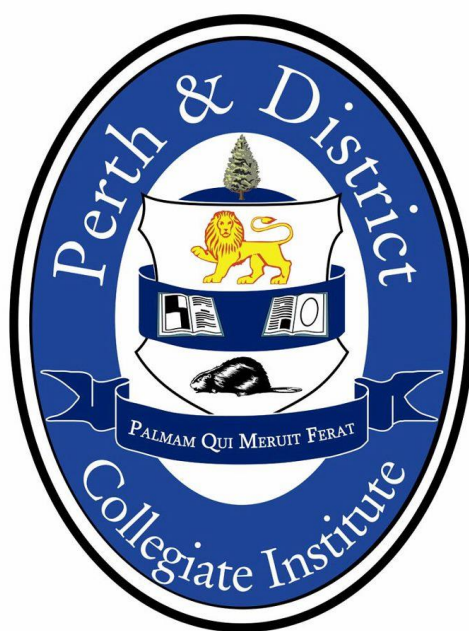


# Perth & District Collegiate Institute Student Handbook

Revised Sept 2023



## **Equity and Inclusion**

The mission of the Upper Canada District School Board is to prepare all learners for a successful life. Perth and District Collegiate Institute is committed to Equity and Inclusion (Policy 454) and supporting the success of each of our students.

## **Academic Instruction**

Perth and District Collegiate Institute is committed to providing high quality and differentiated instructional programming that meets the diverse learning needs of our students. Students are expected to meet our high expectations for student learning with integrity.

## **Safe Arrival Program & Attendance Procedures**

### **Daily Schedule**

The school day begins at 8:00 AM and ends at 2:10 PM.

### **Safe Arrival and Student Absence**

The Safe Arrival program mandates that school staff contact a student's parent/guardian each day a student is absent. Please contact the school prior to a student absence. Parents/guardians may send a signed note with the student prior to the absence, call the school and leave a message on the answering machine or use MyFamilyRoom ([www.myfamilyroom.ca](http://www.myfamilyroom.ca)) to let the school know of any absence and the reason for the absence.

### **Arrival Time**

If you are driving your child to school or your child walks to school, please note that supervision of students begins at 7:45 AM. No students should arrive to school prior to 7:45 AM (unless they are participating in an organized before-school event). In the case of an emergency, it may be possible to make special arrangements by contacting the office.

### **Drop Off Locations**

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 while buses are in the bus loading zone.

## **Late Arrival**

A student arriving less than 15 minutes late to school is encouraged to go directly to class where the teacher will mark them late on the attendance sheet. A student arriving more than 15 minutes late for school must be accompanied into the school office by their parent/guardian to obtain a late slip from office staff to provide to their teacher. The student will not be admitted to class without this slip. Teachers will contact parents if a student is presenting a pattern of late arrival. At the discretion of office administration, detentions may be assigned for late arrival if parent/guardian approval was not given.

## **Pick Up During the School Day**

If your child is being picked up during the school day as a planned absence, please send a note with your student or call the school as soon as possible. The phones may be busy so please provide the following information if you need to leave a voicemail.

- Name of student
- Name of person picking up
- Time student will be picked up
- Reason for pickup

## **Sign-Out**

The parent/guardian must sign out the student at the office as they exit the school. Intermediate students are not permitted to leave school grounds at lunch or recess to walk into town or visit the local convenience store. 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.

## **Changing Dismissal Plans**

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.

## **Visitors**

All visitors, including parents and volunteers, must enter and exit the building at the Main Entrance and use the Visitors Logbook located in the main office to sign in and sign out.

## **Transportation**

### **Busing**

The Student Transportation of Eastern Ontario (STEO) 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](http://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.

### **Cars and Parking**

Students must park and lock their cars in the student parking lot. Parents, guardians and school visitors may park their cars in the staff parking lot, which is located near the Main Office. Vehicles leaving from the student parking lot at the end of the day must wait for school busses to leave before exiting the parking lot.

Vehicles which are parked in the parking lot drive lane 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.

### **Bikes**

Students who live close enough to the school to bike are encouraged and welcome to bring their bike to school. As a safety precaution, students are reminded that wearing a certified bike helmet is a great piece of safety equipment to minimize the risk of head injury. Students are required to wear a bike helmet if they are riding their bike on school property or taking part in a school related cycling activity. Students are also encouraged to use a lock to secure their bike on a rack at the school. The school and UCDSB are not responsible for stolen or damaged personal property.

### **Student Dress Code**

Your appearance reflects your commitment to promoting a positive learning environment at Perth & District Collegiate Institute. Students are expected to be neat and clean and dressed in an appropriate manner.

### **Use of Personal Electronic Devices in the Classroom and School**

All students are expected to use on-line technology, (including social media) in a responsible, respectful and lawful manner, which must be in compliance with all relevant federal and provincial legislation, as well as the school and school board's Code of Conduct. 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 left in the main office for safe keeping and returned to the student at the end of the day.

### **Photographs and Audio or Video Recording**

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.

## **Smoking, Tobacco, e-Cigarettes and Vaporizers**

In our pursuit to encourage and promote healthy lifestyles, students will not be allowed to be in possession of tobacco products, e-cigarettes and vaporizers at school at any time. No smoking or vaping is permitted on school property. If students are caught using, selling or distributing tobacco products (e.g. smoking, chewing tobacco or other), e-cigarettes or vaporizers on school property it will be confiscated and the Tobacco Enforcement officer may be contacted and consequences will be enforced.

NOTE: The Smoke Free Ontario Act provides an exemption for the use of tobacco products for “...the traditional use of tobacco that forms part of Aboriginal culture and spirituality.” An Indigenous person has the right to use tobacco for traditional Indigenous cultural or spiritual purposes. In such cases, the principal or appropriate superintendent must be informed in advance to confirm whether or not any special measures may be needed to be introduced to support the ceremony or practice within the school setting or, on board property.

## **Weapons, Firecrackers, Matches, Lighters and Laser Pointers**

The possession and/or display of weapons and firecrackers on school property are strictly forbidden. Such possession may result in immediate suspension. The public display or use of lighters or matches on school property is prohibited. In the interest of student and staff safety, water pistols, toy guns and laser pointers are not permitted on school property.

## **Damage to School Property**

Students should report all damage of school property to the main office as soon as possible. Students who are responsible for damages to school property or for the loss of school property may be expected to pay for the repair or the replacement of the property and may receive further applicable consequences.

## **Locks/Lockers**

All students will be assigned a locker and students should use a lock on it at all times. **The Principal or Vice-Principal has the right to search any student’s locker.** Lockers are available to all students attending Perth & District Collegiate Institute. 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. Perth & District Collegiate Institute and the Upper Canada District School Board are not responsible for lost or stolen articles.

## **Scent Safe School**

Perth & District Collegiate Institute is a scent safe school. Students and staff are asked to refrain from wearing scents and fragrances that could cause sensitivity and harm to others.

## **Nut Allergies**

Some students and staff have severe allergies to peanuts, peanut butter and nut products. In some cases, even trace amounts of peanut butter and/or nut products could jeopardize the life of a person with this allergy. Please do not send peanut butter or products containing nuts of any kind to school. Imitation Peanut Butter or any soy butter is not permitted in the school as it is hard to differentiate these products from peanut butter or nut spreads. Your cooperation in this regard could save a life and is greatly appreciated.

## **Students with Medical Needs**

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care. Students should:

- Take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management.
- Participate in the development or review of their Plan of Care.
- Carry out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies).
- Set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parent(s) and health care professional(s).
- Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school.
- Wear medical alert identification that they and/or their parent(s)/guardian(s) deem appropriate.
- If possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

School staff should follow their school board's policies and the provisions in their collective agreements related to supporting students with medical needs in schools.

## Taking Medication at School (Administration of Medication Procedure 112.1)

The Upper Canada District School Board will not administer prescribed medication for students without the authorization of a licensed physician and the medication must be received within a properly labelled pharmacy bottle.

The administration of prescription and/or non-prescription medication to a student is the responsibility of the student's parent(s)/guardian(s). Treatment regimens should, where possible, be adjusted to avoid administration of medication (prescription/non-prescription) during school hours.

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

1. 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.
2. 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.
3. Medications stored at school, for self/school administration, must be appropriately labeled (in original container) with the student's name, medication name, amount required, frequency, proper storage of medication, expiration date, and include any special instructions regarding side effects or emergency procedures. Medication must be stored in a secure and designated location to avoid loss or tampering.

The [Authorization for the Administration of Medication Form](#) can be picked up from the main office.

NOTE: Students are not permitted to transport or keep medication with them for safety reasons. **The exception 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 regarding medication, please contact the main office.

## Concussions

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

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

It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner as soon as possible on the same day.

If a student has a suspected concussion whether it is school related or not it is imperative that the school be made aware so that a Return to Learn/Return to Physical Activity Plan can be developed in collaboration with the school, home and medical practitioner. Please view the UCDSB concussion procedure and appendices at the following links [UCDSB Concussion Procedure 4001.1](#) and [Concussion Procedure 4001.1 Appendices](#) to view important information and all of the steps that must be followed and the forms that must be used if a student has a suspected concussion or concussion.



## 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

#### B. 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
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of, 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

## **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. Parents**

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 and its Policy 124, Code of Conduct, will be reviewed annually by the Safe Schools Cabinet.**

## Bullying Prevention and 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 is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.*

- “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 to the Principal.

## **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.

## **Bullying Prevention and Awareness Strategies**

Schools should have their own methods to help prevent bullying and to make students more aware. Some of these could include: Guest speakers for students, staff, and community members, individual or group counselling, Character Education Assemblies, Safety Plans for Students, Anti-Bullying Programs, Good Citizen modeling, Celebration and Recognition Assemblies, and Classroom discussions. Contact the school to find out more information about this topic.

## **Progressive Discipline**

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

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

If a student has been sent to the office requiring administrative intervention, staff are required to complete a Safe School incident report as soon as possible outlining the incident. The incident report will be given to the administrator following up on the incident to assist in their investigation.

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

**Interventions may include but are not limited to:**

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

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

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

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.

## **Suspensions and Expulsions**

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

**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
- Habitual neglect of duty
- Fighting/Violence
- 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
- Trafficking in weapons, illegal or restricted drugs
- Committing robbery
- 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 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.

## **Violent Threat Risk Assessment Protocol**

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.

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 Marsha McNair at 613-342-0371 or toll free at 1-800-267-7131.**