



Claremont School

Parent Handbook 2021 / 2022 Academic Year

Claremont School
70 Silver Birch Avenue
Toronto ON M4E 3K9

416.778.6336

**School
Philosophy**

Claremont School is the only elementary co-educational school dedicated exclusively to the teaching of students with dyslexia from Grades 1 – 8 in Ontario. We offer a unique Orton-Gillingham Practical Linguistics curriculum designed for specific and intense remediation of reading, writing, and mathematics skills.

**School
Mission**

Our mission is to empower students with dyslexia and prepare them for success in the future once strong foundational knowledge is acquired, and to do so in the most effective and efficient manner.

Our holistic approach to teaching individuals with dyslexia focuses on building confidence, knowledge, technological skill and tranquility of spirit.

Claremont School understands the emotional, academic and social needs of the student with dyslexia and uses a curriculum created specifically for this community of pupils.

School Motto

Per Ardua Surgo
Through Difficulties I Arise

Curriculum

Claremont School offers a **language** and **mathematics** focused curriculum.

Language and mathematics instruction is integrated into science, geography, history and social studies. Claremont School uses Practical Linguistics[©] for all students based on the Orton-Gillingham Approach.

Lessons are delivered with structure and clarity that allows our students to access, understand, and retain concepts and information. An emphasis is placed on study skills at all grade levels. Our school is multi-sensory and experiential: we believe students learn through exciting, relevant exploration that challenges and enables our students to discover their innate abilities.

Athletics and physical education are crucial for maintaining a healthy body and mind, which underpin success at school. We provide the students with a variety of physical education activities, such as, archery, bowling, fencing, and soccer as well as regular gym lessons in our gymnasium.

Drama, sculpture, ceramics, model building, story-telling, and **art** are included in subjects across the curriculum or as enrichment activities. The school follows the Ontario Ministry of Education expectations and our staff consists of Ontario certified teachers who are trained in the Orton-Gillingham/Practical Linguistics[©].

Sensory Integration Programs enhance the child's neurological processing of sensation originating from touch, movement, body position, spatial awareness, and rhythm. Our students benefit from practice in these areas.

Science is enriched by the study of machines, electronics, and hands-on experimentation and field trips.

Language

Using research-based best practices for students with dyslexia, the following areas are taught at our school: phonological awareness, reading fluency, vocabulary acquisition and reading comprehension. The multi-sensory Orton-Gillingham lesson plan in conjunction with Practical Linguistics[®] are the central platforms for reading and spelling instruction.

Written expression includes grammar, syntax, and sentence to essay instruction. *Writing Across the Curriculum* (WAC) integrates written instruction in all subject areas. *Creative Writing* is a synthesis of skills taught through the Orton-Gillingham Approach and *The Claremont Writing Program*[®]. Writing skills are often an area of weakness for students with dyslexia, and our curriculum seeks to emphasize instruction in this area. Our school offers several extra-curricular activities that promote the art of writing. We sponsor writing competitions in several genres: poetry, fiction and non-fiction.

Mathematics

Using research-based and proven methodologies, mathematics instruction is taught in sequential, cumulative and structured steps. We place a strong emphasis on building number and numeracy foundational skills. A multi-sensory approach based on Orton-Gillingham is applied.

Daily Schedule

Daily Schedule

School entry is at 8:30 a.m. with the doors to the building opening at 8:15 a.m.

School Day

The day begins at 8:50 a.m. with an assembly or class meditation. Lessons begin at 9:00 a.m.

Every class has a recess in the morning for 15 minutes. Lunch is 12:00–1:00 p.m. A variety of clubs are offered, for example, Baking, Sport, Drama, Engineering, Jewelry, and Art. Each student will have daily Orton-Gillingham lessons either in class or one-on-one. The weekly cycle is predictable, running from Monday to Friday.

TIMETABLE	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45 a.m.	Entry	Entry	Entry	Entry	Entry
8:50-9:00 a.m.	Assembly	Assembly	Assembly	Assembly	Assembly
9:00-10:30 a.m.	Language	Language	Language	Language	Language
10:30-10:45 a.m.	Break	Break	Break	Break	Break
10:45-12:00 p.m.	Math	Math	Math	Math	Math
12:00-1:00 p.m.	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs
1:00-2:00 p.m.	Music	Social Studies	Science/Tech.	Gym	Writing
2:00 -2:15 p.m.	Break	Break	Break	Break	Break
2:15-3:20 p.m.	Writing	Music	Science/Tech.	Drama	Art
3:20-3:30 p.m.	Organization	Organization	Organization	Organization	Organization
3:30-4:00 p.m.	Study Skills	Study Skills	Study Skills	Study Skills	Study Skills
3:30-4:00 p.m.	Extra-Curricular	Extra-Curricular	Extra-Curricular	Extra-Curricular	No After School

(The above schedule may be subject to change.)

School Calendar

2021

School Starts: Tuesday, September 7th (Orientation Day)

Labour Day Holiday: Monday, September 6th

P.A. Day: Friday, September 24th

Thanksgiving Holiday: Monday, October 11th

Mid-Term Break: Friday, October 22nd to Monday, October 25th (inclusive)

P.A. Day: Friday, November 12th

P.A. Day: Friday, December 3rd

Christmas Holiday: December 20th, 2021 – December 31st, 2021 (inclusive)

2022

School starts: Monday, January 3rd

P.A. Day: Friday, February 18th

Family Day Holiday: Monday, February 21st

March Break: Friday, March 11th – Friday, March 18th (inclusive)

Easter Weekend: Friday, April 15th – Monday, April 18th (inclusive)

P.A. Day May 6th

Victoria Day Holiday: Monday, May 23rd

P.A. Day: Friday, June 10th

Last Day for Students: Friday, June 24th

Last Day for Teachers: Wednesday, June 29th

Summer Holiday: June 27th, 2022 – September 5th, 2022 (inclusive)

Celebrations and Performances

Christmas Concert:

Tentative Date: Thursday, December 9th, 2021 Location: Auditorium (ground floor)

Spring Play:

Tentative Date: Thursday, May 19th, 2022

End of Year Celebration and Grade 8 Graduation:

Tentative Date: Wednesday, June 22nd, 2022

SPECIAL DATES AT A GLANCE: September, 2021 – June, 2022	
Curriculum Night	15 th Sept.
Guest Speaker	10 th Nov.
Christmas Concert	9 th Dec.
Intention to Return From Due	28 th Feb.
New Parents Information Night	14 th April
School Play	19 th May
End of Year Celebration & Grade 8 Graduation	22 nd June

The deadlines for re-enrollment and submission of Intention to Return Form & deposit are February 28th, 2022.

Core Values

Respect for diversity
Respect for truth
Respect for the intellect
Respect for the individual
Respect for the environment
Compassion and goodwill

Code of Conduct

Preamble

Ontario's Ministry of Education has prioritized the critical need for Ontario schools (including not only the school property, but the school vehicles, and all school-authorized events and activities) to be places that promote responsibility, respect, civility, and academic excellence, all in a safe learning and teaching environment. A school's Code of Conduct sets clear standards for expected behaviours on school property, on school vehicles, at all school-authorized events and activities, and in any other circumstances where engaging in the activity will have an impact on the school climate.

Progressive Discipline and Promoting Positive Student Behaviours

Progressive discipline is a whole-school approach to dealing with inappropriate student behaviours. This approach utilizes a continuum of interventions, supports, and consequences to reinforce positive behaviours while helping students to make good choices. A progressive discipline approach includes the use of early and ongoing intervention strategies to address inappropriate behaviours promptly and consistently. This approach requires educators to combine counselling and disciplinary measures with provisions to enable students to continue their education. Students should be given opportunities to learn from the choices they make. Schools are expected to actively engage parents in this progressive discipline approach.

In some circumstances, shorter-term suspensions may be applicable. In the case of serious or repeat misbehaviours, longer-term suspensions (more than five days) or even expulsions, which are further along the continuum of progressive discipline, may be the required responses.

Early intervention strategies help to prevent unsafe or inappropriate behaviours in school and in school-related activities. Early intervention strategies provide students with appropriate supports that address inappropriate behaviours and that result in an improved school climate. Examples of such strategies are, but are not limited to, consultations with families, detentions, verbal reminders, reviews of expectations, and/or written reflections.

Inappropriate student behaviours, which will be dealt with by the staff member most directly involved, consist of one or more of the following:

- (a) a willful and persistent breach of our Safe Schools Policy, due to other than a genuine lack of ability;
- (b) a willful and persistent disruption of students and/or staff; or
- (c) the causing of harm to a person, or of vandalism to property.

Where inappropriate behaviours persist, ongoing intervention strategies may be necessary to promote positive student behaviours or to address the underlying causes of inappropriate behaviours. Examples of ongoing intervention strategies are, but are not limited to, meeting with the family, requiring the student to perform volunteer service to the school community, conflict mediation, peer mentoring, and/or referral to counselling.

In considering the most appropriate response to address inappropriate behaviours, the following will be considered:

- a) the particular student and any mitigating circumstances;
- b) the nature and severity of the misbehaviours; and
- c) the impact on the school climate.

Disciplinary and Counselling Measures

A 'disciplinary' measure can be defined as a corrective measure applied to a student who deliberately misbehaves. A less severe 'counselling' measure may be more appropriate where the student's undesirable behaviours are neither voluntary nor deliberate. Three progressive stages will be considered.

Stage 1: Setting Expectations (A 'Yellow Card')

Where an incident or behaviour does not comply with school expectations, and where there has been no prior discipline, it may be appropriate and sufficient to provide clarification in a non-disciplinary format, such as a counselling interview which:

- i.** describes the undesirable behaviour or action;
- ii.** explains why the behaviour or action is unacceptable;
- iii.** allows the student to provide an explanation;
- iv.** outlines expectations for future desirable and acceptable behaviours or actions; and
- v.** cautions that disciplinary action may follow if the unacceptable behaviours continue.

Stage 2: Written Cautionary with Consequences (A 'Red Card')

A written cautionary with consequences documents inappropriate behaviours either of a more serious nature, or of a less serious but repeated nature. This written cautionary includes the same i. - v. step process outlined in Stage 1, but also includes:

- vi. early or ongoing counselling strategies.

Stage 3: Suspension or Expulsion

Suspension is traditionally a result either of persistent opposition to authority, which generally is demonstrated by habitual neglect of duty, or of conduct injurious to the moral tone of the school, or to the physical or mental well-being of other persons in the school. Depending on the misbehaviours in issue, suspension or expulsion may be the final stage in progressive discipline or, where the misbehaviours are a result either of persistent opposition to authority (which generally is demonstrated by habitual neglect of duty) or of conduct injurious to the moral tone of the school or to the physical or mental well-being of other persons in the school, then suspension or expulsion may be the immediate consequence.

In addition to the above, the School Principal or Principal Designate shall suspend the student if she believes that the student 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:

- (a) using any object with intent to cause and causing bodily harm to another person;
- (b) committing or intending to commit physical assault on another person that causes or would have caused bodily harm requiring treatment by a medical practitioner;
- (c) committing sexual assault or sexual interference;
- (d) bullying, if
 - (i) the student has previously received discipline for engaging in bullying and
 - (ii) the student's continuing presence in the school creates an unacceptable risk to the safety of another person;
- (e) any hate crime 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 similar factor; or
- (f) repeated acts of vandalism causing extensive damage to school property or property located on school premises.

Expulsion results only if the student's conduct is so unmanageable that the

student's continued school presence (whether physical or virtual) is injurious to students or to other school community members.

Examples of specific actions for which suspension or expulsion would be probable include:

- a. being under the influence of, in possession of, or trafficking in, alcohol or legal (unprescribed) or illegal drugs;
- b. being in possession of, or using a weapon to threaten or cause bodily harm;
- c. sexual or other physical assault causing bodily harm, or serious emotional or social injury;
- d. repeated acts of vandalism causing extensive damage to school property or property located on school premises; and
- e. bullying.

The School Principal or Principal Designate will consider mitigating facts prior to suspending or expelling any student. These mitigating factors are:

- a. whether prohibited discriminatory harassment of the student was a factor in provoking the student's misbehaviour;
- b. whether the principles of progressive discipline have first been attempted;
- c. the impact of a suspension or expulsion on the student's continued education;
- d. whether the imposition of a suspension or expulsion would likely result in an aggravation or worsening of the student's behaviours or conduct;
- e. the age of the student;
- f. in the case of a student with a disability, whether the behaviour was a manifestation of the disability, and whether appropriate individualized accommodations had first been provided; and
- g. the physical, emotional, and social safety and security of other students and of other school community members.

Bullying Prevention and Intervention

(Crafted in accordance with both the Ontario Ministry of Education Policy/Program Memorandum No. 144 and the *Accepting Schools Act, 2012*)

Policy Statement

- (a) Bullying adversely affects students' ability to learn.
- (b) Bullying adversely affects healthy relationships and the school climate.
- (c) Bullying adversely affects a school's ability to educate its students.
- (d) Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

The Definition of Bullying

As defined by the *Accepting Schools Act, 2012*, 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.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cellphones, text messaging, Internet websites, or other technology).

Prevention Strategies

Prevention Strategies: Recognizing the Risk of Bullying and Bullying

Bullying behaviours can begin in pre-school. The child who aggressively takes toys from peers, the aggressive hitter and biter, or the child who insists upon being included in every game may be exhibiting early bullying behaviour.

Although the prevalence of bullying may be greater in elementary school, the severity of bullying behaviours escalates in middle schools. These can include physical acts of bullying, including body-checking, pushing, shoving, extortion, and robbery. Other acts of bullying can include indirect or relational strategies, such as gossiping, shunning, or starting rumours. Both sexes use both forms of bullying.

A recent addition to the bullies 'repertoire is "cyber-bullying", the use of technology as a bullying weapon. Cyber-bullying can occur via Internet postings on Web pages, in chat rooms, or in e-mails and other technology-mediated messaging systems. Instant messaging is a popular tool, as are text messages on cell phones. The cyber-bullying consists of insults, "trash talk," threats, gossip, the starting of sexual or gender orientation rumours, or compromising photographs taken with camera phones, all directed at the victim. For middle school students in particular, the desire to be part of the "in" group prompts victims to access and accept postings and messages even when they have reasonable notice that the messages are targeting them. Since cyber-bullying often originates outside of school, protected by the anonymity of the Internet or of cell phones, cyber-bullying is hard to monitor or eradicate.

Cyber-bullying includes

- (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.

Prevention Strategies: Identifying Potential or Actual Bullies

Identifying a bully is not an easy task. Bullies often present an engaging and appealing demeanour to adults, effectively diverting adult suspicion, at least initially. Psychologists, psychiatrists, medical doctors, and educational personnel agree that there is no typical bully.

However, the most prevalent characteristics of bullies include the following:

- (a) they control others through verbal threats and force;
- (b) they are quicker to anger and resort to force sooner than others;
- (c) they tend to have little empathy for the problems of others;
- (d) they inappropriately perceive hostile intent in the actions of others;

- (e) they see aggression as the only way to preserve their self-image;
- (f) they have inconsistent discipline at home, or parents who often do not know their whereabouts;
- (g) they may suffer physical and emotional abuse at home; and
- (h) they exhibit obsessive or rigid actions.

Prevention Strategies: Maintaining a Positive School Climate

Our school will support and maintain a positive school climate, as measured by the following characteristics:

- (a) Students and staff feel safe and are safe.
- (b) Healthy and inclusive relationships are promoted.
- (c) Students are encouraged to be positive leaders in our school community.
- (d) All school community partners are actively engaged.
- (e) 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.
- (f) Improvement of learning outcomes for all students is emphasized. Our schools' teaching strategies support this bullying prevention and intervention policy, by including bullying prevention in teaching.

Intervention Strategies

Incidents of bullying will be addressed with appropriate and timely responses. Intervention will be consistent with a progressive discipline approach. Intervention strategies can range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies. Ongoing interventions may be necessary to sustain and promote positive student behaviour.

The following mitigating factors shall be taken into account:

- (a) The pupil does not have the ability to control his or her behaviour.
- (b) The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
- (c) The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Our school allows and encourages all students to report bullying incidents safely and in a way that will minimize the possibility of reprisal, through confidential communications to any and all school staff. In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying has been added to the list of infractions for which suspension or expulsion will be considered.

Training Strategies for Members of the School Community

Most bullying occurs in schools, rather than on the way to and from schools. The frequency and severity of bullying is inversely related to the degree of supervision present. More, and more severe, bullying occurs where supervision is least. Playgrounds and schoolyards are areas preferred by bullies. Bullying also occurs in the cafeteria, on lines, in bathrooms, and in classrooms, even when teachers are present. Schools in which the teachers and administrators talk about bullying and monitor its occurrence have fewer bullying incidents. Schools organized as communities, with a common set of goals and norms, have stronger peer relationships and fewer bullying incidents. Students in these communal schools feel a greater bond to the school, to teachers, and to each other, making bullying less likely. Our school's training strategies for all administrators, teachers, and educational assistants on bullying prevention and intervention include training on cultural sensitivity and on respect for diversity and special education needs.

Communication and Outreach Strategies

This bullying prevention and intervention policy will be communicated to students, parents, teachers and other school staff, school councils, volunteers, and school bus operators/drivers.

If the School Principal or Principal Designate believes that a pupil of the school has been harmed as a result of bullying the School Principal shall, as soon as reasonably possible, notify

- (a) the parent or guardian of the pupil who the School Principal believes has been harmed; and
- (b) the parent or guardian of any pupil of the school who the School Principal believes has engaged in the activity that resulted in the harm.

When notifying a parent or guardian of a pupil under (a), the School Principal shall disclose

- (a) the nature of the activity that resulted in harm to the pupil;
- (b) the nature of the harm to the pupil;
- (c) the steps taken to protect the pupil's safety, including the nature of any counselling or disciplinary measures taken in response to the activity; and
- (d) the supports that will be provided for the pupil in response to the harm that resulted from the activity.

When notifying a parent or guardian of a pupil under (b), the School Principal or Principal Designate shall disclose

- (a) the nature of the activity that resulted in harm to the other pupil;
- (b) the nature of the harm to the other pupil;
- (c) the nature of any counselling or disciplinary measures taken in response to the activity; and
- (d) the supports that will be provided for the pupil in response to his or her engagement in the activity.

When notifying a parent or guardian of a pupil under (b), the School Principal/Principal Designate shall not disclose the name of or any other identifying or personal information about a pupil who has been harmed as a result of the activity.

When notifying a parent or guardian under (a) or (b), the School Principal/Principal Designate shall invite the parent or guardian to have a discussion with the School Principal about the supports that will be provided for his or her child.

Monitoring and Review

Our school annually reviews the effectiveness of our bullying prevention and intervention policy by indicators such as, but not necessarily including:

- (a) an analysis of the school climate through anonymous school survey(s) of students, staff members, and/or parents; and
- (b) performance indicators for monitoring, reviewing, and evaluating the effectiveness of this bullying prevention and intervention policy.

Student Absences

Section 21.(1) of Ontario's *Education Act* requires every person to attend school on every school day from 6 years old until attaining 18 years old. Section 21.(5) requires the parent or guardian of a person who is required to attend school to cause that person to attend school as required, unless that person is at least 16 years old and has withdrawn from parental control.

Regular attendance at school is absolutely critical for a student's learning and demonstrated achievement of curriculum expectations. Students who habitually miss class will suffer in the learning and evaluation process, because their participation and achievement cannot be fully assessed.

Our school policy on attendance is intended to encourage regular student attendance. Daily attendance is recorded as of 15 minutes after the commencement of each school day. Where, in the School Principal's judgment, a student's frequent absences from school are jeopardizing success, then the School Principal or designate will meet with the student and the family to explain the consequences of continued irregular attendance or chronic absenteeism, and to offer one or more alternatives that could be considered to promote a change in behaviour that would contribute to student success.

A study on behalf of the Sioux Falls School District documented the detriment of

student absence. 60% of students with minimal absenteeism (less than 5 days/school year absent) completed their academic year with a GPA of or more than 3.0 (Grade B). However, only 20% of students with chronic absenteeism (more than 20 days/school year absent) completed their academic year with that same GPA of or more than 3.0. Accordingly, attendance of at least 9 of every 10 consecutive school days will be considered as regular attendance. In cases of absence, the first responsibility of our school is to investigate why a student has been absent, and to make every effort to encourage the student to return to school. However, students of compulsory school age who miss 15 consecutive school days must be, by law, reported by our school to Ontario's Provincial School Attendance Counsellor, who will then investigate the reason for the absence, and who may then prosecute the family or student.

Attendance is always required unless the student is medically unable to attend, or unless the School Principal has, in advance, excused attendance on other medical or compassionate grounds. Even if a student is medically unable to attend, a doctor's certificate must be produced to the School Principal where that inability to attend extends to 3 or more consecutive school days.

Arriving Late

If your child will arrive late, that is, after 8:45 a.m., please phone the school at 416.778.6336 before 8:15 a.m. when voice mail messages and emails are checked. Arriving late due to inclement weather is sometimes inevitable, but otherwise it is important to be punctual so that your child does not miss the assembly, which is an important part of our day. Late entry also disrupts the class. If weather conditions are severe enough to cause school closings in Toronto, please call the school at 416.778.6336 after 7:30 a.m. for our message update.

Excusal from Gym

Gym is an important part of our physical education curriculum. We believe that academic progress and productive learning takes place when students feel well and have had adequate daily exercise. Gym helps students build strength, resilience and stamina, so we expect full participation in all our physical education activities. If your child cannot participate then a written note from the parent or guardian must be submitted prior to the gym class. Consistent lack of participation may result in a student receiving an Incomplete ('I') grade for this subject on the report card.

Dress Code

Students are expected to dress in a tidy, modest, and age-appropriate manner, appropriate to the seasonal time-of-year. Offensive or distracting clothing will not

be permitted. Dress that promotes alcohol, drugs, vulgar language, tobacco or cannabis products, or violence is never permitted. Hats are not permitted to be worn inside school premises.

Students will not be allowed to attend class in improper dress. If this school dress code is not adhered to, then students will be asked to change their clothing and parents will be notified.

Claremont has a school uniform to ensure that all students dress neatly and modestly.

On Spirit Days, students are allowed to exercise their personal choice in clothing; however, no tank tops, spaghetti straps, halter-tops and T-shirts revealing waistlines are allowed.

Underwear must be concealed at all times. Clothes must be without holes or tears.

Morning assembly often involves physical activity and students need to be prepared to follow the above guidelines during these exercises. Hats and bandanas are not to be worn in class. Shorts worn must be no shorter than 4" above the knee. For gym and yoga, please have the student wear Claremont gym clothes consisting of T-shirt, shorts and/or track pants. Shoes with non-marking soles are to be left at the school. Only strapped sandals will be allowed and no flip-flops. Gym clothes will be sent home at the end of every week for washing. If the student is non-compliant with the dress code, there will be alternative tops and track pants to wear for the remainder of the day.

Claremont Daily School Uniform

Claremont uniform items may be purchased from anywhere, but must meet the following guidelines:

Girls

Uniform Jumpers: Beige, navy
Uniform Skirts: Navy
Pants (any style except leggings): beige, grey, navy
Polo shirts: white, navy, grey
Shirts: white button up
Turtle Neck: white, navy
Navy Sweater/Cardigan button up, V-Neck, Vest: navy

Boys

Pants (any style except leggings): beige, grey, navy
Polo shirts: white, navy, grey
Shirts: white button up
Turtle Neck: white, navy
Navy Sweater/Cardigan button up, V-Neck, Vest: navy

Leggings (under skirts), tights and visible socks must follow the same colour specification as pants (grey, navy blue, beige) or white.

All uniform pieces are to be free from words, pictures and symbols.

Students are permitted to wear the Claremont Gym Uniform as part of their daily school uniform; however, no other jogging pants will be part of the school uniform.

Food Policy

Although we strive to be a nut-free school, we cannot guarantee same. Please wash hands/face/teeth carefully if you have eaten peanuts at home and change the child's clothing. Only nut-free products are allowed in the school. Lunch and snacks must be healthy and no junk food is allowed, specifically no candy, chocolate, chewing gum, pop. Sugar and processed foods can interfere with the student's metabolism and make it difficult to concentrate; therefore, they are not allowed. On special occasions, students will be allowed to bring treats for themselves and others providing the ingredients are listed and nut-free. Homemade treats will be permitted in school if an ingredient list is provided and the classroom teacher informed ahead of time. Please bring a reusable cloth or stainless steel lunch container and stainless steel water bottle as Claremont School is a garbage-free zone. We discourage the use of plastic containers due to the chemicals emitted by both hard and soft plastic containers. A place mat is needed for lunch and snacks. Uneaten food will be taken home.

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. While fatalities are rare, anaphylaxis must always be considered a medical emergency requiring immediate treatment.

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an allergen (a substance capable of causing an allergic reaction). In rarer cases, the time frame can vary up to several hours after exposure. The most common allergens include certain foods and insect stings.

Epinephrine is the first line treatment for anaphylaxis. This life-saving medication helps to reverse the symptoms of a severe allergic reaction by opening the airways, improving blood pressure, and increasing the heart rate. It is recommended that epinephrine be given at the start of a known or suspected anaphylactic reaction. In normally healthy individuals, epinephrine will not cause harm if given unnecessarily. There are currently only two epinephrine auto-injectors available in Canada: the EpiPen® and the AUVI-Q®.

It is the primary and initial responsibility of each and every anaphylactic or potentially anaphylactic child's family to inform the School Principal, in writing, of their child's known or potential allergies. Anaphylactic or potentially anaphylactic

children who understand the nature and consequences of an injection should carry at least one EpiPen® or AUVI-Q® with them at all times, and should have a second auto-injector available in the school. (Most children are able to carry their own auto-injector by the age of 6 to 8.) Additionally, they should wear medical identification, such as a MedicAlert® bracelet, which clearly identifies their allergy. Regular practice with an auto-injector trainer allows the allergic person to become familiar with the administration technique.

Despite the best of precautions, anaphylactic reactions do occur. In the event of a life-threatening allergic reaction, the following emergency steps will be taken.

- i. An epinephrine auto-injector (EpiPen® or AUVI-Q®) will be administered at the earliest sign of a known or suspected anaphylactic reaction, even if still in doubt. There are no contra-indications to the use of epinephrine for a potentially life-threatening allergic reaction.
- ii. 911 will be called.
- iii. A second dose of epinephrine will be administered as early as 5 minutes after the first dose, if there is no improvement in symptoms.
- iv. The parents/guardians/emergency contact will be notified.

The question of banning allergens in schools remains controversial. Our world is contaminated with potential allergens to some. Anaphylactic children must be taught by their families to avoid specific 'triggers'. The primary responsibility remains with the anaphylactic child and his or her family. Claremont School will urge our school community to keep any allergens (known to be allergic to any of our students) out of our school, but Claremont School cannot guarantee such an absence. The risk of accidental exposure to an allergen can be reduced, but can never be completely avoided.

Families must ensure that their children are instructed to eat only that food which they have brought from home, unless supplied food is packaged, clearly labeled and pre-approved by their family. Children must wash their hands before eating, and must not share food, utensils or containers. Children must place food on an impermeable napkin, wax paper or other barrier to avoid direct food contact with any school surface.

This policy incorporates by this reference ***Sabrina's Law, 2005***, S.O. 2005, c. 7 available at <https://www.ontario.ca/laws/statute/05s07>.

Homework Policy

Homework assigned will be posted on the school website. Parents will be able to check daily in order to ensure work completion. It is the parents' responsibility to check the

student's agenda daily. Students will be required to read nightly or have someone read to them. A suggested list of books will be sent home during the first week of school.

Time per subject allocation in the chart below may vary.

Homework Time Allocation

Grades 1-5	Grades 6-7	Grade 8
Sight Words & Spelling (15 min)	Sight Words & Writing (30 min)	Writing & Spelling (30 min)
Math Fluency (10-20 min)	Math Fluency (15-30 min)	Math Fluency (30 min)
Reading Fluency (15 min)	Reading Fluency (30 min)	Reading Fluency (45 min)
Writing (15 min)	Project Work	Project Work

Inclement Weather

If inclement weather or dangerous driving conditions prevents us from opening our school then:

A message informing parents of the closure will be left on the school answering machine before 7:00 a.m.

A message informing parents of the closure will be sent to your email before 7:00 a.m.

Please check your messages! There will be no messages or e-mails sent if the school is open as usual.

Healthy Students

Medication at School:

The staff at Claremont is NOT permitted to administer any medication to students at school (with the exception of Epi-Pens). **If your child requires prescription medication during school hours, a note must be sent giving the child permission to administer the medication him/herself.** The note must include the: date, time, dosage and medication they are to administer. Additionally, you must include the **official pharmacy prescription** that includes:

Name of child, prescribing doctor and pharmacy
 Pharmacy contact information
 Name, dosage and Rx number of the medication

As primary caregivers of their child, parents/guardians are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school. At a minimum parents/guardians must:

- i.** educate their child about their medical condition(s) with support from their child's health care professional, as needed;
- ii.** guide and encourage their child to reach their full potential for self-management and self-advocacy;
- iii.** inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the School Principal or the School Principal's designate;
- iv.** communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage their medical condition(s), to the School Principal;
- v.** confirm annually to the School Principal that their child's medical status is unchanged;
- vi.** initiate and participate in annual meetings to review their child's Plan of Care;
- vii.** supply their child and/or school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied; and
- viii.** seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate.

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:

- i.** 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;
- ii.** participate in the development of their Plan of Care;
- iii.** participate in meetings to review their Plan of Care;
- iv.** 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 policies on disposal of medication and medical supplies);
- v.** set goals on an on-going basis, for self-management of their medical condition, in conjunction with their parents/guardians and health care professionals;
- vi.** communicate with their parents/guardians and school staff if they are facing challenges related to their medical condition(s) at school;
- vii.** wear medical alert identification that they or parents/guardians deem appropriate; and
- viii.** if at all possible, immediately inform school staff and/or their peers if a medical incident or a medical emergency occurs.

The *Good Samaritan Act* protects Claremont School staff from liability with respect to voluntary emergency medical or 1st aid services. Subsections 2(1) and (2) of this Act state the following with regard to individuals:

2(1) Despite the rules of common law, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.

2(2) Subsection (1) applies to,

...(b) an individual... who provides emergency first aid to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

In addition, in the cases of anaphylaxis and asthma, both *Sabrina's Law* (2005) and *Ryan's Law* (2015) include provisions limiting the liability of staff who respond to an emergency relating to these conditions, as cited below:

Section 3(4) of *Sabrina's Law*:

No action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee's gross negligence.

Section 4(4) of *Ryan's Law*:

No action or other proceeding for damages shall be commenced against an employee for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act.

Illness at School

Should your child develop an illness at school, for example, a rash, temperature, pink eye, or stomach upset, the parent or guardian will be contacted and your child will be required to leave the school to recuperate at home. Should none of the emergency contacts be available to take your child home, we will make your child as comfortable as possible at the school until pick up is available or take other measures as the medical condition dictates.

Safe Return to Play

If your child experiences an injury at school, we will require a Safe Return to Play form to be filled out prior to their return to physical activities. A physician must fill out this form.

A student with a diagnosed concussion needs to follow a medically scripted and supervised, individualized and gradualized, Return to Learn/Return to Physical Activity Plan. While return to learn and return to physical activity processes are combined within this plan, a student with a diagnosed concussion must be symptom free prior to returning to regular learning activities and beginning a return to physical activity.

The parent/guardian must provide the school principal with written documentation from a medical doctor or nurse practitioner that indicates the student is symptom free and able to return to school.

Vaccinations

Claremont School places a priority on keeping our students safe and healthy. To ensure the protection of children and the public, the *Ontario Ministry of Health and Long Term Care* administers a universal immunization program as part of the *Immunization of School Pupils Act*. Under the Act, Toronto Public Health is legally required to collect and to maintain a complete immunization history on all children enrolled in our school for all diseases identified in *The Ontario Immunization Schedule*. Claremont School recognizes that a successful immunization program requires the cooperation of parents, school staff, and the Public Health.

The Ontario Immunization Schedule provides for vaccinations against the following diseases, each to be administered at a specific and appropriate age: Diphtheria; Tetanus; Polio; Measles; Mumps; Rubella; Meningococcal Disease; Pertussis (whooping cough); and Varicella (chickenpox, for children born in 2010 or later).

Parents/guardians must supply Claremont School with one of the following:

- i. a copy of the student's immunization record card;
- ii. a copy of any immunization documentation (with dates) from another province or country;
- iii. a letter from a physician with date(s) of immunization(s); or
- iv. for parents/guardians choosing not to immunize their child between the ages of 4 to 17, an Official Confirmation of Exemption letter from Toronto Public Health.

In accordance with the *Immunization of School Pupils Act*, the Medical Officer of Health can require Claremont School to suspend a student for a period of twenty school days from attendance at school, if Toronto Public Health has not received:

- i. proof of completion or satisfactory promise of completion of the prescribed program of immunization in relation to the designated diseases;
- ii. a statement of medical exemption; or
- iii. a statement of conscience or religious belief.

The suspension can only be rescinded after a written Notice of Rescission from Toronto Public Health is received by the school. Claremont School is also required by law to provide notice to Toronto Public Health, should a currently suspended student attempt to transfer to another school.

Claremont School is legally required to report as soon as possible infectious diseases on the reportable disease list that may have been diagnosed in students at the school (*Health Protection and Promotion Act*). All diseases on *The Ontario Immunization Schedule* are reportable.

Existing school immunization requirements will be strictly enforced, and will not be deferred because of the current Covid-19 pandemic. In addition, although the influenza vaccination is not legally required for school attendance, this vaccination will be most strongly encouraged for all students and staff.

For all of these above reasons, Claremont School urges all parents/guardians to ensure that all students are currently immunized.

Student Drop-Off and Pick-Up

The main door on 70 Silver Birch Avenue will be open from 8:15 a.m. You may use the St. Aidan's circular driveway off Queen Street East to drop your child at school in the morning once construction there is completed. All other doors to the building are locked throughout the day. Please do not block private driveways, mount sidewalks with vehicles or stand on private property when dropping students at school.

Please ensure that all necessary Registration, Informed Consent, Permission, Release and Indemnity Forms have been completed and signed.

Report Cards

The students will receive three report cards and 5 progress reports during one annual academic year. One report card will be distributed at the end of every term. Tracking progress and holding ourselves accountable is important to us. Reports will include detailed curriculum information. In addition, the students will be tested using formal and informal testing tools throughout the year. There are two Parent/Teacher meetings scheduled, in the first and third terms. Parents are invited to make an appointment to view their child's work at any time during the year.

Should you wish to schedule an appointment with the Principal or one of the teachers, beyond the teacher/parent meetings, please e-mail the school a variety of dates and times that are convenient after the school ends at 3:30 p.m. During the school day, you will be able to leave a voice mail message, which will be returned within one business day. All meetings and communication with the staff will be coordinated by the Principal, Principal Designate or School Administrator.

No drop-in visits are allowed. All visits must be scheduled beforehand with the Principal so that disruptions to student learning can be minimized.

Fire Drills, Hold-and-Secure, and Lockdowns

Fire Drills

Ontario's *Fire Code* requires the implementation of a Fire Safety Plan, to be kept in the school in an approved location. The Fire Safety Plan shall be reviewed as often as is necessary, but at intervals not greater than 12 months, to ensure that it takes into account changes in the use and other characteristics of the school.

The Fire Safety Plan should provide that all doors are securely closed, but NOT locked. Fire Departments require access to confirm vacancy. An outside safe 'muster point' away from the building and from any flammables should be identified, and staff should be assigned to confirm attendance and to ensure a complete evacuation.

Three (3) fire drills are required each semester or term.

Teachers are reminded that Ontario's *Occupational Health and Safety Act, O. Reg. 857*, provides that teachers cannot refuse to work where the circumstances are such that the life, health or safety of a pupil is in imminent jeopardy.

Hold-and-Secure

"Hold-and-Secure" should be used for an environmental or weather related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation. Examples may include chemical spills, blackouts, explosions or extreme weather conditions.

"Hold and Secure" should also be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a nearby assault or robbery, not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

All students, workers (administrative, educational, and maintenance), and visitors must temporarily remain in the school building. All movement into and out of the school building is terminated. All exterior doors are locked, preventing entry, and all students, workers, and visitors inside must remain inside. Exterior facing windows are covered, and exterior room lights are turned off or, if necessary to ensure minimally safe vision, only dimmed. All other regularly scheduled school operations and activities will continue, but only inside the school building.

Actions

A 'Hold and Secure' alert will be announced throughout the entire school by school administration. Workers will be assigned by school administration to double-check and to lock all exterior doors to the school building, so as to prevent all entry. Where possible, all exterior doors will have a worker stationed nearby, to advise students, workers, and visitors that it is not safe to leave the school building. School administration will immediately e-mail the following message: "A Hold and Secure has been announced. If you are not in our school building, please remain in the safest location closest to your current location until further notice. Access to our school building is now closed." During a Hold and Secure, school operations and activities inside the school building will continue. However, movement into and out of the school building will not be permitted. If police or other emergency services arrive, then their advice (as to secure exit routes and safe timings) will be followed. For rooms with external windows, particularly at the ground level, lights should be turned off or at least be dimmed, and blinds or other coverings should be drawn where at all possible. School administration will announce clearly and repeatedly when the Hold and Secure alert has been lifted. School administration will also e-mail the following message: "The Hold and Secure alert has now been lifted. Access to our school building is now open." Any designated workers stationed at exterior doors should remain as necessary to confirm the lifting of the Hold and Secure alert to any persons uncertain about exiting.

LOCK-DOWN

"Lock-Down" should only be used when there is a major incident or threat of school violence within the school, or in relation to the school. The over or misuse of lock-downs will result in staff/students becoming desensitized and then not reacting seriously.

Lock-downs ensure that students and staff are safe in situations where there is a hazard on the school grounds or outside the school that requires students and staff to be locked within school buildings for their own safety.

Preparation

A minimum of two lock-down rehearsals will be practiced during each school year.

Actions

If the school is locked-down, then a public announcement will include, and will repeat:

- (i) Activate lock-down procedures immediately.
- (ii) All students, staff and visitors please proceed to the nearest classroom.
- (iii) Staff are to secure your rooms and students.
- (iv) An intruder is located (location given) and is wearing (description) OR the reason for the lock-down is (where it is appropriate to share such information).
- (v) Authorities have been notified and are on route.

- (vi) The school's e-mail account will broadcast "Please DO NOT attend at the school. No entry or exit of family members or any other visitors will be permitted during a building lock-down."

In the event of a building lock-down, it is mandatory that all students and adults remain in the classroom. Students and adults who are in the hallway are to move into the closest occupied classroom as quickly as possible. Staff members who are not teaching at the start of lock-down should go to the nearest classroom. Staff should quickly check hallways for students and visitors not matching the intruder description and direct them to the nearest classroom. Close all windows and blinds in the classroom and lock the door, if possible. Position students against the door wall in the most non-visible corner, seated. Do not allow students to use the classroom phone if there is one available. Do not allow students to use their cell phones. Put them on silent or turn them off. Remind students and adults to remain quiet. Remain until "all clear" is announced.

Student Electronics

Use of cell phones, camera phones, digital products in school situations can be disruptive to the educational environment and is not acceptable.

Students not allowed to bring a cell phone, electronic gadgets, video games, cameras or camcorders into the class. Should it be necessary to communicate with a parent, guardian or other individual on an essential matter during the school day, the student can use the office phone.

Cell phones are to be handed into teachers before entry to the classroom before 8:45 a.m. and will be returned to students at 3:30 p.m.

Alternatively, students can lock their cell phones in their locker if they have been designated a locker for personal effects.

Should a student forget to hand in the phone and be found using it, the cell phone will be confiscated and placed in a box for confiscated items until the end of the school day.

Should this infraction occur a second time, our Code of Conduct will be applied.

Every teacher in the school (regardless of the role he or she plays in the school) has the responsibility to protect the learning environment and that includes confiscating cell phones during the school day (8:30 a.m. – 3:30 p.m.). Failure to comply with a reasonable request (e.g. May I have your cell phone, please?) by any teacher will result in our Code of Conduct being applied.