



2026-2027

School Handbook

Handbook 2026-2027

Table of Contents

Contact Us	3
WELCOME.....	4
CODE OF CONDUCT	5
CHIRP CODE OF CONDUCT	5
PBIS- POSITIVE BEHAVIOUR INTERVENTIONS AND SUPPORTS	5
CHIRP AWARDS	5
SUSSEX CORNER ELEMENTARY SCHOOL IMPROVEMENT PLAN	5
SCES SCHOOL SPIRIT	7
SCHOOL MASCOT/ SCHOOL COLOURS	7
SCHOOL CLOTHING.....	7
ASSEMBLIES	7
EXTRACURRICULAR ACTIVITIES, CLUBS and FIELD TRIPS	7
STUDENT LEADERS (Friendly Helpers)	7
SCHOOL SCHEDULE AND SAFE ARRIVAL.....	8
DAILY SCHEDULE:	8
ARRIVAL/DEPARTURE- STUDENTS	8
MORNING DROP-OFF PROCEDURE.....	8
ABSENCES/ SAFE ARRIVAL	9
ATTENDANCE MATTERS	10
SCHOOL EXPECTATIONS AND PROTOCOLS	10
EXPECTATIONS OF OUR STAFF	10
COMMUNICATION.....	10
CUSTODY ARRANGEMENTS.....	11
PLAYGROUND EXPECTATIONS	11
OUTDOOR PLAY	12
MEDICATIONS.....	12
FIRE DRILL AND EMERGENCY MEASURES	12
	2

PROGRESS REPORTS/ PARENT TEACHER CONFERENCES	13
LOST AND FOUND	13
HOT LUNCH/MILK PROGRAM.....	13
LICE	13
SCHOOL FEES	14
CASHLESS SCHOOLS	14
SCHOOL SUPPLIES AND ACTIVITY FEE.....	14
SCHOOL COMMITTEES.....	14
HOME & SCHOOL COMMITTEE/ VOLUNTEERING	14
PARENT SCHOOL SUPPORT COMMITTEE	14
BUSSING AND TRANSPORTATION	15
ASD-S BUS CONVEYANCE POLICY	15
BUS DISCIPLINE	15
DEPARTMENT POLICIES AND PROTOCOLS	15
DEPARTMENT OF SOCIAL DEVELOPMENT PROTOCOLS	15
ALLERGEN FREE ENVIRONMENT	15
COMMUNICABLE DISEASE & EXCLUSION FROM SCHOOL	16
SCHOOL CLOSURES / INCLEMENT WEATHER	17

Contact Us

Phone: 506-432-2018

Website: <https://sussexcorner.nbed.ca/>

WELCOME

Welcome to Sussex Corner Elementary School! We pride ourselves on being an outstanding educational community where our dedicated staff, students, families, and community partners are deeply connected. Together, we strive to foster a nurturing environment that supports academic excellence, positive behavior, and inclusivity.

At Sussex Corner Elementary, we embrace a culture of respect and adaptability among both our staff and students. We recognize the challenges and rewards of working with our students and families, and we are committed to supporting each other to ensure everyone feels pride and fulfillment in their daily contributions.

Join us as we embark on another year of learning, growth, and community at Sussex Corner Elementary School. Together, we will continue to build on our successes and create a welcoming and enriching environment for all.

Nicole Hachey
Principal

Julie Cunningham
Vice Principal



CODE OF CONDUCT

CHIRP CODE OF CONDUCT

Students learn about our school code of conduct in all our school environments including classrooms, hallways, outside and eating times. CHIRP stands for:

- C** Be Courteous
- H** Be Honest
- I** Inclusive
- R** Be Respectful
- P** Persevere

PBIS- POSITIVE BEHAVIOUR INTERVENTIONS AND SUPPORTS

SCES is a PBIS school. PBIS stands for Positive Behaviour Interventions and Supports, and it is a system whereby students learn and practice our schoolwide expectations. Students are positively reinforced for mastering the expectations and demonstrating the positive behaviours. Here is our 2025 submission of year One: [2025 | From Policy to Practice | PDF to Flipbook](#) – SCES.

CHIRP AWARDS

When a staff member witnesses a student who is consistently meeting and/or exceeding the our school-wide expectations, they may write that student a CHIRP Referral. Students will take this to the office for a small prize to take home, and have their positive behaviour announced over the PA. Each month we also celebrate these students at our assembly.

Following PBIS training, if there is unsafe student behaviour, students will receive a referral to the Reflect and Restore Room. The R&R room is open each noon each day. Our R&R room is intended to be a time to reflect on behaviours and make a plan for improvements. Families will receive a copy of the behaviour plan page to sign and return.

SUSSEX CORNER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Goal #1: Numeracy Instruction focused on ensuring best teaching practices, using the new outcomes of the NB Holistic Curriculum.

Goal #2: Positive Behaviour Intervention & Supports (PBIS) – The goal is to put school-wide systems into place so that behavioural expectations are posted, clear for the entire community whether part of the school or community, and practiced/followed.

School: Sussex Corner Elementary School	Ed Centre: HEC
School Year: 2024-2025	

Potential area(s) of focus from growth identified through self-assessment process	
Briefly describe the Potential Area of Focus:	We are in the third cohort of the PBIS pilot and also involved in the UNB research project that is assessing all schools in Sussex and the outcome of PBIS if we collaborate on our matrices. We are in the first stages of planning our behaviour matrix and have identified that the playground and hallways are the primary focus.
Evidence & Rationale for your Potential Area of Focus:	Data from referrals to our Reflect and Restore room show a prevalence of students making poor choices that go against the code of conduct and a prevalence of the adults not having consistent responses to the behaviour.
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	Create PBIS team, Create Behaviour Pyramid, Create a lunch hour room for reflection based on the EECB Behaviour tracking that goes into PowerSchool, have the tough discussions with staff around expectations and coming together to respond in the exact same way to kids, and also have the challenging conversations about expectations on the playgrounds and hallways. We are also in the first year of learning about the Holistic Curriculum, so discussing the dispositions is going to assist with some of the updated language we are using when we talk. It is a great underpinning of the PBIS conversations.
Update on this area of focus (if applicable):	PBIS work started Lunch room established and kinks worked out. Behaviour tracking being logged Staff PL on PBIS has occurred on our SIP day
Potential Area of Focus Category	
Domain:	Learning Environments
Sub Domain:	Positive Behavioral Interventions and Supports
Status of Goal:	New Goal Added
Indicator:	School staff members ensure that the learning environment is welcoming, orderly, healthy and safe.

Potential area(s) of focus from growth identified through self-assessment process	
Briefly describe the Potential Area of Focus:	Number Sense and Fluency. We are using the formative assessment spreadsheets schoolwide, for the first time. We will be using the FA spreadsheets to provide data, along with implementing a system for fact practice.
Evidence & Rationale for your Potential Area of Focus:	Evidence in upper elementary that students are lacking the fact fluency.
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	FA Assessment professional learning, Teachers want a document that shows prerequisite skills, and possibly need Math Running Record PL but not right now. Teachers need to begin using math centers to differentiate instruction. (We may be looking for Fact Fluency and Counting Principles PL, eventually as well).
Potential Area of Focus Category	
Domain:	Classroom Practice
Sub Domain:	Evidence of Learning
Status of Goal:	New Goal Added
Indicator:	There is a balanced use of formative and summative assessment (for learning/of learning/as learning) to guide instructional practices.

SCES SCHOOL SPIRIT

SCHOOL MASCOT/ SCHOOL COLOURS

We are the Sussex Corner Elementary Cardinals, and our school colours are red, black and white. Our school mascot is named "Kip the Cardinal".

SCHOOL CLOTHING

Show your Cardinal pride by wearing your school clothing! We will communicate by email with families when ordering is available.

ASSEMBLIES

Each month we host a school-wide assembly for our students. The assemblies typically align with the concepts and goals taught during our monthly guidance lessons. Themes include manners, resolving conflict, kindness, resilience, respect etc.

EXTRACURRICULAR ACTIVITIES, CLUBS and FIELD TRIPS

In recognition of the educational value possible from well-planned travel, it is the intent of the staff at Sussex Corner Elementary to encourage the participation of our classes in worthwhile educational excursions. Families will be sent reminders of upcoming field trips and volunteering may be requested depending on the nature of the trip.

STUDENT LEADERS (Friendly Helpers)

Students in grade 5 are given the opportunity to become a school leader and help staff and other students. There are a variety of leadership roles such as: Kindergarten Helpers, Green Team, Library Leaders, Hot Lunch leaders, and Peer Helpers.

SCHOOL SCHEDULE AND SAFE ARRIVAL

DAILY SCHEDULE:

Kindergarten- Grade 5	
7:45-8:15	Soft Start
8:15-9:50	Learning block 1
9:50-10:05	Outside Time
10:05-11:50	Learning block 2
11:50-12:25	Lunch break
12:25-1:00	Outside time
1:00-2:15	Learning Block 3
2:25	Bus Dismissal

ARRIVAL/DEPARTURE- STUDENTS

Staff begin morning supervision at 7:45am. Students should arrive at school between 7:45 and 8:00 am (busses arrive between 7:45-8:00). Students have “soft start” in the classroom from 7:45 until 8:15.

MORNING DROP-OFF PROCEDURE

Any family who chooses to drive their child(ren) to school has two options:

The two options are:

- 1) Between 7:45am-8:00am use the drop off lane in between the two staff parking lots. Your child will then proceed on the sidewalk to their designated play area.
- 2) You may pull into the parking lot in front of the ball field and follow the traffic flow shown below:



These procedures are in place to ensure the safety of all students. They are only as effective as the willingness of everyone to practice the rules. Thank you for your cooperation, as the safety of all students is our top priority.

All doors are promptly locked at 8:00am. All students arriving after 8:00am need to enter the school through our main doors at the front of the building. The Administrative Assistant will buzz the students in. Any students who arrive after 8:00am will check in with the Admin Assistant before going to their homeroom class.

Students are dismissed at 2:15 (K-2) and 2:20 (3-5), with buses departing at 2:25pm. Classes are escorted to their buses by teachers. Students are not permitted to travel on a different bus than the one assigned. Families picking their child up can meet in front of the school. Our students are asked to ensure that the teacher knows they are leaving their group before they meet anyone for pickup or leave to walk.

When a student needs to be picked up early from school, parents or guardians must report to the office and wait in the lobby or outside the front doors, to pick up their child. Our Administrative Assistant will call the child down to meet the adult. It is most ideal when this is pre-planned, as every unexpected pickup is an interruption to the workflow, and the culture in each classroom that is being interrupted. We would prefer advance notice or the respect of the end-of-day dismissal with the bus students.

*The school must receive verbal or written consent for any person other than the parent or guardian to pick up a child early from school.

***Please do not email teachers regarding pick-up changes; only written notes sent to teachers with students or a call to the office can be accepted.**

ABSENCES/ SAFE ARRIVAL

At Sussex Corner Elementary one of our greatest priorities is ensuring that all students arrive safely at school each day. To enhance our existing absence-checking procedure, we use a Safe Arrival system. This reduces the time it takes to verify student attendance, makes it easy for families to report your child's absence and easy for staff to respond to unexplained student absences.

With Safe Arrival, you are asked to report your child's absence in advance using any of these three convenient methods (for links go to <https://go.schoolmessenger.ca>):

- Download and install the SchoolMessenger app
- Safe Arrival website <https://go.schoolmessenger.ca>
- Call the toll-free number 1-833-219-9065

These options are available 24 hours/day, 7 days a week.

School Messenger uses an automated notification system to contact families when a student is marked absent. When you report your child's absence in advance using the SafeArrival toll-free number, website or mobile app, you will NOT receive these notifications.

ATTENDANCE MATTERS

Anglophone South School District has an Attendance Matters policy. When your child is well, they should be attending school daily. Arriving at school on time and attending regularly contributes to your child having a successful and positive school experience both academically and socially. Students who miss more than 10% of the school year are considered to have chronic absenteeism.

SCHOOL EXPECTATIONS AND PROTOCOLS

EXPECTATIONS OF OUR STAFF

To the best of our ability, our staff will:

1. Provide a safe, orderly environment where every child has an opportunity to learn to his/her potential.
2. Encourage the social, emotional, physical, and academic growth of our pupils by providing a variety of educational opportunities.
3. Keep families informed about the progress of their children, both through formal and informal means.
4. Respect children as young people who come from various backgrounds and who bring different abilities to school.
5. Model appropriate attitudes and behaviours for our students.
6. Provide discipline, which is based on our training.
7. Base decisions on what we believe to be in the best interest of the child, as per the Education Act.

*If families need to discuss an educational concern, they should contact their child's teacher and set up an appointment. Appointments will take place in the form of a telephone conversation, virtual meeting, or an in-person meeting. After connecting with the homeroom teacher, if families are not satisfied with the outcome of the meeting, they may contact the administration.

COMMUNICATION

It is very important that we have clear communication between school and home. The administration will communicate a weekly message to families via e-mail. We will also send a monthly calendar of important dates for the upcoming month. It is understood that the opportunity for a child's major learning experiences occur in the home, particularly during the preschool years. It is also recognized that a good working relationship between the school and the home can only be to the benefit of the child. The staff at Sussex Corner Elementary value a high level of communication and dialogue with the families of the

children in our charge. Communication may take the form of meetings and conferences, phone communication, notes, letters, and weekly or monthly newsletters.

CUSTODY ARRANGEMENTS

It is important for the school administration and classroom teacher to be aware of any custody arrangements, and if there are any court orders prohibiting a parent or other adult from having contact with the child. **A copy of the specific court order must be in the child's school record.**

Please see policy 710 for more information:

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/710A.pdf>

In some cases, parents who have children under joint custody request that both parents receive copies of the school report cards and other documents. Parents or guardians should inform the homeroom teacher if this is the preferred arrangement.

PLAYGROUND EXPECTATIONS

It is the expectation that all children play in a safe and respectful manner during outside time. Outside, students are expected to be **"Hands Off, Words Off, Feet Off."** Staff supervising are diligent in their supervision; circulating constantly and monitoring student interactions. Students who do not follow our outside expectations may be given a verbal warning first. Next, students may be told to sit out for a period of time that is deemed appropriate.

Incidents involving significant behaviour are reported to the office for further investigation, consequences, and communication with families. As a proactive measure, all teachers will train students on playground expectations at the beginning of the year.

Significant behaviours include:

- Profane language directed towards another person
- Property damage
- Physical aggression

When students play outside there are 2 zones.

- Our K-2 students enjoy the structures in the fenced playground to the right of the school.
- Our Grade 3-5 students enjoy play structures, 2 soccer fields, and the walking track to the left of the school.

OUTDOOR PLAY

On most days, students will play and learn outside. This may be during some physical education classes, during morning recess (15 minutes) and at noon (30 minutes). Families are asked to ensure that children are dressed appropriately for going outdoors. When weather does not permit outdoor activities due to extreme cold or rain, we will have an "inside day" at our school. The decision for an "inside day" will be made by the school administration in consultation with the teaching staff. As per the ASDS weather policy, students will remain indoors when the temperature outside is colder than -20 degrees Celsius with the windchill.

MEDICATIONS

The school will do its utmost to work with the home regarding medical prescriptions which are to be administered during the school day. Staff members will supervise students taking medication provided the following parameters are observed:

- 1) For all students who take medication regularly or occasionally, an official form must be completed explaining the details of the medication. **Please note that it is a policy of the Department of Education that we cannot administer medication unless this form is on file at the school.** This form is available at the school.
- 2) The school is not to be held responsible for long-term storage or lost medicine.
- 3) Medicine must be kept in the original container from the drug store.

Important Note: Medic Alert Forms must be completed for all students with serious health issues as soon as possible. **Please inform the teacher of any updates to medications that your child takes.**

FIRE DRILL AND EMERGENCY MEASURES

In the fall, we practice our emergency procedures and will have a minimum of three practice fire drills. The first will be an announced drill. The second drill will be an announced to staff only, and the third will be an unannounced drill when a member of the Fire Department comes to the school to evaluate our procedures. When the fire alarm is sounded, everyone must exit the building. Guidelines for behaviour include walking and remaining calm and quiet while exiting the building. When the drill is completed, administration will advise staff that it is safe to return to the building and classes may proceed back into the school. We will also practice an off-site evacuation. As a school we will walk to 5 NB-111, Sussex Corner as our off-site location. Other arrangements for those students with mobility issues or limitations will be made. We will be certain to communicate with families when we have our practice drills.

A lockdown drill is practiced once at the beginning of the school year. This drill is announced to all students and staff and is discussed in each class by the homeroom teacher. When the announcement is made for the school to go into a lockdown, classrooms will follow their reviewed procedures and remain in place until the announcement is made to notify everyone that the drill is over. We communicate the importance of these drills in a sensitive

manner, explaining to children that we have ways that we stay safe both inside and outside the school building.

A hold and secure occurs when there is a disruption in the building that needs to be mitigated and requires classroom teachers to close their doors and carry on with normal classroom activities and routines. An announcement will be made when classes can reopen their doors and students can reenter the hallways.

PROGRESS REPORTS/ PARENT TEACHER CONFERENCES

Three formal report cards will be issued per child each year; formal Parent/Student/Teacher Conferences will be scheduled after term one and term two report cards. Participating in parent teacher conferences is encouraged but not mandatory.

Term 1 reports go home late November/early December, term 2 reports will go home late March/early April, and term 3 reports will go home on the last day of school in June.

LOST AND FOUND

Items are stored inside the front doors of the school. Before each parent teacher meeting, we will lay out lost and found items in the lobby. Classes will visit for students to retrieve lost items periodically as well. To keep our Lost & Found items to a minimum, families are asked to write their child's name on all items, including sweaters, jackets, sneakers, and water bottles. Any items remaining are donated to local community groups.

HOT LUNCH/MILK PROGRAM

Thanks to our Home and School coordinators, students have the option of ordering milk daily and a variety of food items Monday to Friday. Orders are taken monthly. The ordering system is online and is open from the 10th-20th of each month to place orders for the upcoming month. Specific log in info will be sent home each fall. For more info or for support, please email sceshands@gmail.com

LICE

To contain the spread of lice at school, students whose hair has adult lice and/or eggs (nits) will have their parent/guardian called to take the student home for treatment. We recognize that having lice is not a sign of uncleanliness and we always act in a gentle manner keeping the child's feelings and privacy in mind. We regret having to take this action, but lice are highly transmittable as well as costly and time consuming to get rid of. Therefore, the school must ask the family to keep the child(ren) home until all live lice and nits are removed. It is necessary to remove all nits or eggs as not all nits are killed by treatment. If nits are found, the student will remain in the classroom until taken home; however, if live lice are observed, the child will be removed from the classroom. Whenever nits or lice are found at school, or when a family informs the school that his or her child has lice, a letter will be sent home to families of all children in the same class advising them to check their child(ren) for lice.

SCHOOL FEES

CASHLESS SCHOOLS

Sussex Corner Elementary School continues to offer School Cash Online as the preferred method of payment for most school fees including student fees. It is important that all families pay their school fees, or we will not have the funds available to schedule special events, field trips, and opportunities that all our students enjoy.

School Cash Online shows all the school fees available to your student for purchase. You can then view and choose to purchase these fees online through payment methods, including credit cards and visa debit. You can also stay informed of upcoming events and keep track of which school fees require your attention.

Register today –visit <https://asd-s.schoolcashionline.com/>

All you need will be your child's first name, last name and date of birth to register. Should you encounter any difficulties, you can use the parent help desk at 1 (866) 961-1803 or by visiting schoolcashionline.com/Home/Support or call our school at 506-432-2018.

SCHOOL SUPPLIES AND ACTIVITY FEE

School supply/student activity fee of \$50 provides all necessary supplies for student learning.

Fees can be paid on School cash (preferred) or by sending cash.

SCHOOL COMMITTEES

HOME & SCHOOL COMMITTEE/ VOLUNTEERING

We are very lucky to have an active group of parent and family volunteers. Our Home and School Committee meet once per month in the evening. This dedicated group plans amazing events and fundraisers throughout the year. Funds raised go towards initiatives such as playground improvements, field trips, yearend celebrations, adding technology to the building such as Ipads, and purchasing equipment for the students.

PARENT SCHOOL SUPPORT COMMITTEE

A Parent School Support Committee (PSSC) will be established for our school each September. A formal election will be held (if required) to fill the membership requirements. The mandate of the PSSC is to assist in the creation and monitoring of the School Improvement Plan. The Principal is responsible for establishing the PSSC, attending all meetings and working with this group. This committee meets in the evening, approximately 6 times per year. We welcome and encourage any parents/guardians to reach out to express interest in this committee.

BUSSING AND TRANSPORTATION

ASD-S BUS CONVEYANCE POLICY

Anglophone South School District follows a Conveyance Policy where students are transported by bus only to home addresses. One alternate location may be considered as long as this is a location which is used daily, and it is within the Sussex Corner Elementary School zone. A "Request Additional Address" form must be filled out. This form is available on the ASD-S Website within the Parent Portal of Bus Planner: <https://asdsbp.nbed.nb.ca/>

Specific information about bus accessibility can be found on the Anglophone South School District Bus Planner website: <https://asds.nbed.ca/transportation/taking-the-bus/>

BUS DISCIPLINE

The safety of all students who ride on our school buses is a matter of concern to the staff at Sussex Corner Elementary. Bus transportation is a privilege that can be revoked for any student whose behaviour is unacceptable.

The following procedures are followed when students are reported for bus misbehaviour:

- The student(s) and witnesses may / will be interviewed by the administration to provide an accurate account of the incident.
- Following an investigation, the student could receive one or more of the following consequences: a verbal warning, a warning letter and /or a letter of bus suspension.

There are two classes of offences for which a driver can file a bus report on students.

- Class One offences can result in a verbal warning, a written letter of warning, or an immediate suspension of bus privileges. Examples may include noisy behaviour, switching seats, spitting, or other similar offences.
- Class Two offences are more serious and usually will result in a one-to-five-day suspension of bus privileges. Examples may include offensive language, physical aggression, or vandalism.

DEPARTMENT POLICIES AND PROTOCOLS

DEPARTMENT OF SOCIAL DEVELOPMENT PROTOCOLS

As Educators working with a vulnerable population, we have a legal duty to report suspected cases of child abuse without delay. Failure to report such information is an offense under the Education Act. Child Abuse can include Sexual Abuse, Physical Abuse, Physical Neglect and Emotional Maltreatment. All types of abuse are subject to intervention under the Family Services Act.

ALLERGEN FREE ENVIRONMENT

SCES is a **nut free and scent reduced environment**. We **must** have everyone's cooperation:

- Do not send any food product containing nuts (please check labels carefully).

- Do not wear perfumes/cologne, strong deodorants, body sprays and hair sprays (please recognize the seriousness of allergies. Due to our commitment to providing a safe learning environment for all, these expectations must be strictly enforced).

COMMUNICABLE DISEASE & EXCLUSION FROM SCHOOL

In the best interest of the student body, all families are asked to respect the Department of Health guidelines regarding communicable diseases (See below):



School Exclusion Guidelines

Disease	Minimum exclusion period for cases
Conjunctivitis (Pink eye)	Exclude until seen by a healthcare provider, if there is a thick white or yellow discharge, fever, eye pain or eyelid swelling or significant watery discharge. At least 24 hours of treatment may be required before returning to school. No exclusion if have pink eyes with no or minimal clear or watery discharge without fever, eye pain, or eyelid redness.
Cold sores (herpes simplex)	Exclusion is not usually required (unless significant drooling that cannot be controlled)
COVID-19/Influenza/RSV	Exclude until symptoms have improved and child has not had fever for 24 hours.
Diphtheria	Exclude until medical clearance (written note from health care provider)
E.coli (Verotoxigenic)	Exclude as recommended by Public Health.
Gastroenteritis (diarrhea and/or vomiting not due to an identified chronic condition.)	Exclude until free of diarrhea/vomiting for 48 hours. For certain causes of gastroenteritis and in outbreak situations, longer periods of exclusion may be needed. Contact Public Health for advice.
Group A streptococcal (GAS) infection (pharyngitis/ tonsillitis [strep throat], scarlet fever, impetigo)	Exclude until 24 hours after starting antibiotic treatment.
Hand-foot-and-mouth disease	Exclusion is not usually required (unless significant drooling that cannot be controlled)
Hepatitis A	Exclude until 1 week from the onset of illness/jaundice.
MRSA (Methicillin-resistant Staphylococcus aureus)	Exclusion is not usually required. (unless skin lesions (e.g. boils) cannot be covered). Seek medical advice for contact sport participation.
Measles	Exclude until 4 days from the onset of rash.
Meningitis (Meningococcal (Invasive) Disease)	Exclude as recommended by Public Health.
Mumps	Exclude until 5 days from the onset of gland swelling, if non-immunized contacts are present.
Pertussis (whooping cough)	Exclude as recommended by Public Health.
Ringworms	Exclude until treatment started.
Rubella (German measles)	Exclude for 7 days after onset of rash.
Scabies	Exclude until 24 hours after treatment.
Shingles (herpes zoster)	Exclusion is not usually required (unless skin lesions (spots) cannot be covered)
Varicella (chickenpox)	Exclude until child feels well enough to return to school.
EXCLUSION IS NOT REQUIRED FOR THE FOLLOWING:	
Cytomegalovirus infection, HIV, Hepatitis B, Hepatitis C, Molluscum contagiosum, Mononucleosis (EBV infection), Pediculosis (Head lice), Pinworms, Roseola infantum (sixth disease, exanthema subitum), Fifth disease (erythema infectiosum), or Thrush (candida)	
However, students should be fever-free for 24 hrs without using fever-reducing medications, free of vomiting and/or diarrhea for 48 hrs, and well enough to attend school.	

SCHOOL CLOSURES / INCLEMENT WEATHER

Sign up for Busplanner notifications to receive emails regarding school closures/bus delays. The options are as follows:

1. Schools are open as usual, and no announcement will be made.
2. Schools are closed for the day with the appropriate announcement being relayed by radio stations, ASD-S Twitter account, and on the ASD-S website by 6:00-6:30am.
3. Some schools in the area are closed
4. Buses are delayed one hour with all schools in ASD-S opening on time. Teachers are expected to be in their classrooms at the regular time, and to provide supervision and instruction i.e. of a remedial or review nature. Attendance will not be taken until the buses arrive.
5. Schools *may* close early if weather conditions deteriorate seriously during the day. In this case, schools will be informed by District Office personnel, and families will be informed via School Messenger. This option will be exercised very rarely since road conditions are often better at the end of the school day when transportation crews are expecting students to be dismissed.

You are urged to listen to the radio, check the ASD-S website or Twitter page early in the morning during inclement weather conditions so that you can be informed of the school closings. Also, you are reminded to check the walking conditions in your area before your child(ren) is/are going to school. You ultimately have the final decision as to whether to send your child(ren) to school, either walking or on the bus. Additionally, school bus drivers are encouraged to exercise caution and their own discretion when encountering unfavorable road conditions in their area.

School can also be closed for other reasons

Closures may happen under clear sunny skies due to a problem with power, water or something more severe. If the problem occurs through the night, the school may be closed for the day, and announcements will be made through local radio stations. If the problem occurs through the school day, the school may need to be closed early, and students will be sent home early.

If closing early, it is essential that we have emergency closure information so we know how to get in touch with you and where to send your child – a place where it is guaranteed that there will be someone home. For the safety of your child, please be diligent in completing this section of the information form. Also, please be sure to discuss with your child what procedures to follow if he/she arrives home and no one is there. Thank you for helping us keep your child safe!