



Kars on the Rideau Public School Family Handbook 2024-2025

KARS ON THE RIDEAU PUBLIC SCHOOL

6680 Dorack Drive, Kars, ON K0A 2E0

613-489-2024

Website: <https://karsontherideaups.ocdsb.ca/>

Board Website: <http://www.ocdsb.ca>

Kars on the Rideau PS is a K-8 school situated on unceded, unsundered Algonquin territory. We are committed to working in partnership with the original stewards of this land - the Anishinaabe People - to ensure we are listening to the land with our ears and our hearts to help us better understand ourselves and each other as human beings. We strive to walk in humility and respect, and give thanks to Elders and Knowledge Keepers past, present, and emerging.

We are committed to an environment that fosters respect, celebration, positivity, and safety for people of all diverse identities.

Our theme for this year is **EMPATHY AND CONNECTION**: for and with ourselves, others, and the spaces we occupy.

If you need help:

[OCDSB Safe Schools Reporting Tool](#) - An Anonymous Reporting Option for Students

[Mental Health and Wellness Resources](#)

WELCOME to Kars on the Rideau Public School!

Updated September 2024

Welcome to KOTR! We look forward to working with students, caregivers, and the community to create a wonderful school experience for our students. We hope this handbook will help to keep everyone up to date about school routines, expectations, and information you may find helpful this school year. We welcome questions, so if you can't find the answer in the following pages, please don't hesitate to connect with your child's homeroom teacher.

My name is Erin Paynter, and I am the proud Principal of Kars on the Rideau PS. I am very excited to be a part of the KOTR school community. I prefer to be called Erin or Ms. Erin by staff, students, and families. My pronouns are she/her.

My main priority is the physical and emotional safety and well-being of students. Caring relationships are at the heart of our work - students won't and can't learn where they don't feel safe or cared for. With this comes a deep commitment to examining practices to disrupt anti-racism, colonialism, transphobia, homophobia, and any other biases we hold. All identities are valued and welcomed at KOTR. As the Principal, I am committed to ensuring that this work is visible and on-going with all staff, students, and families. If you feel that this is not happening, we welcome hearing from you.

We are also committed to equity through the destreaming of our practices. This includes how we approach students with identified learning needs, or who may not be reaching their full potential. We are embarking on our Priority Learning Plan where we are focusing on foundational literacy skills, deep learning of math concepts, and STEM education. Within this plan is our commitment to decolonize our thinking and practices which includes striving to uphold our treaty obligations under the Calls to Action of the Truth and Reconciliation Commission.

In my free time, I love to read, knit, crochet, and ride my motorcycle. I love spending time with my husband, our daughter and her wife, and our son and his fiancée.

We value open communication at KOTR. We want to hear from you, whether it's a concern, a question, a comment, or a complement! Please don't hesitate to reach out to us through a phone call or email.

Erin Paynter, Principal



My name is Lara Eager, and I am the proud Vice-Principal of Kars on the Rideau. I am pleased to be serving our students, staff, and community. I am also excited to be teaching kindergarten as part of my assignment. Students call me Ms. Eager and I prefer staff, parents, and community to call me Lara. My pronouns are she/her. I am passionate about camping, kayaking, skiing, volunteering, and being a Scouter. I love spending time with my two sons (14 and 16) and my two rescue cats; Bandit and Marty.

Lara Eager Vice-Principal

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~ACTION ITEMS FOR PARENTS ARE HIGHLIGHTED IN YELLOW~

Arrival and Dismissal Routines

Families are encouraged to park on a side street across Rideau Valley Dr. and cross at the crosswalk for pick up and drop off. Staff will be on duty as of 7:45am. At the end of the day, parents are welcome to park and meet their children at a predetermined area or at the cenotaph close to the crosswalk.

The large bus loop is designated for school transportation vehicles only.

Please be aware that our school vans use the school parking lot for drop-offs and pick-ups. Please drive slowly and carefully.

Students are to head directly to the yard when they arrive at school, whether it's by bus, van, car, or by walking. They are not to enter the school by the front doors unless they arrive after 8am and need to get a late slip at the office. Students are dismissed out of the doors at the back of the school to catch the bus or to meet parents. Only students who catch school van transportation can be dismissed by the front doors at the end of the school day.

Please consider using the OSTA [walking route maps](#) help children walk to school safely. Parents are asked to consider parking a few blocks away from the school to help avoid congestion near the school.

Students and parents are not to ride their bicycles/scooters, skateboards, etc. through the parking lots, on the walkways, or through the yard when arriving at or leaving the school. Bicycles should be walked safely to the bike racks at the front of the school.

Attendance/Safe Arrival

We use the Safe Arrival system to record student absences.. Please see our school website ([Safe Arrival](#)) for information on how to report your child's absence from school.

Classroom attendance is taken shortly after the 8:00am bell. Students are encouraged to be at school well before 8am and to get organized and into class for attendance when the bell rings. All late students have to check in at the office to get a late slip. Students then make their own way to the class. We do not permit parents to escort students to class. Students who are at school but not in class by the time the national anthem begins are also considered late and will be directed to the office for a late slip.

If your child needs to be picked up early, please let the office know. We need students to be signed out at the office by a parent or guardian that we have listed as contacts. If your child will be picked up by someone we don't have on our records, please let us know via phone or email to karsontherideaups@ocdsb.ca

All communication about students needing to go home is to go through the office so we are aware of what is happening. As per the new Ministry rules, students are **not** to be texting or calling parents from their cell phones and families are not to text or call their children on their cell phones. Our school phone number is 613-489-2024 for any parent or guardian wishing to leave a message for their child.

NOTE: On days when buses are cancelled, if your child takes school transportation (bus or van), there is no need to call in your child's absence. If your child walks or is driven to school and is not attending school on a snow day, you must use SafeArrival to record their absence. Thank you for helping to keep our students safe.

Bicycles, etc.

When the weather is appropriate, parents may choose to allow their children to ride bicycles, scooters, or skateboards to school. Upon entering the school grounds, for safety reasons, students must walk their bicycles, etc. at all times (this includes any parents who may also accompany their child on a bicycle). We have a bicycle rack at the front of the school for students to lock their bicycles. Scooters and skateboards are to be stored at the office. Bicycles should then be locked to the racks. Please note that roller blades, wheelies, and snowboards are not allowed on school property as they jeopardize the safety of students.

All students are legally required to wear a helmet when riding their bicycles, etc. If students come to school without one, we will have them call home for one to be brought to school. If that is not possible, the student will need to return home after school via their bus, or by walking until they have a helmet.

Care of Personal Property

Students in grades 6-8 are assigned lockers to store belongings that are not required for classroom instruction. Students will be provided with opportunities to visit their lockers throughout the day.

All students should have a combination lock. We will keep a copy of the combination secure in our database. You are encouraged to have a few locks available in case a replacement is needed. We have had to use bolt cutters on locks from time to time when they break.

We encourage students to keep prized possessions at home, as well as any toys that may be a distraction in the classroom. The school provides students with tools to help with attention, etc. as needed. Please reach out to your child's teacher to discuss if needed.

Change of Personal Information

Your assistance and cooperation are required so that the office records are kept up-to-date at all times. Should any personal information change (i.e., address, phone numbers, caregiver information) we need notification as soon as possible. We don't want families to go without pertinent information from the school, and in the event of an emergency, this information is essential so you can be contacted immediately.

Code of Conduct and Dress Code

The OCDSB [Code of Conduct](#) sets out the expected standards of behaviour for all people in the OCDSB community in support of positive and respectful learning and working environments that enable students to reach their full potential.

A positive school climate exists when all members of our community feel safe, accepted, and valued while upholding social justice and the human rights and dignity of each person.

Every year we develop a plan to address bullying in our school. If you are interested in being on this team with members of our school staff, please contact the school Principal.

All students have the right to express themselves through their dress without fear of body shaming, bias, or discrimination. Student clothing must:

- a) cover the groin, buttocks and nipples with material that is not see-through or transparent;
- b) include more than underwear as the only layer of clothing;
- c) include footwear with consideration for health and safety;
- d) ensure that the student's face is not fully obscured;
- e) not include wording or graphics that reasonably could be construed as promoting or symbolizing hate or discrimination, drugs, alcohol, tobacco, Cannabis, illegal activity, profanity, nudity, pornography; or that incites violence or harassment; or threatens health and safety.

Students are welcome to wear hats, hoodies, shorts, crop tops, etc. as long as they comply with the above. If ever we find that a student's dress does not meet the criteria as above, we will approach the matter in a way that preserves their dignity. A response could entail removing the piece of clothing if possible, turning it inside out, or replacing it. Families will be contacted if a student requires a different piece of clothing.

Communication between Home and School

Communication between parents/caregivers and the school is a vital part of a child's progress. School information is shared in a variety of ways that might include after school events, parent or caregiver/student/teacher interviews, progress and report cards, school website, Google Classroom, classroom teacher communication, permission forms, meetings, phone calls, and emails.

Progress of students will be reported to parents through many strategies that may include written reports, interviews, and telephone calls. Formal reporting includes one Kindergarten Communication of Learning: Initial Observations report and two Kindergarten Communication of Learning reports issued respectively in November, February and June. For grades 1- 8, staff issue one student progress report in November and two report cards each year, in February and June. These reports are self-explanatory, but there may be a time when either a parent or teacher will ask for an interview to discuss a child's progress.

RESPECTFUL WORKPLACE POLICY: The OCDSB is committed to providing a safe and healthy learning and working environment in which all individuals are treated with dignity and respect. We expect all communication between home and school to be respectful.

Concussion Management

The OCDSB defines a concussion as a “traumatic brain injury that causes changes in how the brain functions, leading to cognitive, emotional/behavioural and/or physical signs and symptoms that can emerge immediately or in the hours or days after the injury. Concussions may be caused by a jarring impact to the head, face, neck or body, with an impulsive force transmitted to the head that causes the brain to move rapidly within the skull. Concussions occur with or without a loss of consciousness and cannot normally be seen on X-rays, standard CT scans or MRIs.” ([Procedure 561.SCO - Concussion Management](#)).

Whenever a student experiences a suspected concussion event, school staff will immediately conduct a functional assessment and communicate the findings with the family.

After suspecting a concussion and before resuming any physical activity, the student **must** be medically assessed by a doctor or nurse practitioner prior to returning to school. The parent/guardian must communicate with school the results of the medical assessment by completing [Appendix E: OCDSB 908 Concussion Assessment Form](#) prior to the student returning to school.

Families are to communicate with the school if their child suffers a concussion outside of school hours.

Students and families are to fill out this form at the start of every school year.

[Concussion Code of Conduct for Inter-School Sports Parent/Guardian](#)

[Concussion Code of Conduct for Inter-School Sports Student](#)

Custody and Access

We know that separations, divorces, and custody conflicts are extremely difficult, emotional, and complex. We are here to support families as best we can.

If there are any legal documents related to custody/access of children by family members that have been issued by a court of law, please reach out to the Principal to ensure we have a copy. They will be kept in the student’s confidential Ontario School Record (OSR). Please note that a letter from a lawyer will not suffice, and we are not able to rely on verbal requests by a parent to limit access of another parent without proper legal documentation.

If you have any questions about this, please do not hesitate to contact the Principal to discuss.

Emergency School Closings

At any time, the District may close a school for a number of reasons (e.g. - broken water mains, no hydro, inclement weather). When the school is closed, there will be no teaching staff at the school, and all students must remain at home. Only the OCDSB can decide if a school is closed, and a message sent to all families.

Extracurricular Activities

School is more than attending classes or preparing for tests. In addition to a strong academic program, staff volunteer their time to provide as many enriching 'out-of-class' activities as possible. Traditionally this has meant activities such as sports, clubs and other leadership activities. If you have a skill or hobby and would be interested in hosting a club, please reach out to the Principal or Vice-Principal.

Field Trips

Field trips are intended to enhance the school curriculum and are voluntarily organized by teachers. The school tries to balance the number and cost of field trips to ensure all students have the opportunity to participate – typically no more than 2 classroom field trips per year and with a cost of no more than \$20 for a day trip. In all cases, forms will be sent home in advance, to be signed by a parent and returned to the school. No student will be permitted to go on a field trip unless the required permission slip has been returned electronically to the school. We cannot accept permission from a parent/guardian through a phone call, or by a note other than the official permission form. For those experiencing financial stress, a phone call or email to the teacher or principal will ensure that your child has the opportunity to participate in the field trip; funding is available.

Students not attending these trips can still attend school and will follow a revised program. If parents choose to keep their child at home, please use the SafeArrival attendance system to report the absence in the usual manner.

Food Program

Each year, parent volunteers, as a sub-committee of the School Council, operate a Hot Lunch program for students. In mid-September, an order form will be sent home with students indicating the cost and timing of each program. The Hot Lunch program starts usually around the start of October. All of the food programs are dependent on many parent volunteers in order to run them. The school will also be running its own Hot Lunch program in conjunction with the School Council. Funds raised through the Hot Lunch programs go towards enhancing the school experience for students.

KOTR also has a Snack Program that runs in the morning, and will be available to any students who need it. We are looking for a parent to volunteer as the Snack Program Coordinator. Please reach out to the Vice-Principal or Office Administrator if you have any questions, or wish to be considered for this position.

Inclement Weather Procedures

During the winter months, when weather and road conditions make transportation unsafe, please listen to local radio stations for transportation cancellations or school closures. Information is also posted to the:

- [OCDSB website](#)
- [Ottawa Student Transportation Authority's website \(OSTA\)](#)
- [OCDSB social media](#)

If parents drive their child to the school in the morning, parents must also return at 2:30 p.m. to pick them up as buses will not be running in the afternoon. Please plan for travel time to be sure you are at the school at dismissal – 2:30 pm.

Should the school need to close during the day, the school's emergency phone network and e-mail network will attempt to contact you to ensure that there is someone at home to receive your child off the bus. An announcement will also be made on the radio stations. If you, the caregiver, or emergency contact, cannot be reached, the child will be kept at school or at our emergency evacuation site (if necessary) with a staff member until you can pick them up or until the buses arrive to take them home (if they are a bus student). Please recognize that timelines might be tight in these situations, and we must have current telephone numbers and email addresses where you can be reached. A phone call will be made to ensure that there is someone at home to receive those students who walk to school.

Should there be an EMERGENCY occurring during the day that would require an EVACUATION, students will be walked to the Kars Recreation Centre until transportation can be arranged and parents/caregivers notified.

Life-Threatening Medical Conditions

In order to ensure that students with life-threatening medical conditions are able to fully access curriculum in a safe, accepting and healthy learning environment that supports well-being, we require families to use the following form to notify us of the nature of the *life-threatening* medical condition (i.e., anaphylaxis, heart conditions, asthma, diabetes, etc.), and the follow-up required. This information is kept confidential and is only accessible by school staff.

If this applies to your child(ren), the following form is required to be completed at the start of every school year.

[Plan of Care for Students with Life-Threatening Medical Conditions](#)

Medication

In May 2023, the District approved revisions to [Procedure PR.691.SCO Administration of Prescribed Medication for Students with Non-life-threatening Medical Conditions](#).

The full procedure is available at the above link, but some important changes are:

- Schools are not responsible for the handling of non-prescribed medication.
- Non-prescribed medications are allowed on a student's person only where the student is capable of safely self-administering them.
- Schools no longer require authorization for students to self-administer prescribed medication provided that they adhere to the new parameters included in the procedure.

The above procedure applies when a health care professional requires the administration of medication during school hours and school-related activities, on school transportation, during field trips, or at other school-related activities off school premises. It applies only to the handling of prescribed medications for non-life threatening medical conditions (i.e. acute episodes of short-term, non-life threatening illness, such as an infection). Injections by staff are not permitted. Requests of staff to administer or supervise the administration of prescribed medication for students with life-threatening medical conditions will be accommodated in accordance with [Procedure PR.548.SCO: Care for Students with Severe or Life-threatening Medical Conditions](#).

If this applies to your child(ren), the following form is required to be completed at the start of every school year.

[Handling of Prescribed Medication for Students \(Non-Life-Threatening\)](#)

Recycling

Kars on the Rideau Public School is committed to promoting environmentally friendly systems at school. We teach about the importance of caring for the environment. The *Recycling at Home* program includes every student in the school and is accomplished through a Litterless Lunch program.

We encourage everything remaining from nutrition breaks to go back into lunch bags to permit recycling at home. Liquids can be drained in the classrooms and messy items (i.e. - drink boxes, fruit cups, banana peels) put into the student's sandwich box or a plastic bag brought from home. During routine recesses, food and drinks do not go out onto the school yard. All items are eaten in the classrooms as this discourages the gathering of wasps, bees and birds outside. Your cooperation in this endeavour is truly appreciated.

Special Education

The staff at KOTR are committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. We prioritize early identification and intervention to address learning needs. We also have a strong commitment to human rights, equity and inclusion, and to identifying and addressing barriers that prevent all students from participating, excelling and feeling valued at KOTR.

Open and timely communication between home and school is key to supporting student success. Concerns or questions about a student's academic or social-emotional progress can be brought forward to your child's teacher. The teacher will also communicate with families when they observe concerns.

Our goal in special education is to provide the least amount of support that elicits the greatest amount of success. [We follow a tiered approach to intervention.](#) We also invite students to be a part of the discussion as they are often best situated to advocate for themselves, for instance at Identification, Placement, and Review meetings, IEP input meetings or conversations, and at parent-teacher interviews. Support for students could encompass a continuum of options - from observations, to body breaks, to accommodations, assessments, modifications, to applications for specialized classroom programs.

Student Illness at School

We want all members of our school community to feel well and healthy. We appreciate families keeping their children home whenever they are ill. Ottawa Public Health states that if a student is actively vomiting or experiencing diarrhea, they are to remain home for 48 hours after the last episode. If a student feels ill while at school, the student will be sent to the main office. If necessary, a telephone call will be made by office staff to contact parents. If unable to reach the parent/caregiver, the person identified by the parent as the emergency contact will be called. Should the situation warrant it, and/or should the nature of the illness or injury become serious, an ambulance will be called.

We appreciate your cooperation in this matter so as to reduce the spread of illness in our school.

Supporting Well-Being, Positive Mental Health, Social-Emotional Learning and Affirming Student Identity

At KOTR, we strive to build learning communities that provide students with equitable opportunities to reach their potential and develop into respectful, creative, and knowledgeable community members who contribute to society, and to ensure our school environment is a welcoming and safe place for students of all identities to feel valued and respected as they engage, learn, grow, explore, and discover.

Code Protected Grounds are: citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment)

Sexual or Gender-Based Harassment means a form of harassment based on a person's gender identity, gender expression, sex, or sexual orientation that can include:

- a) sexual solicitations or advances by any person who is in a position to grant or deny a benefit to the recipient of the solicitation or advance. This includes managers and supervisors, as well as co-workers where one person is in a position to grant or deny a benefit to the other;
- b) gender-related comments about a person's physical characteristics or mannerisms;
- c) paternalism based on gender where a person feels undermined in their self respect or position of

responsibility;

d) unwelcome physical contact;

e) suggestive or offensive remarks or innuendoes about members of a specific gender;

f) propositions of physical intimacy;

g) gender-related verbal abuse, threats, or taunting;

h) leering or inappropriate staring;

i) bragging about sexual prowess or questions or discussions about sexual activities;

j) offensive jokes or comments of a sexual nature about an employee, colleague, or classmate;;

k) rough and vulgar humour or language related to gender;

l) display of sexually offensive pictures, graffiti, or other materials including through electronic means;
and

m) demands for dates or sexual favours.

Bullying means aggressive and typically repeated behaviour by a student where, P.125.SCO

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")

Discrimination means any form of unequal treatment based on a protected ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, policies, practices, procedures, or systems that appear neutral, but disadvantage certain groups of people. Discrimination may take obvious forms or it may happen in very subtle ways. Even if there are many factors affecting a decision or action, if discrimination is one factor, that is a violation of this policy. Discrimination may happen because of perceptions about a person based on a protected ground or because of association with a person or group with characteristics of a protected ground. Engaging in hate-related behaviour and harassment are types of discrimination.

Hate Crime means a criminal offense that is committed against a person or property and motivated in whole or in part by bias, prejudice, or hatred based on a code-protected ground. This includes, but is not limited to, hate-motivated violence, incitement of hate or hate-motivated violence, and/or the display of symbols or other representations identified with groups promoting hate and violence. It also includes such crimes committed against a person who is associated, or perceived to be associated, with individuals or groups identified with one of the code-protected grounds.

Hate Incident means non-criminal conduct that is motivated in whole or in part by bias, prejudice, or hate against an individual or group on the basis of a code-protected ground. The conduct can be verbal, nonverbal, or written, and may manifest itself in the form of slurs, insults, harassment, abusive gestures, taunting, display of offensive materials or hate symbols, or other acts which may intimidate, degrade, and/or marginalize the targeted individual or group. A hate incident can encompass situations in which the conduct is directed against people associated, or perceived to be associated, with individuals or groups identified with one of the code-protected grounds.

Microaggressions means the verbal, nonverbal, and environmental slights, snubs, or insults, whether

intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership or a protected ground. A series of microaggressions may amount to harassment.

Staff at KOTR rely on various resources to support student well-being, positive mental health, and feelings of safety and belonging. Social Situation Mapping, the OCDSB Anti-Hate Toolkit, the OCDSB Conditions for Learning, and School Mental Health Ontario are valuable resources we use.

If a student engages in any behaviour that violates the safety, dignity, and/or a code-protected ground of another member of our community, we will intervene to make it clear that actions, slurs, comments, jokes, microaggressions, or any other behaviours **will not be** tolerated. There will be opportunities for education on why these behaviours have no place in our school community, but a clear consequence will also be a part of our response.

Technology/Cell Phones/Media Permission

Cellphones and other mobile devices can cause major distractions in the classroom and disrupt student learning. Last spring, the Ontario government put in place new restrictions on personal mobile devices in schools. We wanted to share more information with you about these changes.

Starting September 3, all students at Kars on the Rideau are to keep their cell phones, and other devices, turned off or on silent and have them away and out of sight. Students who have lockers should leave them locked up.

The FAQs below can help answer any questions you may have. For any additional queries and/or details, please contact the school.

What is a personal mobile device?

According to the Ontario government, the restrictions include cellphones, personal laptops, tablets, and smartwatches.

Are there any exceptions?

Yes. Exceptions exist for education, health, special education or accommodation needs. This includes if a student needs a mobile device for a medical issue or a teacher has permitted phone use for a learning activity. Talk to your teacher, principal and/or guidance counsellor for more information.

What if students use their phones during class time without permission?

Students who don't comply may be asked to give their devices to the teacher or the office, to be returned later in the day. Further progressive disciplinary action will be taken if students repeatedly disobey the restrictions in place.

What if I need to contact my child?

Parents/caregivers can call the school's main office. If it is an urgent or emergency situation, we will immediately notify your child.

What if my child needs to call me?

Students can use a phone in the main office to call their parents/caregivers.

Can students still bring a phone to school?

Yes. Students are to keep their cell phones preferably locked in their lockers.

When do these restrictions take effect?

These restrictions will be in place for the start of the 2024-2025 school year.

To further reduce distractions during the school day, all social media networks will be blocked on school networks. We appreciate these restrictions may be difficult for some to adjust to at first, but we are confident that limiting mobile device usage will improve student focus during class.

Parents/caregivers are encouraged to talk about these changes with students ahead of school and model positive actions to limit your own device usage. The organization MediaSmarts has helpful information [on managing screentime on their website.](#)

More resources and information about these changes can be found on the OCDSB website: ocdsb.ca/mobiledevices

Students will still have the opportunity to access school-provided Chromebooks or iPads when teachers give permission for supervised instructional use. Students may bring their own laptops to school but are to follow all school and board rules related to technology and mobile device use.

All students and families are to review and submit the following electronic forms:

[Appropriate Use of Technology Agreement](#)
[Media/School Website Permission Form](#)

Transportation

The [Ottawa Student Transportation Authority \(OSTA\)](#) oversees all transportation arrangements for the OCDSB. For the 2024-2025 school year, there is no Empty Seat program. Students on a cross-boundary transfer do not have access to school transportation. If a student requires transportation to two homes, there is a special [form](#) that both custodial parents must complete and submit to OSTA.

If you have any issues related to school transportation, including declining it, please use this [form](#).

Any student that rides on school transportation is expected to conduct themselves safely and respectfully. School transportation is a privilege and can be revoked at any time for unsafe behaviour or violations of the OCDSB Code of Conduct, either temporarily, or in some cases, permanently.

Older students will have the opportunity to volunteer as Bus Monitors, who will support younger students develop the appropriate skills and behaviours for riding safely.

Volunteers

Volunteers are most welcome to the school. Parents/caregivers help with classroom activities, reading programs, class trips, school clubs, the library, attending sports outings, and delivering Hot Lunches, to name a few opportunities. Please reach out to your child's teacher, the Principal or Vice-Principal, or a member of the School Council if you are interested in volunteering.

According to Ottawa-Carleton District School Board policy, community members who are **not** parents require a criminal reference check before working with children. Please visit the Ottawa Network for Education website for more information (www.onfe-rope.ca).