emotional abuse
- Assure your son or daughter that he/she has the right to take care of him/herself by telling someone about the situation
- Assure your son or daughter that the principal will act to ensure his/her safety and with his/her input and consent
- Help your child develop safe strategies for dealing with future incidents
- Let the principal know immediately if the problem is not solved

What Victims Can Do

- Tell the bully to stop
- Walk away
- Tell the teacher on yard duty, your own teacher, the principal and your parents
- You have the right to be happy
- Telling and tattling are not the same thing. Bullies want you to believe that it's wrong to tell someone

What Observers Must Do

- Stop watching. Under no circumstances is it acceptable to watch a person being bullied either physically or verbally
- Walk away, don't give bullies an audience bullies are empowered by people watching
- Get the teacher
- Physical involvement is not acceptable

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.

While the students are at school, we are responsible for their welfare and safety. It is very important that your child be in attendance at school and arrive to school on time. **Attending school is the most important factor in your child experiencing success in learning.**

Absences, Late Arrivals and Early Pick-Ups

Please help us ensure your child’s safety by complying with the following:

- Call the school when your child is going to be absent in order for us to maintain accurate records
- Leave a detailed message on the answering machine or school cell phone or on My Family Room, providing your name, your child’s name, date of the absence, and the reason for the absence
- A student arriving late for school must be accompanied into the school by their parent/guardian and be signed in at the office for attendance and safety reasons. The student will be given a late slip; they will not be admitted to class without this slip
- If you are picking your child up at dismissal, please notify the school by 2:00. This will help minimize calls into the classroom and ensure your child is ready at the office when you arrive
- If your child is being picked up at school as a planned absence, please put a note in your child’s agenda. The note must indicate the name of the student being picked up, identify the person picking up the student and note the time the student will be picked up. The parent/guardian must sign out the student at the office as they exit the school
- There are occasions throughout the year when students believe they will be picked up at dismissal rather than ride the bus home. In order to avoid unnecessary worry for parents and caregivers, our policy is that students will be sent home on their regular bus if they do not have a note or a parent phone call has not been received
- In the event that your child must be picked up unexpectedly, please contact the school ASAP to advise of this need, indicating the time of pick up and who will be picking up the student. The parent/guardian must sign out the student at the office as they exit the school

Student Safety

CHANGE OF INFORMATION:

Parents are asked to notify the school when there is a change in information including:

- Routines (daily pick-up)
- Address
- Phone & Cell Number
- Work
- Emergency Contact

**Please let the school
know if your child will be
absent.
Student safety is our 1st
priority.**

SCHOOL VISITORS

The UCDSB has installed a security camera at the entrance of most of our elementary schools throughout the UCDSB. Exterior doors are locked upon student arrival and visitors must use the intercom system to enter the school. **All** visitors and volunteers are asked to report to the office upon arrival to sign-in. Visitors and volunteers will be given an identification badge or lanyard to clearly identify themselves.

Visitors picking students up are asked to remain in the office area. Your child will be paged and meet you in the office. For your child's safety and the safety of all of our students, parents are not permitted throughout the hallways or on the school yard during school hours. At all times, anyone picking up a child at school is required to enter the school through the main entrance. Please report to the main office, identify yourself and advise the principal/office administrator that you are picking up the student. You will be asked to sign your child out in the Student Sign In/Out book.

Cars and Parking

Parents/guardians and school visitors can park their cars in the spaces at the front of the school. Cars parked in the reserved areas will be towed. Expenses incurred as a result will be the responsibility of the owner.

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

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 enter or exit the parking lot along the side of the school while buses are in the bus-loading zone. During bus times, vehicles can only enter the parking lot at the front of the school.

Bikes on School Property

Students who live within biking distance of the school are welcome to bring their bike to school. Bikes must be left at the bike rack located beside the Kindergarten yard. 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 or taking part in a school related cycling activity. The school and UCDSB are not responsible for stolen or damaged personal property.

Yard Supervision

Supervision on the yard starts at 8:45 in the morning. **No child is allowed on the yard without proper supervision.**

EMERGENCY CODES

“Lockdown” – There is an imminent threat to staff and students inside the school

- All Staff and students should go to the nearest classroom/room
- Staff and students are to remain away from doors and windows and out of the line of sight from the windows and doors
- If staff and students are outside the school, they should run for cover behind the nearest solid structure or seek safety and security in a spot off of school grounds – they should NOT re-enter the building unless absolutely necessary for protection
- Classroom doors and windows are to be locked
- REMAIN QUIET!!! - Make the classroom look, feel and sound empty
- No contact with office **unless information about suspect/incident/bomb/fire**
- No cell phone usage within the classroom
- Ignore the fire alarm unless there is clear evidence of a fire and an immediate threat to student safety

Washroom: If a student is in a washroom and can't go to another room immediately and safely during a lockdown they should enter a stall, lock the stall door and climb up on the toilet so their feet cannot be seen while remaining quiet

ALL staff and students should remain in their safe location until they are removed by the police.

“Hold and Secure” – the potential threat is outside the school

- All exterior doors are to be secured
- Staff and students should remain with their class in whatever location their class is located and secure themselves within the room
- If staff and students are outside of their classroom (outdoors, hallway) they should go into the nearest classroom/office
- Classroom activities can resume within reason
- If students are in the washroom or hallway they should return to their class immediately

No one is allowed in or out of the room until the code is cancelled

Before School - All students report to first period immediately

At Breaks/Lunch - All students report to their next class immediately

After School - all students re-enter the school and report to their last class of the day immediately

“Shelter in Place” – this is a non-violent threat in the community or a weather situation that could place students at risk.

- Students should remain with their class in whatever location their class is located
- If students are in the washroom or hallway they should return to their class immediately
- If students are in the office, guidance or cafeteria they should remain there unless instructed otherwise
- If students are outside they should re-enter the building with their teacher and go into a classroom.

Before School - All students report to their first period class immediately

At Breaks/Lunch - All students report to their next class immediately

After School - all students re-enter the school and report to their last class of the day immediately

Fire Drills

When an alarm is sounded, the building is evacuated. Each classroom has a fire exit instruction sign posted near the door which directs students to the appropriate exit.



When the alarm sounds, students must file out in a calm and orderly manner while moving with their class, move away from the building once outside. Attendance will be taken outside once the class is a safe distance from the school. You must cooperate fully with school officials and fire fighters. A similar procedure is to be followed in all emergency evacuations.

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.

Anaphylaxis

- Anaphylaxis is a serious allergic reaction. It has the potential to be life-threatening, especially if the student also has asthma
 - The school asks that all parents/guardians or students notify the school if their child is allergic to anything that could cause them to have a serious allergic reaction
 - The most common triggers include peanuts, tree nuts, shellfish, fish, milk, eggs, soy, sesame seeds, wheat, insect stings, drugs, and latex
 - Sulphite is often added to processed foods and beverages and can trigger an allergic reaction in sulphite-sensitive people
 - Exercise-induced anaphylaxis (often in conjunction with a food allergy)
 - Students at risk for anaphylaxis should always carry an epinephrine auto-injector called an EpiPen® and know how to use it properly
 - If the parent/guardian does not want their child to carry an EpiPen with them at all times the school will ask that the parent/guardian provide the school with an epi-pen so that it could be used in the case of an emergency with their child
 - Parents, guardians and the school must work together to help students learn how to avoid the things to which they are allergic
 - Students should wear special identification such as a MedicAlert® bracelet which provides medical personnel with important information
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Nut Allergies

As many of you are aware, some students at our schools have been diagnosed with severe allergies to peanuts and/or other 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. Peanut butter or products containing nuts of any kind cannot be brought 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! Your efforts are appreciated.

Concussions

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

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

It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner as soon as possible on the same day. If a student has a suspected concussion whether it is school related or not it is imperative that the school be made aware so that a Return to Learn/Return to Physical Activity Plan can be developed in collaboration with the school, home and medical practitioner.

Medications & Prescriptions

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 regimes should, where possible, be adjusted to avoid administration of medication (prescription/non-prescription) during school hours.

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

The Authorization for the Administration of Medication form must be completed and signed by a licensed physician and/or the parent(s)/guardian(s). This form will need to be completed for every new school year and/or for each medication which requires administration by the school. Should there be a dosage change for any medication a new form must be submitted.

All prescribed medication must be received within a pharmacy bottle and the label on the bottle must provide instruction on how to administer such medication. The pharmacist medication information sheet must also be provided with the Authorization for Administration of Medication form. Non prescribed medication must be in its original packaging.

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

NOTE: Students are not permitted to transport or keep medication with them for safety reasons. The exception here is an epi-pen or asthma inhaler if students have a signed permission form to carry their epi-pen or asthma inhaler in school. For more information in regards to medication please contact the main office.



Asthma Policy (Ryan's Law)

- The school asks that all parents/guardians or students notify the school if their child has been diagnosed with asthma

- An individual student asthma management plan must be created for each student diagnosed with asthma, based on the recommendation of the student's health care provider. It is the obligation of the pupil's parent/guardian and the pupil to ensure that the information in the pupil's file is kept up-to-date with the medication that the student is taking

- The school will ensure that all students have easy access to their prescribed reliever inhaler(s) medications. **A pupil is permitted to carry his/her asthma medication if the pupil has his/her parent's or guardian's signed permission.** This form is available in the main office. If the pupil is 16 years or older, the pupil is not required to have parent/guardian permission to carry his/her asthma medication

If a school staff believes a student is suffering from an asthma attack they may administer medication, even if there is no preauthorization to do so.

General Expectations

Dress Code

Appropriate modest dress, suitable to the business of school is required at all times. Students are to wear clothing that is neat, clean and appropriate for the school environment. Any clothing that promotes a lifestyle or an attitude that is contrary to a positive and safe learning environment is deemed to be inappropriate and cannot be worn.

- Appropriate footwear is required at all times. Students are expected to have an indoor pair of shoes
- Hats, hoods, caps, visors, bandanas, headbands or other non-religious headgear must be removed upon entry into the school. Failure to remove such headgear may result in the item being confiscated or a period of time. Refusal to turn over the requested item will result in appropriate consequences
- Clothing, accessories or items which promote or represent violence, tobacco, alcohol, drugs or any other form of prejudice, offensive language or sexual innuendo are not permitted
- Shorts and skirts must extend sufficiently down the thigh (to approximately mid-thigh)
- Clothing that exposes midriff, underwear, cleavage, shoulders or a student's bare back is not allowed
- Heavy chains, along with wrist bands or neck bands with metal spikes or other questionable items which may pose a danger to others are not permitted
- Please note that a specific dress code pertaining to footwear, jewellery or clothing may be required in certain areas such as the gyms, for safety reasons
- Other clothing or accessories deemed to be inappropriate by the school administration

Students who do not adhere to the dress code will be asked to change their clothes or may be sent home.

Electronic Devices



In recognition of their differing interests, abilities, personalities and learning preferences, the Upper Canada District School Board encourages its students to select and use the supplies, equipment, devices and other resources they need to learn effectively at school and at home.

The Upper Canada District School Board supports its students by providing an environment that allows students to bring supplies, equipment, devices and other resources of their own into the school and classroom in a way consistent with Upper Canada District School Board policies and values.

Smart phones, cell phones, and other electronic devices are to be used in class at the discretion of the teacher and school principal. The unauthorized use of a cell phone or an electronic device in class may result in the teacher asking the student to put the device in their locker, keep the device at home or ask for it to be given to the teacher for safe keeping. This item may be sent to the office and returned to the student at the end of the day. If this happens on numerous occasions the student may be asked to keep the electronic device at home.

Photographs and Recording Audio/Video

On school property, no one is allowed to record audio/video or take pictures of staff or students at any time or anywhere unless they have the permission of the Principal/Vice-Principal and all of the people in the photograph, video or sound recording. Taking a picture or recording someone without their permission could be an invasion of privacy and might lead to suspension, expulsion, criminal charges, or a civil lawsuit.

NOTE: If a student violates any policy stated above the device could be confiscated and the possible consequences listed above will be followed.

General Expectations (continued)

Skateboards/In-Lines Skates and Shoes with Wheels

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

Damage to School Property

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

Locks/Lockers (Grade 7 and 8 ONLY)

All students will be assigned a locker and students must use a combination lock. Lockers **MUST** be closed and locked when the student is not present at their locker. The Principal or Vice-Principal has the right to search any student's locker. Students are reminded that they are not to share their locker or their combination with any other student. The locker is to be kept clean at all times and should not be used to store valuables of any kind. Chimo Elementary School and the Upper Canada District School Board are not responsible for lost or stolen articles. Locks can be provided for grade 7 and 8 students, however, students are welcome to bring their own lock. If access to a locker is required for any reason, and a student is unable to open the lock, or refuses to open the lock, the lock will be cut off. Any violation of the rules around lockers will result in loss of this privilege, and students will be assigned a coat hook close to their classroom.

Transportation/Bus Safety

Transportation

The Student Transportation of Eastern Ontario provides detailed guidelines for parents and guardians regarding the transportation of students. An information booklet is given to every student at the beginning of the school year, and is also posted on the STEO website at www.steo.ca. Parents/guardians should be aware that school bus drivers can only pick up and drop off riders at one authorized regular daily stop. Drivers cannot make changes to stops without authorization from the Transportation Department. Transportation for all non-school related functions is the responsibility of parents/guardians. Transportation **cannot** be provided for sleepovers, a homework project, to complete community service hours or for an after school job. These requests cannot be permitted for safety reasons.

STEO

Office Hours: 8:30 am to 4:30 pm

Telephone: 613-925-0022

Toll-Free: 1-855-925-0022

Fax: 613-925-0024

Email: transportation@steo.ca

Website: www.steo.ca

Inclement Weather Information: 1-866-629-0629



BUS STOP FINDER

Accessing busing information is easy. Simply access Student Transportation of Eastern Ontario's (STEO) Website at www.steo.ca, click on “Find My Bus Stop” button.