

# SOUTH HURON DISTRICT HIGH SCHOOL



## STUDENT HANDBOOK 2017-2018

**Mrs. Jana Bayer-Smith**  
Principal

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Vice-Principal

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School Website: [www.shdhs.ca](http://www.shdhs.ca)

Board Website: [www.yourschools.ca](http://www.yourschools.ca)

School Twitter: @shdhspanthers

School Instagram: shdhs\_panthers

Huron Perth Student Transportation Services: [ourschoolbuses.ca](http://ourschoolbuses.ca)



**Your Day at a Glance  
Grades 9-12**

**SECONDARY  
CLASS TIMES**

**Warning Bell                      8:40**

**Period 1                              8:45 – 10:00**

**Period 2                              10:05 – 11:20**

**Lunch                                11:20 – 12:10**

**Period 3                              12:10 – 1:25**

**Period 4                              1:30 – 2:45**

## Your Day at a Glance Grades 7-8

| <b>Period</b>        | <b>Time</b>          | <b>Duration</b> |
|----------------------|----------------------|-----------------|
| <b>Warning Bell</b>  | <b>8:40</b>          |                 |
| <b>Period 1</b>      | <b>8:45 - 9:35</b>   | <b>50 min</b>   |
| <b>Period 2</b>      | <b>9:35 - 10:25</b>  | <b>50 min</b>   |
| <b>Period 3</b>      | <b>10:25 - 11:15</b> | <b>50 min</b>   |
| <b>Lunch</b>         | <b>11:15 - 12:15</b> | <b>60 min</b>   |
| <b>Period 4</b>      | <b>12:15 - 1:05</b>  | <b>50 min</b>   |
| <b>Period 5</b>      | <b>1:05 - 1:55</b>   | <b>50 min</b>   |
| <b>Period 6</b>      | <b>1:55 - 2:45</b>   | <b>50 min</b>   |
| <b>Bus Dismissal</b> | <b>2:45</b>          |                 |

## **GUIDANCE DEPARTMENT:**

**Guidance Counsellors:** Ms. Foran: heather.foran@ed.amdsb.ca  
Ms. Weselan: shelley.weselan@ed.amdsb.ca  
**Guidance Secretary:** Ms. Stuckless: elizabeth.stuckless@ed.amdsb.ca

Counsellors in Guidance are specialists and are available to help all students. Students are invited to consult counsellors in Guidance about:

- Course selection and post secondary planning
- Career information
- Confidential referrals to other consultants, health professionals
- Distance education (AMDEC)
- Dual credits (grades 11-12 - these courses taken at college)
- SHSM (Specialist High Skills Major in Transportation)
- Anything which might hinder progress at school such as problems with academic work, home or personal difficulties

## **GUIDANCE INFORMATION ON-LINE:**

| <b>Information</b>                 | <b>Website</b>   | <b>Username/Password<br/>(if applicable)</b>                       |
|------------------------------------|--|--|
| On-going Information from Guidance | <a href="http://www.shdhs.ca">www.shdhs.ca</a>                               |  |
| Apprenticeship                     | <a href="http://www.apprenticesearch.com">www.apprenticesearch.com</a>       |  |
|                                    | <a href="http://www.careermatters.ca">www.careermatters.ca</a>               |  |
| Ontario Colleges                   | <a href="http://www.ontariocolleges.ca">www.ontariocolleges.ca</a>           |  |
| Ontario Universities               | <a href="http://www.electronicinfo.ca">www.electronicinfo.ca</a>             |  |
|                                    | <a href="http://www.ouac.on.ca">www.ouac.on.ca</a>                           |  |
| Scholarships                       | <a href="http://www.scholarships.canada.com">www.scholarships.canada.com</a> |  |
| Career Exploration                 | <a href="http://www.careercruising.com">www.careercruising.com</a>           | Username: avon/<br>Pwd: 1820                                       |
|                                    | <a href="http://www.myblueprint.ca">www.myblueprint.ca</a>                   | Username: school email address<br>Pwd: middle name + MMDD of birth |
| Success for Life                   | <a href="http://www.successforlife.ca">www.successforlife.ca</a>             |  |
| Volunteer Information              | <a href="http://www.volunteerconnection.ca">www.volunteerconnection.ca</a>   |  |

## **TIMETABLE CHANGES:**

Once the academic year begins, the school administration expects that students will adhere to their choices during both semesters. Six months of planning, budgeting and staffing decisions go into providing individuals with subjects of their choice. Students may pick up a course change form while consulting the Master Timetable on the bulletin board outside the Guidance Office. The form begins a process which involves Guidance, teachers and parents. **Students must continue with the original timetable until they return the completed course change form to the Guidance office, and a new timetable has been provided.**

## **STUDENT SUCCESS:**

Students experiencing academic difficulty will be referred to Student Success. Generally students are given assistance with organization, concepts, assignment completion and literacy remediation.

## **SPECIAL EDUCATION DEPARTMENT:**

Teachers and educational assistants are available to help all students on Individual Education Plans (IEPs). Each student is assigned to a specific teacher. That teacher will communicate with his/her students to make necessary course modifications or accommodations.

### **Special Education Resource Teachers:**

Ms. Powers: Grades 9-12

Mr. Oliver: Grades 7-8

## **C.O.P.E.:**

C.O.P.E. stands for Cooperative Opportunities Providing Employment. Students experiencing difficulty in school for a variety of reasons can be assigned to COPE to work in an alternative setting on a variety of subjects with the teacher. Emphasis is placed on co-op opportunities in this program.

**COPE Teacher:** Mr. Osborne                      **Location:** Downtown Exeter

## **O.P.P.:**

A school liaison officer, Constable Ed Barty, is assigned to our school.

## Addictions Counsellor, Huron-Perth Centre Counsellor and School Nurse:

Each counsellor is available two days per week. Students are referred by adults in the building and/or may make appointments themselves.

|                        |                  |
|------------------------|------------------|
| Addictions Counsellor: | Pamela Michienzi |
| Huron Perth Centre:    | Sarah Wiggins    |
| School Nurse:          | Rhonda Howatt    |

## Daily Student Routines at South Huron

### STUDENT PROGRAM:

The following table shows the minimum number of courses South Huron students must take:

|           |                               |
|-----------|-------------------------------|
| Grade 7:  | No spares                     |
| Grade 8:  | No spares                     |
| Grade 9:  | 8 courses (no spares)         |
| Grade 10: | 8 courses (no spares)         |
| Grade 11: | 8 courses (possibly 1 spare)  |
| Grade 12: | 6 courses (possibly 2 spares) |

Students are expected to be in the learning commons, cafeteria or out of the building during a spare.

### FULL DISCLOSURE:

If students withdraw from a course **within** 5 instructional days following the issue of the first provincial report card, the course **does not appear** on the Ontario Student Transcript (OST).

If a student in grades 11 or 12 withdraws from a course **after** 5 instructional days following the issue of the first provincial report card, a course withdrawal and percentage grade will appear on the OST.

## **ASSEMBLIES:**

Like the classroom, all gym assemblies are instructional and informative. Students, staff, outside presenters are taking risk in sharing their talents and are to be shown respect and friendly appreciation.

### ***Assembly Etiquette:***

- Teacher will inform students where to sit
- Do not bring food or drink
- Any disturbances requiring student removal will be dealt with by school administration
- Students are to return immediately to the class from which they came

## **WHAT SHOULD YOU DO IF YOU ARE LATE FOR SCHOOL OR CLASS?:**

If you are not in your period 1 class by the start of the National Anthem, you are late. Wait for the anthem to finish and then go directly to class. Your teacher will mark you late. **DO NOT COME TO THE OFFICE.** Sign the late sheet found near the classroom door to indicate you have arrived late for class. Indicate the time of arrival to class.

If you are late for class during other times in the day, report to class. **DO NOT COME TO THE OFFICE.** Sign the late sheet found near the classroom door to indicate you have arrived late for class. Indicate the time of arrival to class.

## **PERSISTENTLY LATE:**

Progressive discipline will be applied to students who are persistently late. The teacher may initially address the student lateness with their own consequences. However, the VP or Principal will also follow up with persistently late students. The VP or Principal may decide to assign detentions for extreme or persistent lates. Develop good employability skills by being on time. Being late not only affects you but also the rest of the class. Be considerate of others.

Lateness affects your ability to understand the lesson for the day and will impact how well you learn the material which then ultimately affects your mark. It will also be reflected in the learning skills section of your report card.

## **ATTENDANCE**

Students are expected to attend school, be on time and be prepared for all classes. Daily school attendance is important for student success. Missing class time affects student achievement and the progress of the class. Unexplained absences will be marked as truant and will be dealt with by the Principal or Vice-Principal and progressive discipline will be applied. If you have an explained absence, please follow the procedures outlined below to avoid being marked as truant.

## **LEAVING SCHOOL DURING THE DAY:**

A note, or phone call from a parent/guardian, is required explaining why you are leaving school. Present this note in the office first thing in the morning and you will receive an excuse slip to leave class.

## **ILL DURING THE DAY:**

Report to the office and a secretary will inform a parent/guardian by phone to sign you out.

## **ABSENT FROM SCHOOL:**

**ILL:** Have your parent/guardian call the school and/or bring a note to the office the next day. It is your responsibility to get caught up on missed work.

**PLANNED ABSENCE (field trip, extra-curricular):** Inform your teachers in advance. It is your responsibility to get caught up on missed work.

# **Academic Excellence at South Huron**

## **EVALUATION:**

**Grades 9-12:** All students are evaluated on a 70/30 split.

70% term work

30% culminating activities/exams or both

The first week of all courses, teachers will give you a course outline and evaluation policy. *If you make a significant improvement* in the course over the semester, your teacher will consider your most recent/consistent level of achievement.

## **LATE POLICY:**

All evaluations must have a due date. Students are expected to submit work by the due date. Students should anticipate consequences when due dates are not met. The consequences for students who submit an assignment late or do not complete assignments for evaluation, can include:

- a mark deduction up to 10% on the assignment;
- receiving an I (insufficient evidence to evaluate/score)
- and/or learning skills reduction (e.g. Good to Satisfactory)

## **EXAMS/CULMINATING ACTIVITIES:**

A student who cannot write an exam or complete a culminating activity must produce a doctor's note. The doctor's note must be submitted to the VP.



## **ACADEMIC HONESTY/PLAGIARISM:**

The Avon Maitland DSB values the highest standards of academic conduct. Research for essays, projects and assignments is an important part of learning. Our students learn proper procedures for citing the work of others and are honest about the work that they submit under their own name. A variety of research methods that are appropriate to the subject, grade, and course type are taught to help students avoid plagiarism (the unaccredited use of others' work, from sources such as the internet, books, magazines and other sources), which is a form of fraud. Students are strongly encouraged to work with their teacher to ensure that the work that is submitted is honest and reflects the student's best efforts and learning.

***When it is clear that a student has not been academically honest, teachers, department heads, and school administration view the results as a serious matter, with progressively severe consequences, including parental/guardian involvement. In a very small number of severe cases, an academic disciplinary hearing will be convened.***

# **SHDHS Code of Conduct**

## **SHDHS STATEMENT OF PRINCIPLE:**

**South Huron District High School** provides young people with a safe, supportive, and friendly atmosphere in which to learn and grow as responsible, contributing members of our community. We strive to teach our students to be responsible members of the community and to respect the rights and freedoms of others. We strive to teach our students to be responsible members of the community and to respect the rights and freedoms of others.

At S.H.D.H.S. we expect students to follow school rules throughout the school day and when involved in school-related activities off school property. ***It is the primary objective of members in the school community that the students are productive and responsible, thus enhancing the school area by providing a comfortable, safe, and academic environment.***

At South Huron we believe that character counts as much as academic achievement in the development of educated citizens. We therefore promote positive citizenship qualities in our students. At South Huron, character attributes are taught, modelled, and practised.

Every community has rules or guidelines for appropriate behaviour. They are intended to ensure the well-being and security of everyone at South Huron District High School while in school, during the exam period, on out-of-school activities, and while traveling on a school bus.

As **RESPONSIBLE** members of the school community, we should:

- **BE PUNCTUAL AND REGULAR IN ATTENDANCE.**
- **BE PREPARED, ATTENTIVE AND HARD-WORKING.**
- **BE RESPECTFUL OF AND CO-OPERATIVE WITH OTHERS.**
- **BE RESPECTFUL OF OTHER PEOPLE'S PROPERTY.**

### **BUS CONDUCT:**

The safety of all students on the bus is dependent on the civil behaviour of all students. Students are accountable to the Principal and Vice-principal for their behaviour on the bus. Students may only ride their assigned bus. Occasionally a student may be allowed to ride on another bus, ***provided the student is a regular bus student.*** A note from a parent is required to obtain a bus-riding permit, which must be picked up in the office prior to the ride. The permit must be signed by the Principal or designate. Unsafe behaviour, opposition to the authority of the driver, offensive, rude or disrespectful behaviour are all grounds for removal of bus riding privileges.

### **COMPUTER USE CONDUCT:**

- Internet access will be for curriculum and/or professional development purposes only.
  - Internet mail should be used with the understanding that it is not secure and that it has the potential to be read by persons other than the sender and recipient.
  - Internet access through a Board computer will not be used for:
    - private commercial purposes unrelated to the Board,
    - illegal or unauthorized acts,
    - participation in Internet News conference and/or chat rooms outside of those provided by The Avon Maitland District School Board system without specific approval of a school official.
1. Software and other information downloaded from the Internet will be used in a business-like manner (no pirating of software). All software or data files received from any sources will be scanned by virus protection software prior to using the software/files on a school computer.
  2. Read and follow the generally accepted rules of "Network Etiquette" as posted areas of the school.
  3. Protect your password to ensure system security. Change your password regularly to protect yourself.
  4. School computers are intended to be used for school related activities.
  5. Access only those files and programs for which access rights have been specifically granted.
  6. Do not attempt to harm or destroy data of another student.
  7. Do not attempt to access inappropriate Internet sites (eg. pornographic).
  8. Report any potential security problems to your supervisor immediately. Your supervisor will forward this information to the appropriate technician/administrator.

*The Avon Maitland District School Board reserves the right to monitor all traffic in and out of the Board's Internet access point (through Board owned and operated computers), to review any material on user accounts and to monitor file server space in order for the Board to make determinations about whether specific uses of the network are appropriate.*

Students who fail to abide by this code of conduct are subject to the disciplinary measures as determined by the principal or designate. These measures may include, but are not limited to, temporary or permanent revocation of computer privileges.

## **SPECIFIC BEHAVIOUR EXPECTATIONS AT SOUTH HURON**

### **DRESS CODE:**

Please dress appropriately for a business casual atmosphere. Students will be asked to change or cover up clothing that is offensive. Please make sure to dress appropriately for science, physical education, and technological education classes.

### **PERSONAL ELECTRONIC EQUIPMENT:**

All personal communication devices (smartphones, cell phones etc) must be powered off and stored out of view during instructional time if requested by the instructor.

Be advised that all personal devices are the sole responsibility of the owner. The school is not responsible for any lost or stolen items.

**Cell phones, iPads, iPods, etc. are prohibited from use in the change rooms, and washrooms.** Students must adhere to all privacy and criminal laws regarding electronic use.

### **FOOD AND DRINK:**

Food and drink are only allowed into classrooms at the teacher's discretion.

### **PARKING:**

Using the parking lot is a privilege. Students must park in the designated area and parking passes may be required. Violators will be towed at the owner's expense. The parking lot is off-limits to students at lunch and during the school day. Students are not allowed to hang out in the parking lot. If the parking lot is full, students should park on **Hardy Street**.

## **LOCKERS:**

Lockers are the property of the school, and the school reserves the right to enter/inspect a locker where the safety/welfare of the school is involved. Lockers must be kept clean. Inappropriate or offensive pictures are not permitted. Students are not permitted to share lockers or to have more than one locker for their use. Students are advised to keep their lock combination to themselves.

Students will be assigned a locker in September and it is expected that the locker assigned to them is the one they will use throughout the school year. Combination locks purchased by the student will be used. We require the students to submit their combinations to the office so that their locker may be accessed in an emergency. . Wallets and valuable items should be left in your locker, not in the gym change rooms.

## **TEXTBOOKS:**

Textbooks are on loan to students, and students will be held financially responsible for loss or damage beyond normal wear and tear. The same applies to library books and materials.

## **iPADS:**

Students may be given an iPad as part of the Next Generation Learning (NGL) Program. Devices are issued to students as educational tools and should be used in this capacity. Each student involved in the NGL initiative will be assigned a device for his/her individual use both at school and at home. Some personalization of the device is allowed; however, **students must remember that the device is the property of the Avon Maitland District School Board** and can only be used while following all of the requirements described in the Board's computer use policies. Misuse of the device can lead to disciplinary action and/or the loss of the privilege of using the device.

## **SMOKING:**

Smoking, vaping, or chewing tobacco is not permitted on school property. A fine and/or suspension may result. *The Smoke-Free Ontario Act* is a law that bans anyone from smoking or holding lit tobacco on school property at any time. This law also bans the supply of tobacco to anyone under the age of 19. Anyone who does not comply with the Act may be faced with legal action and a fine ranging from \$115. - \$5000.

## **CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR:**

Students are at various stages of learning acceptable behaviours. Consequences for misbehaviour include a number of progressive options and will be appropriate to the individual and related to the circumstances.

#### CONSEQUENCES MAY INCLUDE:

- warnings;
- notification of parents/guardians;
- time-outs;
- restricted privileges;
- withdrawal from classes;
- restorative practices including;
- restitution or community service;
- detentions;
- conflict mediation and resolution;
- peer mentoring;
- referral to counseling and/or
- consultation;
- suspension; and
- expulsion

Principals and teachers take into account the student's age, level of maturity, and other factors when considering appropriate consequences. The goal is to help the student learn acceptable behaviour. Principals will access the Board's support services when required.

## VISITORS

All guests/visitors must make their presence known in the office. Students from other schools are not allowed to visit during the day without permission from the Principal. All guests/visitors to the school must report to the office to sign the guestbook and receive a visitor's pass. Failure to follow this procedure may result in a Letter of Trespass being issued.

## EXTRA-CURRICULAR LIFE

### STUDENT COUNCIL:

The Student Council Executive is elected in May to represent the needs and interests of the student body. It organizes fun events such as dances, spirit days, assemblies as well as fund-raisers. These student leaders model the benefits of an active extra-curricular life.

How to get involved:

- Run for a grade representative
- Run for Student Senator
- Participate/volunteer at events held throughout the year
- Give feedback to council as to your concerns

2017-2018 Student Council Members:

Laura Adams and Morgan Lewis - co-presidents  
Jessica Hiemstra and Madison Strang - student senators  
Nolan Regier and Reegan Foran - treasurers  
Meagan Taylor - secretary  
Colin Regier - sound technician  
Emma Dietrich - advertising

Kyle DaSilva - grade 12 representative

Charlotte Gregus, Jared Orr, Aislin Trocchi and Eden Relouw - grade 10 representatives

Brooke Lewis, Shae McCann and Allison Millar - grade 8 representatives

Sydney McBride, Tom Conlin and Owen Barkauskas - grade 9 representatives

### **MUSIC COUNCIL:**

Music Council at SHDHS is 100% student-centered and is comprised of senior-level students in our program. The executive meets regularly to discuss and plan events and logistics related to the music program at South Huron, and to support students involved in the program. These students abide by a constitution, hold portfolios, and meet weekly. The Music Council are our major leaders, and devote a huge amount of time and effort to our program here at South Huron. This year, we're lucky to have an amazing team of students in place on our executive who are doing an excellent job of maintaining the day-to-day in the music room. Get involved in Music! Participation in daytime music classes is highly encouraged, but not required, to be involved in the band. Speak to Ms. Haines for more details!

### **TEAMS (Dependent on student interest/staff availability):**

**Badminton**

**Basketball - Gr. 7/8, Jr. Boys, Sr. Boys**

**Basketball - Gr. 7/8, Jr. Girls, Sr. Girls**

**Cross Country - gr. 7/8, Gr. 9-12**

**Curling - Co-Ed**

**Field Hockey - Girls Gr. 9-12**

**Golf - Gr. 9-12**

**Rugby - Girls, Jr. Boys**

**Baseball - Gr. 9-12**

**Soccer - Gr. 7/8, Jr. Boys, Sr. Boys**

**Soccer - Gr. 7/8, Jr. Girls, Sr. Girls**

**Slo-pitch - Girls Gr. 9-12**

**Tennis - Co-Ed Gr. 9-12**

**Track and Field - Gr. 7/8, Gr. 9-12**

**Volleyball- Gr. 7/8, Jr. Boys, Sr. Boys**

**Volleyball - Gr. 7/8, Jr. Girls, Sr. Girls**

**Hockey - Girls Gr. 9-12**

**Hockey - Boys Gr. 9-12**

### **CLUBS (Dependent on student interest/staff availability):**

SHDHS strives to provide a varied and well-rounded experience for all of its students. We hope that you take part in clubs and teams that suit your interests. If you feel like SHDHS is missing a club or group that would be a positive experience for the school community, speak to the Principal or Vice-principal about your idea.

# COMMUNITY RESOURCES FOR TEENS

## HOTLINES

### **A list of Help Lines in case of a crisis emergency:**

|   |                 |
|---|-----------------|
| Alcohol and Drug                          | 1-800-527-5344  |
| Children's Aid Society of Huron County    | 1-800-265-5198  |
| Gay, Lesbian, Bisexual Youth              | 1-800-268-YOUTH |
| Huron/Perth Crisis Intervention           | 1-888-829-7484  |
| Huron Safe Homes for Youth (Mon-Fri, 9-5) | 1-800-361-1640  |
| Kids Help Phone                           | 1-800-668-6868  |
| Pregnancy                                 | 1-877-837-6143  |
| Sexual Assault                            | 1-888-364-1210  |
| STD/AIDS hotline                          | 1-800-686-7544  |
| Suicide                                   | 1-888-829-7484  |
| Women's Shelter and Second Stage Housing  | 1-800-265-5506  |

## COUNSELLING SERVICES

|   |                          |
|---|--------------------------|
| <b>Huron/ Perth Centre for children and youth</b> | 1-519-482-3931           |
| <b>Family services Huron/Perth</b>                | 1-800-268-0903           |
| <b>Safe Homes for Youth-short term</b>            | 1-800-361-1640           |
| <b>Huron County Health Unit, Health Link</b>      | 1-519-482-3416           |
| <b>Sexual Assault Counseling</b>                  | 1-519-272-8210 Ext. 2205 |
| <b>Huron Addiction Services</b>                   | 1-519-482-3416 Ext. 2505 |

## HEALTH PROVIDERS

**Huron County Health Unit** 1-877-837-6143

### Drop in Clinics

**S.H.D.H.S. Student Health Drop In :** Tuesdays 9:30  
**Huron County Health Unit (Health Link)** 1-519-482-3416  
**Exeter walk in clinic** 1-519-235-3343

## CENTRE FOR EMPLOYMENT AND LEARNING (C.E.L)

Provide a range of employment and training options to assist the youth of Huron County in finding meaningful work.

Exeter 1-519-235-0471

Website: <http://www.thecentreforemploymentandlearning.ca/contact-exeter>

# AMDSB Code of Conduct

Dear Student:

You are a unique individual. You and your education are very important to us. We encourage you to be energetic, enthusiastic, and committed to learning.

To create the conditions for your success, our school must have a safe, positive, orderly and nurturing school and online environment. We share the responsibility to promote respect, civility, and responsible citizenship, and to treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender, sexual orientation, age, and physical or intellectual ability.

We will assist you in solving problems and protect your right to learn. While recognizing the wide range of ages and stages of maturity and development of the students in our school, expectations will be clearly communicated, and if required, discipline will be progressive, fair and consistent.

We look forward to helping make your school experience positive and rewarding.

## Cultivating Character

### **Fairness**

Treating everyone in a just and excepting manner

### **Honesty**

Being Trustworthy, sincere and truthful

### **Empathy**

Understanding how someone else feels

### **Respect**

Valuing self, others and our world

### **Courage**

Facing the challenge

### **Integrity**

Doing what is right and honourable

### **Optimism**

Choosing to be positive

### **Compassion**

Showing care and consideration

### **Perseverance**

Staying Purposeful and committed

### **Responsibility**

Being reliable and accountable



## Introduction to the Code of Conduct

There is a *Code of Conduct* for all schools in the Avon Maitland District School Board. Included in this Code are the standards of behaviour and mandatory consequences outlined in the *Provincial Code of Conduct*, legislated by the provincial government.

These standards of behaviour apply not only to students, but to all members of the school and school-related online community. The school community includes parents/guardians, volunteers, support workers, school staff, and all those who contribute to the school. These standards apply on school property, school buses, online, and at school-authorized events and activities. In fact, these standards govern any activity (in school, online or out of school) that will have an impact on the climate of the school.

The information provided outlines:

- Guiding Principles
- Roles and Responsibilities
- Standards of Behaviour
- Consequences for Unacceptable Behaviour

## Guiding Principles

All members of the school community are to be treated with respect and dignity whether in person or online. Members of the school community are expected to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility. Non-violent strategies shall be used to resolve conflict.

The Avon Maitland District School Board believes that school learning environments must be safe, positive, respectful and orderly. They must be free from abuse, bullying, discrimination, intimidation, hateful words and deeds, and physical violence in any form.

The Board is committed to establishing and maintaining high expectations for behaviour in order to help students develop appropriate behaviours and self-discipline as responsible members of a democratic society. It also supports the efforts of principals, staff, and community agencies who provide programs that emphasize early identification, conflict prevention and intervention, counselling and the inclusion of social skills in the curriculum.

### Responsibility

Responsibility creates a community of respectful individuals. It is not always easy to make responsible choices, especially if someone else is not acting appropriately. It is important to remember that individuals control their own actions.

Why?

Before respecting other people or other people's authority or property, one must demonstrate self-respect. Students are capable of making appropriate choices. Drug and alcohol abuse, inappropriate sexual behaviour, physical or verbal assault, and bullying (including online/cyber) are not compatible with the dignity of the school community.

### Respect for the Rights and Property of Others

Everyone has the right to be safe and feel safe in the school and online communities. Individuals are expected to be courteous to, respectful of, and compassionate to those in need. Respect for school property and the personal property of others must be demonstrated at all times.

Why?

Our school communities are better places to learn and work when the rights and property of others are respected. This includes being polite, accepting differences among people, and encouraging others to do their best. Bullying and harassment, in person or online, are unacceptable behaviours.

### Bullying

Bullying is a form of repeated, persistent, aggressive behavior that is directed at an individual or individuals and is intended to cause (or could be known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem or reputation.

Bullying adversely affects students' ability to learn and undermines healthy relationships and the school culture. Bullying will not be accepted on school property, at school-related activities, on school buses, online, or in any other circumstances where engaging in bullying will have a negative impact on the school climate.

### Academic Expectations

Students are expected to attend school, be on time and be prepared for all classes. Prepared means bringing all notebooks, textbooks, iPads, and necessary material to class and completing assigned homework.

Why?

Daily school attendance is important for student success. Missing class time affects student achievement and the progress of the class. Best effort generates best results.

## **Roles and Responsibilities**

### Students

All students are to be treated with respect and dignity. Students must demonstrate respect for self and others in our school and online communities. Students are expected to demonstrate responsible global and digital citizenship.

Students are responsible citizens when they:

- come to school prepared, on time and ready to learn;
- show respect for themselves, for others, and for those in authority, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender, sexual orientation, age, physical or intellectual ability;
- include all students in their school activities;
- refrain from bringing any object to school that may compromise the safety of others;
- follow established rules and take responsibility for their own actions; and,
- comply with the school's dress code and Code of Conduct.

### Staff

Teachers and school staff, under the leadership of school administration, are expected to adhere to the highest standard of respectful and responsible behaviour.

As role models, staff uphold these high standards when they:

- demonstrate and model respect for all students and colleagues;
- model inclusive behaviours and actions;
- help students maximize their outcomes;
- communicate regularly and meaningfully with parents;
- maintain high expectations and consistent standards of behavior for all students; and,
- prepare students for the full responsibilities of citizenship, both locally and globally.

### Parents/Guardians

Parents/Guardians have a responsibility to support the school community.

Parents/Guardians fulfil this responsibility when they:

- communicate regularly with teachers and promptly report to the school children's absence or late arrival;
- encourage inclusive and respectful behavior for all;
- ensure that children attend school regularly, on time and prepared to learn;
- encourage and assist children to follow the Code of Conduct, school and online expectations.
- work in partnership with school staff to address student concerns and disciplinary issues; and
- promote good hygiene and appropriate clothing choices.

### Principals

All principals and vice principals must comply with the requirements of the *Education Act* and Regulations.

Principals, as school leaders, have a duty to manage the operations of the school. They provide leadership by:

- demonstrating care and commitment to student success and a safe teaching, learning and working environment;
- modeling an inclusive school and online environment;
- holding everyone accountable for behaviour and actions;
- communicating regularly and meaningfully with school communities; and,
- assisting staff in meeting individual student needs.

### Community Partners

Police and community agencies work in partnership with the Board to actively promote, support and recognize appropriate and positive student behavior. The Police respond and investigate incidents at the school in accordance with the Police-School Board Protocol. Where inappropriate behavior occurs, disciplinary measures will be both corrective and supportive.

- Community partners play an essential role in safe schools.
- Community resource agencies deliver prevention and intervention programs.

## Standards of Behaviour

The following standards apply to all school communities in the Avon Maitland District School Board.

### Respect, Civility and Responsible Global and Digital Citizenship

All school community members:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- treat each other with dignity;
- respect differences in people and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender, sexual orientation, age, physical or intellectual ability;
- respect the rights of others in school and online;
- seek assistance, if necessary, to resolve conflict peacefully;
- show proper care and regard for school property and for the property of others; and,
- assist those in need.

## Consequences for Unacceptable Behaviour

Students are at various stages of learning acceptable behaviours. Consequences for misbehavior, shall require consideration for mitigating factors, include a number of progressive options, and will be appropriate to the individual and related to the circumstances.

Consequences may include:

- warnings;
- notification of parents/guardians;
- time-outs;
- restricted privileges;
- withdrawal from classes;
- restorative practices including restitution or community service;
- detentions;
- conflict mediation and resolution;
- peer mentoring;
- referral to counseling and/or consultation;
- suspension; and/or
- expulsion.

Principals and teachers take into account the student's age, level of maturity, and other mitigating factors when considering appropriate consequences. The goal of any consequence is to help the student learn acceptable behaviour. Principals will access the Board's support services when required.

Suspension is the denial of a student's privilege to attend school and/or school activities for a specified period of time

Expulsion is the full-time withdrawal of a student's right to attend a particular school or every school in the board.

### Special Circumstances

When deciding to impose a suspension or expulsion, a principal will consider:

- whether the student has the ability to control his or her behaviour;

- whether the student has the ability to understand the foreseeable consequences of his or her behaviour; and,
- whether the student's continuing presence in the school creates an unacceptable risk to the safety or well-being of any other individual at school.

#### Infractions for which a suspension may be considered:

- uttering a threat to inflict serious bodily harm on another person;  
possessing alcohol or restricted drugs;  
swearing at a teacher or at another person in a position of authority;
- committing an act of vandalism against any school property or to property located on the school premises;
- bullying (including cyber bullying);
- persistent opposition to authority;
- willful destruction of school property;
- habitual neglect of duty;
- the use of profane language or gestures which convey a disrespectful or inappropriate message;
- 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 any member of the school community; or
- any act considered by the principal to be contrary to the Board or School Code of Conduct.

#### Long Term Suspensions

- Where a student is suspended for six (6) or more days, the student will be assigned an alternative program (Alternative Suspension Program, ASP). A Student Action Plan (SAP) will be developed for every pupil who agrees to participate in an Alternative Suspension Program.
- The principal/designate will hold a planning meeting to develop the SAP.
- A student suspended for eleven (11) or more school days will be provided with educational and social supports where appropriate and available.

#### Tobacco Control Act

The purpose of the Ontario Tobacco Control Act is to reduce smoking. Under the Act, smoking and/or using a tobacco product, including e-cigarettes, is prohibited on all Avon Maitland District School Board properties, school buses and at school or board sponsored events. Principals and Vice-Principals are required to notify the Tobacco Enforcement Officer at the local health unit of any infractions. Consequences may include warnings, suspensions and/or a Provincial Offence ticket.



## THE ONTARIO STUDENT RECORD (OSR)

### WHAT IS THE ONTARIO STUDENT RECORD (OSR)?

The OSR is the ongoing, confidential record of a student's educational progress. The collection of this information is authorized by the Education Act. The Freedom of Information Act and Protection of Privacy Act protect its contents.

An OSR is established for each student who enrolls in an elementary or secondary school that is operated by a public or separate school board in Ontario.

### WHERE IS THE OSR KEPT?

A student OSR is securely housed at the student's school. If a student transfers to another school in Ontario, the OSR folder and all its contents are transferred to the new school.

### WHAT DOES THE OSR CONTAIN?

An OSR consists of the OSR folder, various supporting documents and other information.

On the OSR folder itself, the following information is entered: biographical data, school attended, name(s) of student's parent(s) or guardian(s), information on any special health conditions and other information that is considered relevant for improving the instruction of the student. Photographs may also be attached.

The following material is filed in the OSR folder:

- Report cards
- The Ontario Student Transcript, which is the cumulative record of a student's successful completion of secondary school courses
- A Documentation file, if required, which might include such material as verification of a custody or a change-of-name order; assessment reports; placement decisions; suspension letters etc.
- The record of the student's accumulated instruction in French as a second language, if applicable
- Additional information considered relevant for improving the instruction of the student

### WHO HAS ACCESS TO AN OSR?

The information in an OSR is available only to supervisory officers, the principal and the teachers of the school for the purpose of improving the instruction of the student. Written permission is requested for any outside agency/personnel to access the OSR.

All students, and the parents/guardians of students under 18 years of age, have the right to examine the OSR and to receive a copy of its contents, if they so desire. Contact the Principal for details of the procedure to be followed.

### WHAT IF THERE IS AN ERROR OR CHANGE REQUIRED?

If the parent/guardian or adult student feels the information contained in the student's OSR is inaccurately recorded or inappropriate, the parent/guardian or adult student may request in writing that the principal correct the alleged inaccuracy or remove the information from the record. If the principal complies with the request, the information will be corrected or removed from the file. If the principal does not comply, the matter may be referred to the appropriate supervisory officer with a request in writing from the adult student or student's parent/guardian.

### WANT TO KNOW MORE?

More information can be obtained from the Ontario Ministry of Education web site:  
[www.edu.gov.on.ca](http://www.edu.gov.on.ca)