



**Promoting Positive School  
Climate and Well-being  
2020-2022**



DISCIPLESHIP | SCHOLARSHIP | STEWARDSHIP

## Preamble

The ALCDSB is dedicated to creating and promoting positive school climate and well-being in all of our schools. Respecting the dignity of all persons by fostering trusting relationships through policies and practices that promote equity, inclusion and diversity are at the core of our Catholic values, the Board's spiritual theme of *Faith in Action* and our provincial *Catholic Graduate Expectations*. A positive school climate is directly linked to student success and well-being ensuring students are motivated to do well and will realize their full potential. We are committed to sustaining healthy and nurturing communities of belonging that are safe, caring and respectful and built on the principles of restorative practice and progressive discipline.

The ALCDSB and its school communities engage in a whole school approach in putting prevention and intervention strategies in place to facilitate a positive relationship between students, staff, parents and community partners.

## I. Education, Awareness, and Outreach

***St. Michael Catholic School*** proclaims that all people are created in the image and likeness of God and as such, have the right to be treated with dignity, respect and fairness. The school further recognizes that a whole-school approach to engaging the school community will help the School's efforts to address inappropriate behaviour.

To these ends, the School will utilize the Ministry of Education's definition of bullying in communications with the school community:

In its communication efforts, the School will:

- Make known that a positive school climate is essential for student achievement and well-being.
- Identify the factors that contribute to a safe, inclusive caring and accepting school climate.
- Support relationship building and focus on promoting healthy relationships using a variety of strategies.
- Educate parents and students regarding the differences between bullying, conflicts, aggression and teasing.
- Explore and identify the underlying factors that contribute to conflict and/or bullying
- Work in partnership with parents and the broader school community to build awareness about the resources and pathways available.
- Be responsive to parental concerns and continue to build relationships and resiliency.

***St. Michael Catholic School*** will communicate and share with the school community, policies and procedures including the Board/school Code of Conduct (Appendix A), Equity and Inclusion education policy and guidelines for religious

accommodations, procedures to address incidents of discrimination, progressive discipline approach, and promoting positive school climate and well-being.

1. The School will endeavour to increase education, awareness and outreach by using the following best practices:
  - A whole-school approach to creating a safe and caring school;
  - Religious and Family Life Education curriculum focused on building relationships;
  - The purposeful promotion of “Wellness” in all aspects of working and learning;
  - Promotion of community supports as we are “The First Door” for students, staff and families;
  - Using Restorative Justice Practices as a first strategy to repair and strengthen relationships, before using punitive measures.
2. The School has identified the following strategies to engage parents in conversations about promoting a positive school climate:
  - Parent representation on Caring and Safe Catholic Schools Team - each school has a team;
  - Presentations to School Council on bullying prevention and positive school climate;
  - The direct engagement of School Council in the strategic planning process for the School Improvement Plan;
  - The creation of parent engagement activities that promote social and community involvement geared for parents in our community.

## **II. Evaluation of Evidence**

*St. Michael Catholic School* recognizes that effective prevention strategies must be evidence-based.

The School will base its interventions, strategies, practices and programs on evidence from the school climate surveys and other relevant information. The school will take the following steps to assess prevention initiatives and strategies:

- Evaluate the evidence to determine the main areas of concern, and identify issues in the physical environment, determine current procedures, and assess the strategies in place based on results of the school climate surveys and other relevant information.
- Identify children and youth involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying). The School will consider using a risk assessment approach in this process.

- Review and update the School's strategies as a result of gathering new information.
- Share the updated strategies with the school community.

### **Pre-evaluation strategy**

1. The School's main issues of concern raised by students, staff and parents in the school climate surveys and based on other relevant information are the following:
  - Students report high incidents of bullying yet also report that they have an advocate at the school, feel comfortable going to staff for advice (higher than provincial norm)
  - Students report positive teacher relationships and that teachers are responsive to their needs
  - Students report higher than the Canadian norm in terms of levels of anxiety
2. The School's areas of focus with respect to the physical environment are:
  - Ensuring supervision of students inside the school and on school property;
  - Create a space that honors the voice and needs for students of all ability levels and interests;
  - Create a physical environment that promotes our Equity and Inclusion philosophy and welcomes all community members to a Faith filled environment.
  - Maintaining calming spaces in each classroom
3. The School's current processes for reporting on, responding to, supporting, and following up on issues are as follows:
  - Use of the Board's *Caring and Safe Catholic School Administrative Procedures*;
  - Students can report issues to any adult in the building who will help them resolve the issue, or report it to another adult who can help them, including the school Principal and Vice-Principal;
  - Parents are also strongly encouraged to contact their child's teacher, or school Principal/Vice-Principal to report issues that may be affecting their child from feeling safe.
4. Based on a review of the school climate survey results and other relevant information, the following areas have shown success/improvement:
  - Students have positive relationships with friends that they trust and older students feel their friends will help them make good choices
  - Students feel accepted and valued by their peers
  - Students feel they have someone at school that they can turn to for help and who will advocate for them

- Students feel that teachers are responsive to their needs
  - Students have a more positive sense of belonging
5. Based on the school climate survey and other relevant data, the School proposes the following action plan to address areas requiring improvement:
- Bullying and exclusion (students feel like they are bullied or excluded) higher than national norm
  - Feeling safe at school (elementary- 18% less than national norm); (Gr 7/8- 12% less than national norm)
  - Younger students have higher levels of anxiety ((elementary- 10% higher than national norm)

Some of the strategies used will be:

- More explicit instruction around mental health and wellness terms and their meanings.
- Use of calming spaces in all classrooms
- Whole school approach using Mind Up program
- Use of community agencies
- Dram and music Presentations for whole school regarding bullying awareness
- More targeted intervention and programs by the Youth Worker
- Specific instruction around strategies for expression of need regarding personal safety and feelings of anxiety/stress.
- Regular “check-ins” with students to gain student level insight into some of the issues and trends they feel students need support with.
- The integration of community based support staff into our learning and social experiences for our students and their families. How do we connect people in need with the right agency?
- More engagement of students with exceptionalities and their parents. Looking for the **hidden and suppressed voices** when making major decisions around school culture and our working processes.

### **Post-evaluation Strategy**

The School will reassess the results of subsequent school climate surveys to verify the efficacy of the positive initiatives implemented. The “post-evaluation phase gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided in order for changes to be made, where necessary.”

Upon re-evaluation, the School will update the information in this template to reflect the effectiveness of its bullying prevention initiatives.

### III. Policies and Procedures

The School recognizes that a whole school approach and the policies and procedures of ALCDSB are important for promoting positive school climate and well-being.

The School also recognizes that the goals of policy initiatives must address the areas of challenge identified in school/Board climate surveys and other relevant data.

1. The School will actively communicate its policies, procedures and guidelines to the school community (including involving the school community in the review and/or development of policies, procedures and guidelines relating to Caring and Safe Catholic Schools), by taking the following steps:
  - *School Code of Conduct (Appendix A)* ;
  - Ministry of Education Provincial Parent Guide;
  - Engagement of our Catholic School Council;
  - Use of Newsletters and school website to share information with parents.
2. The roles/responsibilities of the school community (students, staff, parents, and community members) are as follows:
  - To follow the standards of behaviour as outlined in the Code of Conduct <http://schools.alcdsb.on.ca/shrb/default.aspx>
  - To participate in a whole-school approach to positive school climate in order to ensure that schools are safe, inclusive, and accepting. The Ministry of Education Provincial Parent Guide link: <http://www.edu.gov.on.ca/eng/safeschools/code.pdf>.

### IV. Prevention

The School recognizes that fostering a positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. The School is committed to taking steps to strengthen prevention measures.

1. The roles and responsibilities of the Caring and Safe Catholic Schools Team (which will be communicated to the school community) are as follows:
  - Team members are responsible for addressing issues identified in the School Climate Surveys and other related data;
  - The team will help the Principal and the leadership team set goals that address specifically creating a caring and safe community;

- Help the Principal address specific issues and trends that may arise in the school and require a team approach to addressing;
  - Help identify key issues, strategies and solutions that have been used during the school year to the broader community.
2. From its evidence-based analysis, the School has identified the following practices and initiatives for promoting positive school climate and well-being:
- a) Bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board or the School:
- Use of Restorative Justice Practices;
  - The use of relationship building and mentoring as the “strongest” teaching tool and use of student voice;
  - The close working relationship with our Catholic Parent Council to create opportunities for community building and strengthening relationships;
  - On-going and meaningful dialogue with parents and guardians; eliciting their voice in the creation of a community that reflects their lived experiences.
- b) Relationship-building and community-building resources that are present in the school, classroom and in the larger community:
- Promoting connections to caring adults;
  - Peer assistance and mentoring programs;
  - Pastoral ministry;
  - Youth Workers;
  - Mental Health and Addictions Nurse
- c) Activities that promote a positive school climate:
- School-wide focus on gospel values and Catholic Graduate Expectations
  - School-wide social justice and charity initiatives
  - Spirit Weeks
  - Buddy Program
- d) Awareness-raising strategies for students, e.g. social-emotional learning, empathy, developing self-regulation skills:
- Roots of Empathy
  - FRIENDS and Fun FRIENDS
  - Mind-Up Program

- ECO Club/Leadership Team
  - Happiness for Life Project
- e) Awareness-raising strategies to engage community partners and parents in early and ongoing dialogue:
- Presentation to Caring and Safe Catholic Schools Team and Catholic School Council on results from School Climate Surveys;
  - Modelling for our students when and why we as faith leaders engage in supporting/bettering our communities through our own community faith leadership and charitable works.
- f) Strategies for linking curriculum and daily learning for promoting positive school climate and well-being:
- School-wide focus on restorative practice as a whole-school approach;
  - Integration of Catholic social justice teaching in all curriculum areas;
  - Specific instruction around mental health, wellness, personal safety, equity and inclusion, accessibility and social skills to assist students in navigating their learning journey beyond their years with us.
- g) Strategies to support and encourage role modeling by caring adults and student leaders within the School and school community:
- Student Leadership Team;
  - Peer assistance and mentoring programs;
  - Staff attendance at Catholic School Council events when possible.
3. The School has identified the following learning and training opportunities for school staff and the school community that are needed:
- Annual training promoting positive school climate and well-being;
  - Promoting Positive School Climate and Well-being pamphlet for parents (available at the Board's website ;
  - Regular professional development on diverse teaching pedagogies like inquiry, experiential education, special education, outdoor education and Aboriginal education.

## V. Interventions and Support Strategies

The School recognizes the importance of using timely interventions and supports with a school-wide approach.

1. To this end, the School will:

- Use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;



- Have in place processes and strategies to identify and respond to bullying when it happens;
  - Restorative Practices are in place to support prevention and intervention practices;
  - Communicate the progressive discipline approach to the school community and the procedures in place to support the student.
2. The School supports the use, in a timely manner and using a whole school approach, of the following evidence-informed interventions and support strategies:
- Restorative practices;
  - Discussion with Board Social Worker (Mental Health Leader);
  - Referral of students to school Youth Worker.

**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 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 ("intimidation")

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

**Cyber-bullying**

For the purposes of the definition of "bullying" above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

- 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; and
- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Appendix A: School Code of Conduct

**St. Michael Catholic School Catholic School**

**Code of Conduct**

**2015-2016**

*“I by my works, will show you my faith.”* James 2:18

# St. Michael Catholic School

## RATIONALE

The St. Michael Catholic School community recognizes that schools are most effective when a partnership exists between home, school and parish. It is with this awareness that we ask that you share together our Code of Conduct, outlining our procedures and routines. We ask that families sign the acknowledgment, as we work collaboratively to create St. Michael Catholic School as a faith-filled community of shared belonging that promotes inclusion and respect. It is a basic tenet of our Catholic faith that all people are created in the image of God. As members of God's family, we are all deserving of respect and love. We accept the Gospel challenge to foster healing, offer forgiveness and work toward restoration whenever any member of the body of Christ is hurting.

St. Michael Catholic School community benefits from a strengths-based culture where school leadership, staff, families, community and volunteers are supported and invited into open and honest communication. Expectations about all aspects of work, performance, attitudes and behaviours are clear, as well as one's rights and responsibilities. There is a shared vision and responsibility for achieving that vision. Success is celebrated and good practice acknowledged. Our strengths-based approach reflects our faith-based school community, which celebrates and recognizes that all people are created in the image of God; unique and loved. It recognizes we are called to inspire and nurture caring and safe catholic school communities that promote and support positive behaviour.

A strength-based approach specifies foundational guiding principles and beliefs including: a focus on restorative justice, the importance of promoting a safe learning environment, the Catholic Graduate Expectations (CGEs), the Catholic Virtues, and a collective responsibility of all members of the school community to uphold the Board mission.

## STANDARDS OF BEHAVIOUR

### Roles and Responsibilities

Under the leadership of their 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 self-worth;
- empower students to be positive leaders in the classroom, school and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff and parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship

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. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follows the established rules, policies and local codes of conduct and takes responsibility for his or her own actions.

Students are also expected to live out the Gospel message by striving to fulfill the Catholic Graduate Expectations. Each student is called to become:

- a discerning believer formed in the Catholic Faith Community;
- an effective communicator;
- a reflective, creative, holistic thinker;
- a self-directed, responsible, life-long learner;
- a collaborative contributor;
- a caring family member;
- a responsible citizen.

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students. Parents and guardians fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- regularly engage in two-way communication with their child's teacher(s), support staff, and/or principal;
- read and familiarize themselves with information provided by the school regarding Ministry, Board, and school policies;
- support and model behaviour outlined in the Provincial, Board, and School Codes of Conduct;
- encourage and assist their child in following the rules of behaviour;
- 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;
- assist school staff in dealing with disciplinary issues involving their child.

Community partners and community-based service providers are resources that the board can use to deliver prevention programs. Protocols are effective ways of establishing linkages between the board and community agencies and of formalizing the relationship between them.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with our board.

### **Recognition for Appropriate Behaviour**

The consequences for appropriate behaviour are many and varied, however, first and foremost is self-satisfaction and a sense of contribution.

The school's pleasant, safe and orderly atmosphere results from everyone accepting their responsibilities and acting accordingly. Young people have a need for positive reinforcement, for example:

- private/public recognition (verbal and written);
- parental encouragement;
- leadership opportunities;
- positions of trust and responsibility;
- alternative activity;
- certificates and awards;
- classroom incentives;
- school activities and field trips.

### **Response to Inappropriate Behaviour**

As students journey toward self-discipline and maturation, there may be occasions when they find themselves in violation of the standards contained in the Code of Conduct.

Those responsible for the implementation and enforcement of our school Code must have a variety and range of options and strategies available to them. They must also be able to exercise sufficient latitude to deal with the individual needs of students and to exercise judgement within the context of specific situations. The principle of progressive discipline will be followed. The following is an array of possible consequences that could be implemented depending on factors such as the age of the child and prior infractions:

- informal interview with student;
- formal interview with student;
- parent contact - interview;
- involvement of special education personnel;
- an apology by the student;
- peer counselling;
- detention or a time-out of student;
- complete a written assignment;
- redo an unacceptable assignment;
- change inappropriate clothing;
- make restitution for damaged or lost property;
- removal of special events/privileges;

- withdrawal of student from classroom;
- referral to home-school liaison worker (eg. social skills, anger management);
- involve attendance counsellor;
- behavioural or performance contract;
- referral for resource room assistance;
- suspension from class or school (O.S.R. documentation);
- loss of school bus privileges;
- utilization of board service (eg. resource personnel, testing);
- completion of Violent Incident Report (O.S.R. documentation);
- involvement or referral to outside agencies (eg. Children & Youth Services, community police);
- home instruction/alternative setting;
- expulsion (O.S.R. documentation).

### **Progressive Discipline and Restorative Practices**

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours described above. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. St. Michael Catholic School utilizes a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive student behaviour while helping students to make good choices. It is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline, and that the previous disciplinary history of the student and all other relevant factors will be taken into account.

### **Suspensions and Expulsions**

A Principal shall consider whether to suspend a pupil, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate. Activities leading to a possible suspension under the Education Act, s. 306 (1) include:

- a) uttering a threat to inflict serious bodily harm on another person;
- b) possessing alcohol or illegal drugs;
- c) being under the influence of alcohol;
- d) swearing at a Teacher or at another person in a position of authority;
- e) committing an act of vandalism causing extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- f) bullying;
- g) any other activity for which a Principal may suspend a pupil under the policy of the Board.

*Activities leading to a Possible Suspension under Board Policy include:*

- a) persistent truancy;
- b) persistent opposition to authority;
- c) habitual neglect of duty;
- d) serious breaches of the Board Code of Conduct or the School Code of Conduct;
- e) conduct injurious to the moral tone of the school;
- f) conduct injurious to the physical or mental well-being of others in the school;
- g) the use of tobacco;
- h) the willful destruction of school property, vandalism causing damage to school or Board property, or to property located on school or Board premises;
- i) the use of profane or improper language;
- j) infraction(s) off school property where the pupil's conduct in the community negatively impacts on the school;
- k) dress that contravenes the established dress code within a school;
- l) being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated by a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs;
- m) being under the influence of alcohol or illegal drugs;

- n) taking photographs and/or video and/or audio recordings during an instructional class and in other areas of the school, unless authorized by the Principal or Classroom Teacher;
- o) harassing another person by the use of mechanical/electronic technology or communications;
- p) invading another person's privacy by the use of mechanical/electronic technology or communications;
- q) production, possession and/or distribution of hate material, including pornography;
- r) possession or misuse of any harmful and/or explosive substances;
- s) extortion; theft;
- t) aid/incite harmful behaviour; and/or
- u) physical assault;
- v) lack of immunization as determined by the local Health Unit.

### **Bullying Prevention and Intervention**

**Definition of Bullying:** As set out in Policy/Program Memorandum No. 144, *2012 revisions included the revised definition of Bullying*, "bullying" has been defined as: *Bullying: means aggressive and typically repeated behaviour by a pupil where, the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would likely 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) the behaviours occur in a context where there is 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.

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

### **Cyber-bullying**

For the purposes of the definition of "bullying" above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

- (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; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

### **Mitigating Factors**

Pursuant to the Suspension and Expulsion of Pupils Regulation, the following mitigating factors shall be taken into account:

- The pupil does not have the ability to control his or her behaviour;
- The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;

#### ***Other Factors:***

- The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:
  - the pupil's history
  - whether a progressive discipline approach has been used with the pupil.
  - whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- how the suspension or expulsion would affect the pupil's ongoing education.
- In the case of a pupil for whom an individual education plan has been developed, whether the behaviour was a manifestation of a disability identified in the pupils' individual education plan, whether appropriate individualized accommodation has been provided, whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

## Application of Standards of Behaviour

### 1. Attendance / Punctuality:

We believe Every School Day Counts! Regular attendance and punctuality on the part of the student is vital to learning and for academic success. In case of absence, a student's parent or guardian is expected to call the school at 613-389-1891 (Safe Arrival) to inform the office. The late arrival of students must be monitored and recorded on school records. Therefore, all students who arrive late must report to the office prior to going to their classrooms. School attendance is the responsibility of parents/guardians, students and school staff. Students are more likely to succeed in school when they attend consistently. Successful schools work to engage students to ensure they come every day. If students are experiencing difficulty attending school we want to work together with parents and students to support a plan for success.

Parents should refrain from asking that students be allowed to remain inside at recess or noon hour. In most cases, students who are well enough to be in school are well enough to benefit from the fresh air and exercise of outdoor activities.

### 2. Student Safety:

There is a sign in/out book in the office. When a parent is picking up a child during the school day, the parent must report to the office and sign out their child. The student will be called to the office to meet the parent. When students return during the school day, they must be signed in at the office. Parents or visitors must report to the office prior to proceeding beyond this point. At the office, they will sign the visitor's log.

### 3. Personal Appearance

Students are expected to be neat and clean in their habits and to be dressed appropriately. Backs, shoulders and midribs must be covered. Students should not be wearing tops with spaghetti straps. Shorts should be of an appropriate length, hemmed just a few inches above the knees. Suggestive pictures and slogans, profanity, alcohol, drugs or any other offensive materials on clothing are not acceptable. If the school dress code is not adhered to students will be asked to change the clothing and parents will be notified.

### 4. Transportation

Ensuring a safe journey to and from school is always our main priority when considering school bus transportation. We know that this journey works best when students arrive at their bus stop on time in the morning and are met at their bus stop at the end of the school day on time. Likewise, any changes to bus routines need to be relayed to the main office of the school so that we are able to ensure students are safe in their travels to and from school. If there are to be any changes to the regular routine, it should be communicated advance in writing. The school is a very busy place at the end of the day and it is difficult to ensure that all last minute changes are communicated.

### 5. Inappropriate Possessions:

Students are discouraged from bringing personal articles to school that are not required for instructional purposes, or are not approved by the classroom teacher or the office. Trading cards (all types) and toys (excluding balls) from home are not permitted in class or on the school yard. This is to promote safety and active play, and also to lessen the potential loss of valuable items. Any phone communication during the instructional day will take place only through the use of school telephones, and, only with permission from administration, staff, or, office staff (with the exception of emergency situations as deemed by the principal). Parents should continue to contact their child/children through the normal school channels for any emergency situation by contacting the school office. The school is not responsible for the loss of personal items.

Unsuitable items will be confiscated and parents will be informed. A sample list of inappropriate articles follows:

- Cell phones (powered off and stored in backpacks)
- Personal Listening devices (ipod, etc)
- Laser pointers
- Inappropriate books and magazines
- Fire crackers and caps
- Expensive toys and games

**6. Medications**

When prescribed medications are brought to school, they must be reported to the classroom teacher and/or office and stored to ensure safety. School personnel will confidentially dispense medication. Consent forms must be signed by the parent and family doctor outlining the amount and need of the medication as per Board Policy. All such medication must be clearly labelled and dated.



