

# Almonte and District High School

– Where Character Counts Always –

## Student and Parent Handbook 2023 – 2024



## HOME OF THE THUNDERBOLTS

Board Web Site: [www.ucdsb.on.ca](http://www.ucdsb.on.ca)

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# **Student and Parent Handbook**

## **2023-2024**

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# Almonte and District High School



## ***Our Mission:***

*We prepare all students for a successful life.*

## ***Our Vision:***

*Creative Critical thinkers who Collaborate and Communicate effectively.*

## ***ADHS Values:***

*Caring, Empathy, Fairness, Honesty, Perseverance, Resilience, Respect and Responsibility.*

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## Upper Canada District School Board



## ***Mission:***

*We prepare all students for a successful life.*

## ***Vision:***

*Creating Futures, Leading and Learning for All*

## ***Values:***

*Caring, Courage, Empathy, Fairness, Generosity, Honesty, Perseverance, Resilience, Responsibility, Respect*



# School Information, Policies, Procedures and Routines

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## **OFFICE HOURS & [SCHOOL YEAR CALENDAR](#)**

The Main office is open from 7:30 am to 3:00 pm Monday to Friday.

## **VISITORS TO THE SCHOOL**

We welcome visitors to our school and require each visitor to sign in at the office and pick up a visitor's pass. Students are not permitted to invite other students to the school unless it pertains to an authorized school/guest activity and has been approved by administration.

## **CARS & PARKING**

Parents/guardians, visitors and students must park and lock their cars in the parking lot across from the school building. Cars parked that are parking in the reserved parking areas will be towed, with the expenses incurred as a result will be the responsibility of the owner. Vehicles which are parked in the parking lot drive lane or bus lane may be towed and the expenses incurred as the result of towing will be the responsibility of the owner. Vehicles are not to be parked on school property overnight unless permission has been granted by the Principal. The school/board will not take any responsibility for damages incurred to any vehicle on school property. If you park on school property, this is done at your own risk.

## **TRANSPORTATION**

The Student Transportation of Eastern Ontario (STEO) provides detailed guidelines for parents and guardians regarding the transportation of students. An information booklet is given to every student at the beginning of the school year and is also posted on the [STEO website](#). Parents/guardians should be aware that school bus drivers can only pick up and drop off riders at one authorized regular daily stop. Drivers cannot make changes to stops without authorization from STEO. Transportation for all non-school related functions is the responsibility of parents/guardians. Transportation cannot be provided for sleepovers, a homework project, to complete community service hours or for an after-school job. These requests cannot be permitted for safety reasons.

## **CHANGES TO PERSONAL INFORMATION**

All address changes, email changes and phone numbers need to be shared with the Main Office by a parent/guardian or updated in [My Family Room](#).

## **ATTENDANCE**

For a student to achieve success, regular attendance is necessary. Students are expected to attend school daily except for the following reasons:

- illness
- medical/dental appointment
- court appearance
- religious obligations
- Parent/guardian reasons approved by the administration

All other absences are unauthorized, and the student is considered truant. It is the responsibility of parents/guardians, or students who are 18 and are excluding parental involvement, to inform the school of the reason for student absences. Families can subscribe to and download the app for [My Family Room](#), which allows them to receive a variety of notifications pertaining to their students, including absence notifications. Please contact the office or visit this [link](#) if you have any questions.

### **What to do when absent:**

- Parent/Guardian is to call the school or enter the absence in My Family Room as soon as possible, preferably before 8:00 AM. The school has an answering machine which operates each/every day
- If no call has been received, the student is to come to the main office with a note from a parent/guardian before the start of class on the day of return. If no reason is provided by the morning of the 2nd day of return, the student will be recorded as truant
- Student is responsible for finding out what has been missed in each class

### **What to do when arriving late:**

- Students arriving late to school in the morning are to report to the main office for a late slip and so attendance can be updated. Students arriving late to class are to report directly to class and follow the teacher's instructions regarding late arrival
- If a student is persistently late, a referral will be made to administration to determine with families, a plan for support

A student who wishes to be excused during the day must have a call in to the office or present a note to the main office before class. This call or note needs to be by a parent or guardian (or the student if that individual is 18 years of age or older) and must list the reason for excusal, the date, and the time of the excusal. Alternatively, planned absences can also be recorded in [My Family Room](#). If it becomes necessary to leave school during the day, all students must sign out in the attendance office. Students will not be excused unless they present a note or contact has been made with a parent/guardian.

## **VACATION**

Parents, guardians, and adult students are encouraged to plan vacation time during the weeks allotted for student vacations. We do not recommend that students go on extended vacations during instructional time as it may adversely affect the students' academic success in their courses. Students returning from vacation will be required to make up work missed. The exam periods for the 2023/2024 school year are from January 25<sup>th</sup> to the 31<sup>st</sup> and from June 20<sup>th</sup> to 26<sup>th</sup>. Students must be present for their exams.

## **DRESS CODE**

In creating a positive atmosphere, dress, and appearance play an important role in both school and in life. Certain standards of dress and appearance are expected for the business of attending school just as certain standards are acceptable for other activities. Your appearance reflects your good judgment and respect for yourself and others. You should be dressed for a place of work. Students are expected to be neat and clean in appearance. As such, the following are considered inappropriate:

- Clothing with profanity, revealing holes, inappropriate images, suggestive or unacceptable comments and logos.
- Some sort of footwear must always be worn, both inside the school and on the school grounds.
- All clothing must be worn in an appropriate manner.

Since this list of items is not all-inclusive, the Administration will make the final determination on appropriate clothing worn.

## **USE OF PERSONAL ELECTRONIC DEVICES IN SCHOOL AND CLASSROOM**

In recognition of their differing interests, abilities, personalities and learning preferences, the Upper Canada District School Board encourages its students to select and use the supplies, equipment, devices and other resources they need to learn effectively at school and at home.

The Upper Canada District School Board supports its students by providing an environment that allows students to bring supplies, equipment, devices and other resources of their own into the school and classroom in a way consistent with Upper Canada District School Board policies and values.

As directed by the Ministry of Education – Personal electronic devices will not be permitted in the classroom with the following exemptions:

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs

## **STUDENT COMPUTER ACCOUNTS/ONE DRIVE**

All students have access to [MS Office 365](#) with password protection after signing the [Acceptable Use Agreement Form](#). Students are responsible for all actions performed on the network by their user identification. It is expected that a student shall keep their password secret, and that they will change it if it is suspected that someone else knows what it is.

All student email addresses are their [firstname.lastname@my.ucdsb.ca](#). They can customize their passwords as needed.

Use of the computer network is a privilege that will be revoked if it is abused. Abuse includes using obscene messages or verbal abuse on the system in any form or tampering with the equipment. Abuse of the computer network may result in suspension from school. Internet access is available to students to support student learning. Students are expected to follow the Acceptable Use Agreement policy.

## **PHOTOGRAPHS AND RECORDING AUDIO/VIDEO**

On school property, no one is allowed to record audio/video or take pictures of staff or students at any time or anywhere unless they have the permission of the Principal/Vice-Principal and all the people in the photograph, video or sound recording. Taking a picture or recording someone without their permission could be an invasion of privacy and might lead to suspension, expulsion, criminal charges, or a civil lawsuit. **NOTE:** If a student violates any policy stated above the device could be confiscated and the possible consequences listed above will be followed.

## **ALCOHOL, CANNIBIS, AND RESTRICTED SUBSTANCE USE**

In our pursuit to encourage and promote healthy lifestyles we discourage smoking, the use of cannabis and/or the use of vaporizers/e-cigarettes by any student is not permitted on school property. If students are caught using, selling or distributing tobacco products (e.g., smoking, chewing tobacco, cannabis or other), e-cigarettes or vaporizers on school property it will be confiscated, and the Tobacco Enforcement officer may be contacted, and consequences will be enforced.



**NOTE:** The Smoke Free Ontario Act provides an exemption for the use of tobacco products for "...the traditional use of tobacco that forms part of Aboriginal culture and spirituality." An Indigenous person has the right to use tobacco for traditional Indigenous cultural or spiritual purposes. In such cases, the principal or appropriate superintendent must be informed in advance to confirm whether any special measures may be needed to be introduced to support the ceremony or practice within the school setting or, on board property."

## **WEAPONS/FIRECRACKERS/MATCHES/LIGHTERS/LASER POINTERS**

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

## **BIKES ON SCHOOL PROPERTY**

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

## **DAMAGE TO SCHOOL PROPERTY**

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

## **LOCKS/LOCKERS**

Assigning lockers is the responsibility of the school administration and office staff. Lockers are assigned to each student and are to be secured with a school lock if possible. If a lock that has not been issued by the school is found on a locker it will be removed. It is the student's responsibility to maintain the original condition of their locker and to ensure the security of their personal property. If an additional lock is required due to damage or loss, the cost is \$5.00 and can be purchased from the main office. Students will be financially responsible for any damage they cause to their lockers. Lockers are to be kept neat, unmarked. No exchange of either locks or lockers is permitted without approval from the main office. Any problems regarding locks or lockers are to be referred to the main office. While students enjoy the use of lockers, they must remember that the lockers remain the property of the Upper Canada District School Board and may be inspected by the school administration. Students must clean out their lockers by the last final evaluation day in June. Any locks or possessions left on/in lockers will be removed.

## **PERSONAL VALUABLES**

Valuables should not be brought to the school. If this is necessary, we recommend you leave these items in your locker and keep your combination confidential/do not share it. Students in gym classes should not leave valuables in change rooms. The school does not assume any responsibility for personal property or school property on loan to the student. Lockers are available for temporary use in the change rooms.



## **LOST & FOUND**

All articles found in or near the school should be taken to the Main Office. Unclaimed articles will be discarded on a regular basis throughout the school year (listen for announcements). Large sums of money should not be brought to school.

## **LUNCH/CAFETERIA**

Students are free to leave the school premises. It is important that students are encouraged by their parents/guardians to make wise decisions regarding the use of this time. Students are expected to consume food and drink in the cafeteria during the lunch time and breaks. Food is not to be brought into classes unless approved by a teacher. Students are expected to maintain a clean and pleasant environment for others.

## **NUT AND OTHER FOOD ALLERGIES**

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

## **RIGHT TO ACCESS STUDENT RECORDS**

Under the [Freedom of Information and Protection of Privacy Act](#), the Principal has the responsibility to inform pupils, parents and guardians of their right of access to pupil records, which is as follows:

- Every pupil is entitled to examine his or her record
- A parent or guardian of a pupil who has not reached the age of eighteen is entitled to examine the pupil's record
- Principals and teachers at the school have the right of access for the improvement of instruction of a pupil
- Requests for access to records should be made to the principal
- A pupil's record is not available to any other person unless consent is given by the parent when the student is under 18 or the student when over 18
- A parent or guardian of a pupil eighteen years of age and over requires the written consent of the student to access the student's record and any other information about the student

# **CODE OF CONDUCT**

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

## **STANDARDS OF BEHAVIOUR**

### **A. Respect, Civility, and Responsible Citizenship**

All members of the school community must:

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

### **B. Safety**

All members of the school community must NOT:

- Engage in bullying behaviour
- Commit sexual assault
- Traffic weapons or illegal drugs
- Give alcohol to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, under the influence of, or share alcohol or illegal drugs

- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of a school

## **ROLES AND RESPONSIBILITIES**

### **C. The Upper Canada District School Board will**

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

### **D. Principals**

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

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

### **E. Teachers and Other School Staff Members**

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

- Help students work to their full potential and develop their sense of self-worth

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

## **F. Students**

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

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

## **G. Parents**

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

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

## **H. Community Partners and the Police**

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

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

The [Upper Canada District School Board Code of Conduct and its Policy 124, Code of Conduct](#), will be reviewed annually by the Safe Schools Cabinet.

## **Bullying**

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

### **The Definition of Bullying:**

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

- Bullying means aggressive and typically repeated behaviour by a pupil where,
  - (a) the behaviour (physical, verbal, electronic, written, or other means) is intended by the pupil to have the effect of, or the pupil ought to know 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, gender, gender identity, gender expression, race, disability, or the receipt of special education.
- Cyber-bullying - bullying by electronic means – includes but is not limited to:
  - (a) creating a web page or a blog in which the creator assumes the identity of another person
  - (b) impersonating others as the author of content or messages posted on the internet
  - (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping,

spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur using technology (e.g., spreading rumours, images, or hurtful comments using e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

**NOTE:** Under the police board protocol, the police will be notified if students are found to be sharing intimate images with each other.

### **Reporting Bullying**

- Students must report any type of bullying behaviour to a trusting adult (verbally or in writing) whether it occurs inside or outside of the school. The trusting adult must then ensure that the principal is contacted and informed of the bullying
- All staff must report any incident of bullying to the principal.

### **Bullying Consequences**

There are many possible interventions and consequences for bullying. A number of these can be found under the Progressive Discipline section and the Suspension and Expulsion section of this handbook.

### **Bullying Prevention and Awareness Strategies**

Schools should have their own methods to help prevent bullying and to make students more aware. Some of these could include guest speakers for students, staff, and community members, individual or group counselling, Character Education Assemblies,

Safety Plans for Students, Anti-Bullying Programs, Good Citizen modeling, Celebration and Recognition Assemblies, and Classroom discussions. Contact the school to find out more information about this topic and visit our website to view our [Bullying Prevention & Intervention Plan](#).

## **STUDENT DISCIPLINE**

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

**Note:** If a pupil is suspended, they are suspended from the school and from engaging in all school-related activities. The student cannot be on any school property within the UCDSB without the permission from the school principal.

**Activities for which suspension may be considered under section 306(1) of the Education Act**

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, illegal and/or restricted drugs
- Being under the influence of alcohol, illegal or restricted drugs
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- Bullying
- Any act considered by the principal to be injurious to the moral tone of the school
- Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community
- Any act considered by the principal to be contrary to the Board or school Code of Conduct
- Opposition to authority
- Habitual neglect of duty
- Committing physical assault on another person that does not require treatment by a medical practitioner.
- Use of profanity/swearing
- Possessing cannabis, unless the pupil is a medical cannabis user
- Being under the influence of cannabis, unless the pupil is a medical cannabis user

**Activities for which expulsion must be considered under section 310(1) of the Education Act**

- Possessing a weapon, including possessing a firearm or knife
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons, illegal or restricted drugs
- Committing robbery
- Giving alcohol to a minor
- Bullying if: i) The pupil has previously been suspended for engaging in bullying, and ii) the pupil's continuing
- presence in the school creates an unacceptable risk to the safety of another person
- Any activity for which a suspension may be imposed that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others
- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the
- effective learning and/or working environment of others



- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the board or to goods that are/were on Board property
- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper
- An act considered by the principal to be a serious violation of the Board or school Code of Conduct
- Where the student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident, or infraction considered by the principal to be a serious breach of the Board or school Code of Conduct
- Giving cannabis to a minor
- Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct
- Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident, or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct

Note: If a pupil is suspended, he/she is suspended from his or her school and from engaging in all school- related activities. The student cannot be on any school property within the UCDSB without the permission from the school principal.

## **PROGRESSIVE DISCIPLINE**

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

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities. The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07. The continuum of interventions in our progressive discipline model begins at the classroom level between the teacher and the student and then includes the student's parent/guardian.



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

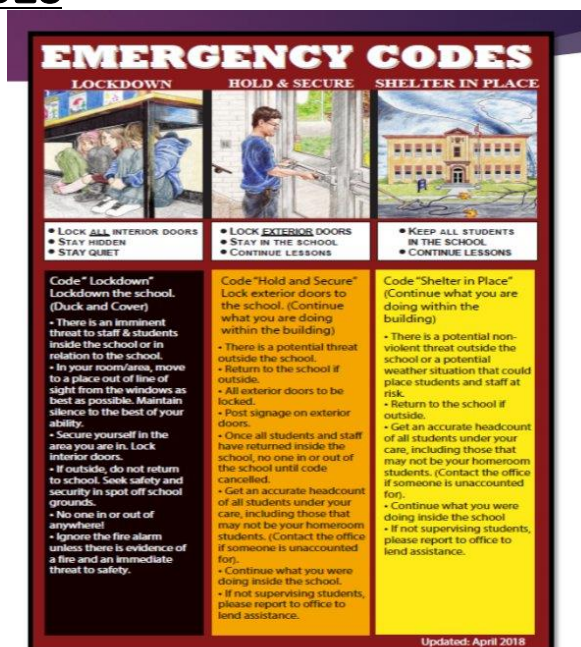
|                                   |                                    |
|-----------------------------------|------------------------------------|
| Teacher-student meeting           | Quiet area to work                 |
| Community service                 | Referral to community agency       |
|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

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

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

When addressing inappropriate behaviour, school staff should consider the pupil and circumstances, including any mitigating and other factors as set out in the Student Discipline Procedures, the nature and severity of the behaviour, and the impact on the school climate.

## EMERGENCY CODES



**“LOCKDOWN”** – There is an imminent threat to staff and students inside the school or in relation to the school. All Staff and students should go to the nearest classroom/room. Classroom doors and windows are to be locked. Staff and students are to remain away from doors and windows and out of the line of sight from the windows and doors. If staff and students that are outside the school: they should run for cover behind the nearest solid structure or seek safety and security in a spot off school grounds – they should NOT re-enter the building unless necessary for protection. **REMAIN QUIET!!!** - Make the classroom look, feel, and sound empty. No contact with office unless information about suspect/incident/bomb/fire. No cell phone usage within the classroom. Ignore the fire alarm unless there is clear evidence of a fire and an immediate threat to student safety. Washroom: If a student is in a washroom and can't go to another room immediately and safely during a lockdown, they should enter a stall, lock the stall door, and climb up on the toilet so their feet cannot be seen while remaining quiet. ALL staff and students should remain in their safe location until they are removed by the police.

**“HOLD AND SECURE”** – the potential threat is outside the school  
All exterior doors to the school must be locked. All students and staff must return and enter the school if they are outside. Once all students and staff have returned inside the school, no one is allowed in or out of the school until the code cancelled. Staff and students can continue what they were doing inside the school.

**“SHELTER IN PLACE”** – this is a non-violent threat in the community or a weather situation that could place students and staff at risk. All staff and students must return and enter the school if they are outside. All students and staff must remain in the school until the code is removed or permission is granted by the principal to leave the school. Staff and students can continue what they were doing inside the school. **NOTE:** Schools need to consider their plan for a Shelter in Place if it takes place before or after school or during non-instructional times.

## **FIRE DRILLS**

When an alarm is sounded, the building is evacuated. Each classroom has a fire exit instruction sign posted near the door which directs students to the appropriate exit. When the alarm sounds, students must file out in a calm and orderly manner while moving with their class. Once outside they must move away from the building with their class. Attendance will be taken outside once the class is a safe distance from the school. You must cooperate fully with school officials and fire fighters. A similar procedure is to be followed in all emergency evacuations.

## **TAKING MEDICATIONS AT SCHOOL**

### **Authorization for Administration of Medication**

The Upper Canada District School Board will not administer prescribed medication for students without the authorization of a licensed physician and the medication must be received within a properly labelled pharmacy bottle. The administration of prescription and / or non-prescription medication to a student is the responsibility of the student's parent(s)/guardian(s). Treatment regimens should, where possible, be adjusted to avoid administration of medication (prescription/non-prescription) during school hours.

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

- The Authorization for the Administration of Medication form must be completed and signed by a licensed physician and/or the parent(s)/guardian(s). This form will need to be completed for every new school year and/or for each medication which requires administration by the school. Should there be a dosage change for any medication a new form must be submitted
- All prescribed medication must be received within a pharmacy bottle and the label on the bottle must provide instruction on how to administer such medication. The pharmacist medication information sheet must also be provided with the Authorization for Administration of Medication form. Non-prescribed medication must be in its original packaging
- Medications stored at school, for self/school administration, must be appropriately labeled (in original container) with the student's name, medication name, amount required, frequency, proper storage of medication, expiration date, and include any special instructions regarding side effects or emergency procedures. Medication must be stored in a secure and designated location to avoid loss or tampering
- The Authorization for the Administration of Medication Form can be picked up from the main office

**NOTE:** Students are not permitted to transport or keep medication with them for safety reasons. The exception here is an epi-pen or asthma inhaler if students have a signed permission form to carry their epi-pen or asthma inhaler in school. For more information in regard to medication please contact the main office.

### **Student Health – Supporting Students with Medical Needs/Parents or Guardians of Children with Medical Needs:**

As the primary caregiver for your child, parents/guardians are expected to be active participants in supporting the management of your child's medical needs (e.g. Anaphylaxis, Asthma, Diabetes, Epilepsy, or other medical requirements) while they are in school. At a minimum, parents/guardians should:

- Inform the school of your child's medical needs and co-create the Plan of Care for their child with the principal or the principal designate
- Educate your child about their medical condition(s) with support from their child's health care professional, as needed
- Guide and encourage your child to reach their full potential for self-management and self-advocacy
- Communicate changes to the Plan of Care, such as changes to the status of your child's medical condition(s) or changes to your child's ability to manage the medical condition(s), to the principal or the principal designate
- Confirm annually to the principal or the principal designate that your child's medical status is unchanged
- Initiate and participate in annual meetings to review your child's Plan of Care
- Supply your child and/or the 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
- Seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate

### **STUDENTS WITH MEDICAL NEEDS**

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

- Take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management
- Participate in the development or review of their [Plan of Care](#)
- Carry out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies)
- Set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parent(s) and health care

professional(s)

- Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school
- Wear medical alert identification that they and/or their parent(s)/guardian(s) deem appropriate
- If possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs

## **SCHOOL STAFF**

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

## **CONCUSSIONS**

The Upper Canada District School Board recognizes concussions as a serious injury which requires appropriate follow-up measures to reduce risk of potential additional injury. Concussion awareness, prevention, identification, and management are a priority for the Board. The Board recognizes that children and adolescents are among those at greatest risk for concussions and that while there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities.

It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner as soon as possible on the same day. If a student has a suspected concussion whether it is school related or not it is imperative that the school be made aware so that a Return to Learn/Return to Physical Activity Plan can be developed in collaboration with the school, home and medical practitioner.

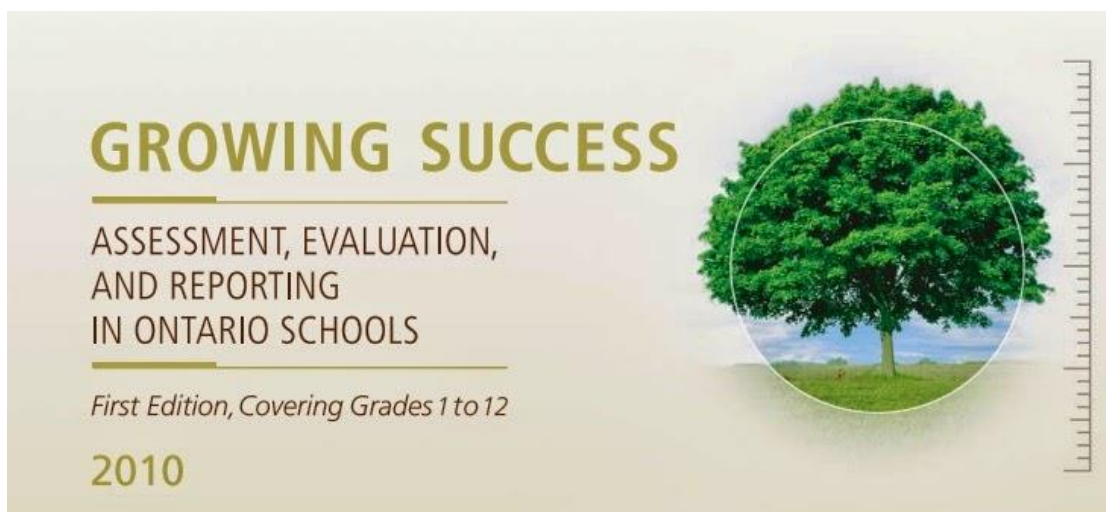
## **ASSESSMENT, EVALUATION & REPORTING**

UCDSB Staff are committed to supporting all students in reaching their educational potential. We believe students must have opportunities to achieve success according to their interests, abilities, and goals. While we have defined high expectations and standards for graduating, we provide a range of course offerings that allow students to learn in ways that suit them best and enable them to earn their diplomas.

Our fundamental goal of assessment and evaluation is to improve student learning. The Ontario Curriculum and **Growing Success** are the basis from which teachers develop courses, assess and evaluate each student's demonstration of learning. Teacher observation, student-teacher conversations, and student products are three pillars (triangulation) upon which assessment and evaluation are built. Learning Skills and Work Habits are reported separately but are important to all students during their educational journey and are the foundation upon which success is built.

Final summative evaluation task dates for students are known in advance. Medical certificates are required for illnesses which prevent a student from participating. Any other special circumstances requiring a student to miss a final evaluation task must be approved by the administration in advance. Formative and summative tasks are designed to measure student progress, allow teachers to provide feedback to improve learning and eventually determine a student's final standing. Upon a return to class after a legitimate absence, students need to be prepared to work with teachers to complete missed requirements.

Students must take responsibility to attend classes, complete/submit tasks according to agreed-upon timelines with their teachers. Taking responsibility makes students accountable to themselves and others and helps prepare them to meet the requirements of employers or of post-secondary education institutes. Failure of time on task restricts/removes a teacher's ability to properly assess/evaluate. Demonstrate your learning of overall curriculum expectations and earn credits. Be on time, be on task!



# **Special Services**

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## **LEARNING COMMONS**

The Learning Commons provides an environment for students to do research for assignments, to find materials to pursue personal interests, to do homework, to study and read quietly, and to develop computer skills. We also have our SST support and LIFT classroom housed in this area.

Students may have access to the Learning Commons with their teachers during the day and after school for Homework Club Mondays – Fridays from 2:15 pm – 3:00 pm starting mid-September.

## **STUDENT SERVICES**

Guidance Counsellors provide assistance in the following areas:

- Course selection and planning; Cooperative Education and Dual Credits
- Help for students experiencing academic difficulty
- Information concerning post-secondary programs
- Help in researching and planning realistic career choices
- Assistance with personal problems
- Referrals to outside agencies
- Registering students in e-Learning Courses
- Transitions programming

A variety of books and pamphlets on career education can be found in the Guidance office. Inquiries regarding Guidance services should be directed to the Guidance office.

## **SPECIAL EDUCATION SERVICES**

Our Special Education staff works with teachers, students, and parents to develop IEP (Individual Education Plans) and review these plans to ensure that the support students require is in place.

## **STUDENT SUCCESS TEAM**

The student success team works with teachers to support students who may find themselves at risk of being academically successful. Some intervention strategies that support students include a caring adult, customized timetables, credit rescue, credit recovery, tracking and monitoring, extra time to complete work, remedial Literacy and Numeracy.

## **LEAVING SCHOOL PERMANENTLY**

Students who are considering leaving school permanently before the end of a semester are to consult their guidance counselor in conjunction with the administration.



## **COURSE LOADS**

- Students in Grades 9 and 10 must carry a full timetable of eight credits per year.
- Students in Grades 11 and 12 must carry a minimum of six credits per year.
- Returning/diploma students must carry 3 courses per semester.
- Students are required to have earned 24 credits before a study period (Spare) is permitted in their timetable. A study period is intended for study, review, and research. Learning Commons, Student Services and the Cafeteria are available for study periods. Students must not be in the halls during this time.

## **TIMETABLE CHANGES**

- Students are encouraged to take the courses assigned to them each semester. Many courses, or categories of courses, are compulsory and can't be changed. Most compulsory courses are taken in grades nine and ten. There are a variety of elective courses at all grade levels.
- Students may not enroll after 10 school days for credit in a new course
- Course changes after the deadline dates can only be administration initiated/approved
- Students who have not officially dropped a subject by these dates, either through Guidance or Administration, will receive a final mark
- If a student withdraws from a senior level course after five instructional days following the issue of the first provincial report card, the percentage grade at the time of withdrawal will be reported on the student's official transcript
- Course changes made by students under the age of 18 years require parental approval. Students requesting a course change should see a guidance counsellor.

## **COMMUNITY VOLUNTEER HOURS**

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement which must be completed outside the normal classroom hours. These hours may not include activities that are counted towards a credit, by assuming duties normally performed by a paid employee and may include up to 10 hrs of paid work. Documentation attesting to the completion of each activity must be submitted on a designated form to the Student Services. These forms can be found [online](#), in the main office and in Student Services. Volunteer hours may be subject to review by administration to determine eligibility. It is recommended that a student complete at least 10 hours of the voluntary activity each year.



## **SCHOOL COUNCIL**

School Council is composed of parents, the principal, students, teaching staff, education support staff and community representatives. The mandate of our School Council is to advise both the school and the Board of Education on any matters relating to the organization and operation of the school and the school system. Check the school website for the [School Council webpage](#) and dates set for the current school year.

# **Extra-Curricular Activities**

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## **Participation/Eligibility**

All students are encouraged to participate in co-curricular activities at Almonte DHS (ADHS). Participation in co-curricular activities (clubs, organizations, sports, etc.) is an excellent way to represent your school and community, promotes a healthy and balanced lifestyle, and create a sense of belonging. Participation in these activities often results in greater levels of success at school and other aspects of a student's life.

Participating in/representing ADHS through a co-curricular activity is a privilege. A student must be in good standing and represent themselves appropriately within the school and school community to be an eligible participant/representative of ADHS. The UCDSB Code of conduct and all school policies governing behavior apply to co-curricular activities.

Eligibility in co-curricular activities requires that students demonstrate the following traits and requirements:

- respect, honesty, and integrity by being on time to classes and attending all classes daily
- perseverance and resilience by completing/submitting class work, assignments, and projects on time, to the best of their ability, and seeking help to further their studies when they are absent or experiencing difficulties.
- responsibility, caring, and empathy through positive classroom interactions with their schoolmates, teachers, EAs, etc. knowing that individuals have different learning needs, abilities, and requirements.
- adhere to teacher/supervisor/coach expectations during auditions/tryouts, rehearsals/practices, performances/games, etc.
- no student shall be allowed to participate in any school event or activity if under suspension
- parent/guardian signed Sports Risk Consent form on file in the main office for each sport.
- Be punctual and attend classes the day of the activity unless otherwise approved
- Be enrolled in 3 classes each semester
- within ten calendar days of the first registration or practice of the team or

group the coach or advisor will submit the names of potential members of the team or group to the Main Office so that their eligibility can be determined

- Staff coaches will check in regularly with classroom teachers to support student success

Eligibility in co-curricular activities is a privilege which can be removed at any time and for various lengths of time, up to and including the permanent loss of eligibility for one activity or for all activities depending upon the severity of the situation. A student's participation in co-curricular activities will be limited or denied if the student does not demonstrate actions representative of the above traits and requirements. Gym Class requirements: -gym shoes -change of clothes

### **School Dance Rules – Secondary**

Attending school dances is a privilege. All school policies governing behaviour apply to school dances. School dances can only be attended by high school students. Basic rules for dances include, but are not limited to, the following:

1. ADHS students are expected to attend school the day of the dance.
2. There is no re-admittance to the dance once a person leaves the dance. Any student leaving before the end of the dance will not be readmitted.
3. Dance hours are 7:00 p.m. - 10:00 p.m. Doors will close at 8:30 p.m. ADHS students may requires late entry into the dance by signing the "Late Sign-in Sheet" at least 2 days prior to the dance.
4. Guests: Students from other high schools must be signed in by an ADHS student when purchasing tickets at least 2 days prior to the dance. ADHS host students are permitted to sign in two guests per dance and must accompany their guest(s) to the dance. The guest students must have a current/valid student card and be in good standing at their school. They must bring the student card to the dance and show it to staff upon arrival.
5. All school policies governing behaviour apply to ADHS students and guest students.
6. All students (ADHS/guests) will be checked at the door by staff and police. Students who are under the influence of alcohol or drugs cannot be on school property and cannot attend school dances. Parents/guardians will be notified by staff and/or police. Any students under the influence of, and/or possessing alcohol or drugs will be suspended from school and may lose the privilege of attending the next scheduled dance. Host ADHS students, who sign in guest students who are involved in alcohol or drug matters or whose behaviour requires they be asked to leave the dance, will not be allowed to attend the next dance and will, therefore, also lose the privilege of signing in a guest for the next dance.

7. Valuable items should not be brought to dances. Students must keep coats, bags, and other personal items in the designated area. There is no access to lockers before, during or after a dance. Coats and bags may not be worn or carried in the dance. A Student Council member will always supervise the coat check during the dance; however, ADHS is not responsible for lost or stolen items.
8. All students will respect the direction of the staff, police, and student dance supervisors.
9. The student Code of Conduct and Dress Code applies to all dances.

### **School Dance Rules – Intermediate**

Intermediate school dances take place during the school day. The same rules apply with regards to valuables, behaviour, drugs, and alcohol. Intermediate students are not permitted to bring guests to dances.

