

UCDSB Land Acknowledgement



Acknowledgement of Territorial Lands

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

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

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

UCDSB CODE OF CONDUCT

The Upper Canada District School Board Code of Conduct is based on the foundation of the Character Always initiative, and has been developed to promote and support respect, civility, responsible citizenship and to provide the framework for policies related to student discipline, bullying prevention, student and staff safety, respectful working and learning environments, and workplace harassment.

STANDARDS OF BEHAVIOUR

A. Respect, Civility, and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in a position of authority

- Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes or to support special education needs.

B. Safety

All members of the school community must not:

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

ROLES AND RESPONSIBILITIES

A. The Upper Canada District School Board will

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

B. Principals

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

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

C. Teachers and Other School Staff Members

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

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

D. Students

Students are treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn;
- Shows respect for himself or herself, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;
- Follows the established rules and takes responsibility for his or her own actions.

E. Parents¹

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfil their role when they:

- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Help their child be neat, appropriately dressed, and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child's absence or late arrival;
- Show that they are familiar with the provincial Code of Conduct, the board's Code of Conduct, and school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their child.

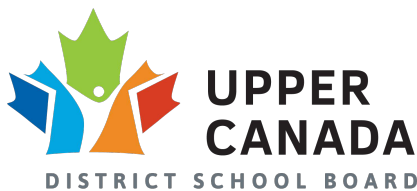
F. Community Partners and the Police

The Upper Canada DSB is committed to enhancing and developing partnerships with community agencies and members of the community by establishing protocols which will establish clear linkages and formalize the relationship between the board and its partners. These partnerships will respect all applicable collective agreements.

The police play an essential role in making our schools and communities safe. The police investigate incidents in accordance with the protocol developed with the Upper Canada DSB. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

The Upper Canada District School Board Code of Conduct, will be reviewed annually by the Director of Education.

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



September 2023

Dear Parents/Guardians:

The Upper Canada District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals use progressive discipline to help them take responsibility for their actions, change their behaviour, and learn from their mistakes.

When student behaviour poses a potential threat to safety or causes serious harm, the Community Violence Threat Risk Assessment Protocol (VTTRA) helps principals take further steps to protect the well-being of our students. The protocol helps schools respond quickly to threatening incidents such as: possession of a weapon or replica weapon, bomb threat or plan, verbal, written or electronic (Internet, text) threats to kill or injure oneself or others, or other threats of violence, fire setting, etc.

The Community VTTRA outlines how a school responds immediately to threatening behaviour. Principals may first bring together a School Threat Assessment Team, which includes the principal/vice-principal, the designated regional lead, and police. If the situation is serious, the principal may also consult with the Superintendent responsible for the school and call in the Community Threat Assessment Team. This community team also includes representatives of community agencies who work with us to keep our schools safe, such as local police and children's mental health organizations. Parents and guardians will be notified if their child will be discussed through the Community Threat Assessment Protocol. If a parent/guardian cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding the Upper Canada District School Board Community Violence Threat Risk Assessment Protocol, please contact Superintendent of Schools Marsha McNair at 613-342-0371 or toll free at 1-800-267-7131.



Bully Prevention and Intervention

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

A positive school climate is evident when:

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

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

Every school in UCDSB is required to have a Bully Prevention and Intervention Plan. Please find your school Bully Prevention and Intervention Plan on your school website or by contacting your School Principal. Parents/Guardians are encouraged to bring safe schools' incidents (bullying, cyberbullying, sex trafficking) to the attention of the school Principals.

Upper Canada District School Board Supports for Wellness

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

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



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

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

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

Please find further resources on our UCDSB Website:

https://www.ucdsb.on.ca/for_students/student_well_being or by contacting your School Principal.

Resources are also available for students, parents and staff via Student Mental Health Ontario (<https://smho-smso.ca/>)



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

**Student safety is
our 1st priority.**

Unexplained Non-Attendance Program – Policy 107 (formerly Safe Arrival)

In its quest for student safety, the Upper Canada District School Board supports “Unexplained Non-Attendance Programs” (formerly called Safe Arrival Programs) for elementary school pupils as outlined in the Ministry of Education’s Policy/Program Memorandum 123.

All elementary schools will have an Unexplained Non-Attendance Program in place. The program will work in conjunction with daily attendance procedures and will make reasonable efforts to account for students not in attendance at school.

Each elementary school will develop and implement its Unexplained Non-Attendance Program with advice from School Councils, parents, staff, volunteers and other community members in accordance with local needs and the particular circumstances of the school and the community.

Secondary schools are encouraged to implement similar programs.

As part of the program, parents are required to:

- Report your child’s absence in advance by calling the school; sending a note with the child before the day of the absence when it is known ahead of time; or sending a note with siblings;
- Provide current and suitable contact telephone numbers and update them promptly if they change;
- Stress the importance of daily and prompt attendance with their children.

All unaccounted student absences will be followed up with a phone call to a parent. Calls will continue to be made until a verbal confirmation regarding the child’s absence is obtained. Attempts will be made to contact the emergency contact(s). Follow-up on unsuccessful contacts may include contacting:

- the Special Services Counsellor,
- the police,
- the Superintendent, as appropriate. Other subsequent steps might include contact with a neighbour or a visit to the home.



Student Transportation of Eastern Ontario

P.O. Box 1179, 104 Commerce Drive

Prescott, Ontario

K0E 1T0

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

Telephone: 613-925-0022

Toll-free: 1-855-925-0022

Fax: 613-925-0024

Email: transportation@steo.ca

Website: www.steo.ca

Inclement Weather Information:

1-866-629-0629 (updated by 6:15 a.m.)

School Locations

2023 - 2024 School Year

