

Glengarry District High School

STUDENT & PARENT/GUARDIAN HANDBOOK

2023 - 2024

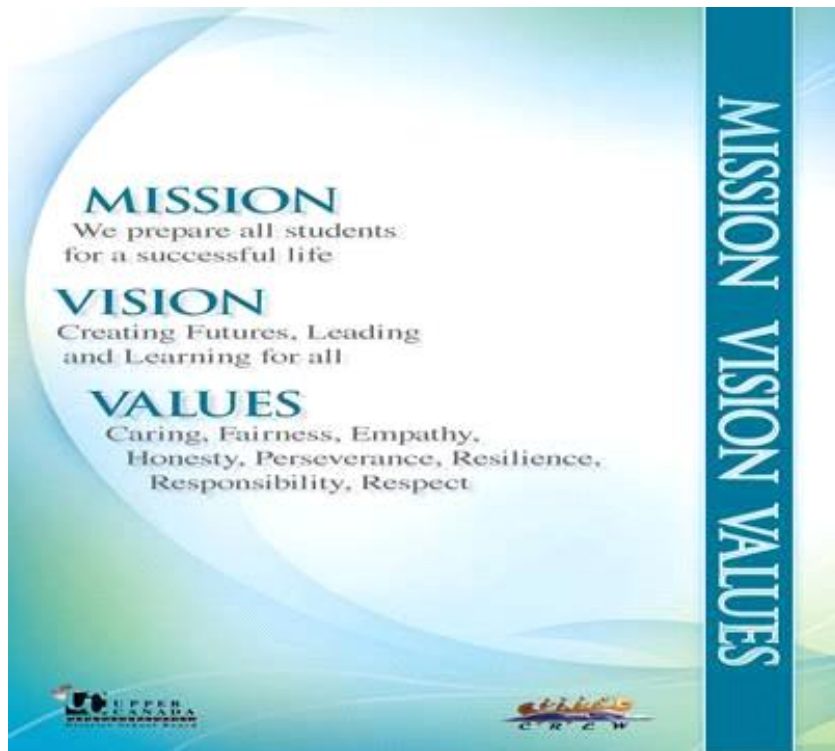


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Ms. Jennifer MacLachlan
Principal

Mr. Steven Blois
Vice-Principal

Mission, Vision, Values



Mission:

*At Glengarry, we care about you,
your life, and
your future.*

Vision:

*To provide an inclusive community
where we value tradition and
build character.*

Core Values:

*Commitment,
compassion and
respect*

Glengarry DHS Credos



GLENGARRY District High School Classroom Credo

As Gaels and educators, we strive to achieve true GAEL classroom environments:

- That are **Goal-oriented**
- That are **Authentic**
- That are **Engaging**
- That promote **Lifelong learning**
- That foster a **Sense of belonging**

GLENGARRY District High School Student Engagement Credo

As Gaels and educators, we believe that strong relationships, positive interactions, and high expectations are essential for student success:

- Honest caring relationships**
- Ownership of students' well-being**
- Patience and guidance**
- Empathy and understanding**

Learning and Caring Together

The GDHS Code of Conduct is aligned with the following virtues outlined by the Upper Canada District School Board's Character Always initiative. We believe in the pursuit of learning while building a strong sense of caring and respect for all.



Secondary Regular Day Schedule

Glengarry District High School PERIOD TIMETABLE

TIME	Day 1	Day 2	Day 3	Day 4	Day 5.1	Day 5.2	Day 5.3	Day 5.4
8:00 – 9:00	1	2	3	4	1	2	3	4
9:00 – 9:05	Break (5 Minutes)							
9:05 – 10:05	1	2	3	4	1	2	3	4
10:05 – 10:15	Nutrition Break (10 Minutes)							
10:15 – 11:15	2	1	4	3	2	1	4	3
11:15 – 12:05	Lunch (50 Minutes)							
12:05 – 1:05	3	4	1	2	3	4	1	2
1:05 – 1:10	Break (5 Minutes)							
1:10 – 2:10	4	3	2	1	4	3	2	1

GD INTERMEDIATE DAILY SCHEDULE

2023-2024

PERIOD 1 8:00 - 9:40

BREAK 9:40 - 9:55

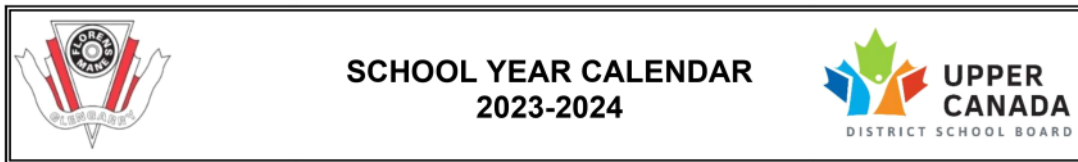
PERIOD 2 9:55 - 11:35

RECESS 11:35 - 12:05

LUNCH 12:05 - 12:30

PERIOD 3 12:30 - 2:10

UCDSB School Year Calendar



SEPTEMBER 2023				
M	T	W	T	F
				1 PA
4 H	5 1	6 2	7 3	8 4
11 5.1	12 1	13 2	3 4	
18 5.2	19 1	20 2	3 4	
25 5.3	26 1	27 2	3 4	

OCTOBER 2023				
M	T	W	T	F
2 5.4	3 1	4 2	5 3	6 4
9 H	10 5.1	11 1	2 3	
16 4	17 5.2	18 1	2 3	
23 4	24 5.3	25 1	2 3	27 PA
30 3	31 4			

NOVEMBER 2023				
M	T	W	T	F
		1 5.4	2 1	3 2
6 3	7 4	8 5.1	9 1	10 2
13 3	14 4	15 5.2	1 2	
20 3	21 4	22 5.3	23 1	24 PA
27 2	28 3	29 4	5.4	

DECEMBER 2023				
M	T	W	T	F
				1 1
4 2	5 3	6 4	7 5.1	8 1
11 2	12 3	13 4	14 5.2	15 1
18 2	19 3	20 4	21 5.3	22 1
25 H	26 H	27 H	28 H	29 H

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JANUARY 2024				
M	T	W	T	F
1 H	2 H	3 H	4 H	5 H
8 2	9 3	10 4	11 5.4	12 1
15 2	16 3	17 4	18 5.1	19 1
22 2	23 3	24 4	25 E	26 E
29 E	30 E	31 E		

FEBRUARY 2024				
M	T	W	T	F
			1 PA	2 5.3
5 1	6 2	7 3	8 4	9 5.4
12 1	13 2	14 3	15 4	16 5.1
19 H	20 1	21 2	22 3	23 4
26 5.2	27 1	28 2	29 3	

MARCH 2024				
M	T	W	T	F
				1 4
4 5.3	5 1	6 2	7 3	8 4
11 H	12 H	13 H	14 H	15 H
18 5.4	19 1	20 2	21 3	22 4
25 5.1	26 1	27 2	28 3	29 H

APRIL 2024				
M	T	W	T	F
1 H	2 4	3 5.2	4 1	5 2
8 3	9 4	10 5.3	11 1	12 2
15 3	16 4	17 5.4	18 1	19 2
22 3	23 4	24 5.1	25 1	26 PA
29 2	30 3			

| | | | | |

MAY 2024				
M	T	W	T	F
		1 4	2 5.2	3 1
6 2	7 3	8 4	9 5.3	10 1
13 2	14 3	15 4	16 5.4	17 1
20 H	21 2	22 3	23 4	24 5.1
27 1	28 2	29 3	30 4	31 PA

JUNE 2024				
M	T	W	T	F
3 5.2	4 1	5 2	6 3	7 4
10 5.3	11 1	12 2	13 3	14 4
17 5.4	18 1	19 2	20 E	21 E
24 E	25 E	26 E	27 PA	28

JULY 2024				
M	T	W	T	F
1 2	3 3	4 4	5	
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST 2024				
M	T	W	T	F
			1 2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Secondary Semester 1 Grade 9 & New Students Welcome Day: August 30 First Day of School for Students: September 5 Instructional Days: September 1, 2023 – January 31, 2024 Examination Days: January 25, 2024 – January 31, 2024 E Picture Day: September 21, 2023 Picture Retakes: November 10, 2023 Grad Pictures: November 9 & 10 Secondary Semester 2 Instructional Days: February 1, 2024 – June 27, 2024 Examination Days: June 20, 2024 – June 26, 2024 E Grad Picture Retakes: Feb 7 Intermediate Grade 7 & New Students Welcome Day: August 30 Instructional Days: September 1 – June 27 Picture Day: September 21, 2023 Picture Retakes: November 10, 2023 Last Day of School: June 26	Winter Holiday Break: December 25, 2023 – January 5, 2024 March Break: March 11, 2024 – March 15, 2024 Statutory Holidays: September 4, 2023 - Labour Day October 9, 2023 – Thanksgiving February 19, 2024 - Family Day March 29, 2024 - Good Friday April 1, 2024 - Easter Monday May 20, 2024 - Victoria Day Designated on calendar as 'H'	Professional Activity (PA) Days: September 1, 2023 October 27, 2023 November 24, 2023 February 1, 2024 April 26, 2024 May 31, 2024 June 27, 2024
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Attendance

Ontario Schools, Kindergarten to Grade 12: Policy and Program states:

- "Regular attendance at school is critical for the student's learning. To encourage regular attendance by students, schools will ensure that students and their parents are informed about the school's policy on attendance. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance."
- A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours."

At Glengarry, regular attendance is vital to the learning process. Students who are absent from class for **any reason** are responsible for the material covered in that period.

Students in grade 12 are expected to have 3 credit courses per semester unless approved by administration (special circumstances). Students who are returning for a fifth year must carry a minimum of 3 credit courses per semester. New Ministry regulations stipulate a 34 credit threshold.

GDHS ATTENDANCE POLICY

It is every student's responsibility to attend classes, and report to class on time.

- ♦ In the event that a student is absent for one or more classes on any given day, the student **MUST** have a **parent either enter absence in My Family Room or call** the school in order to explain why the absence has occurred. Students who are 18 or older need **a valid reason for being absent and must sign out at the office.**
- ♦ In any other case, the absence will be classified as **unexcused**.
- ♦ Parents/guardians are asked to refrain from signing out their children during school events unless there is a valid reason.
- ♦ We would also ask parents not to sign out their children for activities in which spectators are not invited. i.e. – such as sporting events at other schools or in the community involving GDHS teams. Students will be periodically invited, by administration, to attend co-curricular activities, e.g., sporting events.

Subsequent unexcused absences will result in contact with Parent/Guardian and may be subject to the following progressive interventions/consequences.

- Detentions either classroom teacher or office
- In-school exclusion
- Referral to Student Success Team
- Conference with teachers, parent/guardian, student administration to devise intervention strategies.
- Referral to Special Services Counsellor
- Revision to student timetable, if possible
- Referral to an alternative instructional location, either within the school or at an alternate site within the UCDSB

Lates

Students and Staff at GDHS believe it is important to be on time for class in order to create the best possible atmosphere for learning. We also value consistency when dealing with issues surrounding lateness. With this in mind, all classes will follow the same procedures when addressing lateness.

- If students are late with parental approval (note or phone call) students should report to the main office and let office staff know they have arrived
- Teachers will work with students and communicate their concerns with parents/guardians. If a student is chronically late, an office referral will be completed. Administration will meet with the student for follow-up.

Departures During School Hours

Students should not be out of school without a valid reason. Appointments, e.g. doctor, dentist, etc., should be arranged after school hours if possible. Appointments require presentation of a note or phone call from parent/guardian before 7:45 a.m. Students who are under 18 must have permission from their guardian(s) to leave school. Written or verbal consent from the guardian(s) must be given at the office before departure.

Please note:

- All students are not to loiter at the back of the school between the houses or on the street.
- Secondary students should not be in the Gr.7/8 area including the bus lane.

Safe Arrival

The Safe Arrival program mandates that we contact a student's parent/guardian each day a student is absent. Please let the school know the reason for your child's absence. You can call the school, leave a message on the answering machine or use My Family Room (www.myfamilyroom.ca) to let the school know of any absences. If your child is being picked up at school as a planned absence, please enter in My Family Room, call the school or send a note to school with your child. The note must indicate the name of the student being picked up, identify the person picking up the student and note the time the student will be picked up. For Intermediate students, the parent/guardian must sign out the student at the office as they exit the school. Students are not permitted to leave school grounds at lunch or recess to walk into town or visit the local convenience store.

If dismissal plans for a student change during the day, please contact the school as soon as possible to advise of the change, preferably no later than 1:30. This allows us to notify students and teaching staff without interruption to classroom instructional time. The school telephone is typically very busy after this time of day and there is a risk that your dismissal plan changes would not be received before the end of the school day. In the event that your child must be picked up unexpectedly, please contact the school to advise of this need, indicating the time of pick up and who will be picking up the student.

At all times, anyone picking up a child at school is required to enter the school through the main entrance. Please report to the main office, identify yourself and advise the principal/office administrator that you are picking up the student.

There are occasions throughout the year when students believe they will be picked up at dismissal rather than ride the bus home. In order to avoid unnecessary worry for parents and caregivers, our policy is that students will be sent home on their regular bus if they do not have a note or a parent phone call has not been received.

A student arriving late for school must sign in at the office for attendance and safety reasons. Please ensure that all visitors, including parents and volunteers, enter and exit the building via the Main Entrance and use the Visitors Log book located in the main office to sign in and sign out.

As a bus safety measure vehicles are restricted from entering and parking in the bus loading zone during morning drop-off and afternoon dismissal. Vehicles are not permitted to enter or exit the parking lot while buses are in the bus-loading zone.

Learning Commons

The Learning Commons is a learning space that is used for a variety of reasons, including online learning, independent study, students on spare, and class presentations.

Reading/Book Area

- Students are not permitted to eat at the computers. Progressive discipline will apply for students who choose to eat at the computers after being reminded of the rule.

General Information

Please review the following pages for the information on the following:

- Assemblies
- Student Dress
- Cars and Parking
- Smoking and Tobacco
- Electronic Devices
- Photographs / Recoding Video and Audio
- Transportation
- Weapons
- Skateboard and Bikes
- Nut Allergies
- Lockers
- Hallways
- Posters
- Gym Regulations
- Learning Commons



Assemblies

Assemblies are an integral part of school education. Attendance is compulsory, including students on spare. Guests are to be given a warm and respectful welcome which includes refraining from talking during the performance and using electronics. Students who are not demonstrating respectful behaviour will be asked to leave.



Student Dress

Students are expected to dress in clothes that are comfortable and in a manner that supports a safe, accepting and inclusive learning environment. Students have the right to wear clothing needed to observe their religious beliefs. Concerns about student dress will be discreetly reported to the School Administration and addressed accordingly.



Cars and Parking


PARKING

Students are to park at the **south side** of the school between the Visual Art and Tech wings. The front and back parking lots are designated "staff & visitor" parking.


Students who tamper with other vehicles will be seen by administration and given consequences, including revoking the privilege to park at school. **Any dangerous driving will lead to loss of privilege and potential police involvement.**

Driving

Under no circumstances are students allowed to drive other students to school or from school activities including all extra-curriculars (field trips, sports, student senate, etc.).



Damage to School Property



Students should report all school property damage 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 repairs or the replacement of the property and may receive further applicable consequences. Police may be notified of the damages, if vandalism is suspected.

Smoking, Vaping and Tobacco

Smoking, Tobacco, e-Cigarettes and Vaporizers



In our pursuit to encourage and promote healthy lifestyles we discourage smoking or the use of vaporizers/e-cigarettes by any student. If students are caught using, selling or distributing tobacco products (eg smoking, chewing tobacco or other), e-cigarettes or vaporizers on, or within 20 meters of school property, it will be confiscated. The Tobacco Enforcement officer may be contacted and consequences will be enforced. Consequences could include suspension, a maximum fine of \$1,000 (first offence) or \$5,000 (for any further offence).

Please note that you are still in violation of the smoking/vaping laws if you are **inside your vehicle**.



Electronic Devices

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.

Cell phones, tablets and other personal electronic devices are to be used in class at the discretion of the teacher ***for educational purposes, for medical reasons or to support special education needs.*** Classroom teachers will determine, each day, the learning goals and whether personal devices are required. Breaching the classroom teacher's cell phone policy will be considered a violation of the student code of conduct. The behaviour will be considered within the school's progressive discipline model.




Photographs and Recording Audio/Video

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 of the people in the photograph, video or sound recording. Taking a picture or recording someone without their permission may be an invasion of privacy and might lead to confiscating the device, suspension, or criminal charges.



Transportation - STEO




The Student Transportation of Eastern Ontario (STEO) provides detailed guidelines for parents and guardians regarding the transportation of students. An information booklet is posted on the STEO website at www.steo.ca. 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. 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.




Weapons, Firecrackers, Matches, Lighters and Laser Pointers

Weapons, Firecrackers, Matches, Lighters and Laser Pointers

The possession and/or display of weapons and firecrackers on school property are strictly forbidden. The public display or use of lighters or matches on school property is strictly prohibited. In the interest of student and staff safety, water pistols, toy guns, homemade weapons 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 ride their bike to school. 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.



Nut Allergies



Some students 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 avoid sending peanut butter or products containing nuts of any kind to school. Your cooperation in this regard could save a life! Your efforts are appreciated.



Locks/Lockers

All students will be assigned a locker and students must use the combination lock that they are assigned by the school. If a lock that has not been issued by the school is found on a locker it will be removed.

The Principal or Vice-Principal has the right to search any student's locker. Lockers are the property of Glengarry DHS and the UCDSB.

Lockers are available to all students attending Glengarry DHS. Students are reminded that they are not to share their locker or their combination with any other student. The locker is to be kept clean at all times and should not be used to store valuables of any kind.

Glengarry DHS and the Upper Canada District School Board are not responsible for lost or stolen articles.




Hallways


Students are not permitted to be in the hallways during class time, except with teacher permission.

Students are responsible for picking up any garbage and cleaning up spills. Failure to do so could result in students not being allowed to eat or consume drinks in the hallways.


Secondary students are to stay out of the Intermediate area unless they have permission from a staff member.




Posters and Notices



Only posters and notices approved and signed by an administrator are permitted in the school. Any unauthorized material (e.g. non-school related events) posted on school property will be removed.



Gym Regulations



The gyms are out of bounds unless a teacher is present. The gym offices and equipment room are out of bounds at all times unless given special permission. You may not bring any food or beverage of any kind into the gym. **All valuables should be left in your locker.** (Never leave them in the change rooms.) The school will not accept any responsibility for any lost or stolen articles left in the gym or change rooms.



Student Services

Students and guardians are strongly encouraged to reach out to student services or administration, if they or someone they know is struggling with their mental health. Our Special Services Counsellor can support families in making connections to school board and community services.

Parents and guardians are encouraged to review their child's timetable with them at the start of every semester. Please reach out to student services if you have questions or concerns about course selection or pathway planning. If options are available, courses changes are generally made within the first 10 days of the semester. Appointments are made through Mrs. Judith MacDonald to speak with Mrs. Adams.

Student Timetables

Each student is expected to follow his/her timetable as arranged by the guidance teacher. A student may not discontinue or change a course without first consulting with the guidance teacher. Students must book an appointment with guidance to review their timetable and make changes. Parental approval is required for all compulsory courses. Students are expected to attend all classes on their timetable until a change is made.

Graduation Requirements

Please see link for detail on what you need to graduate.

https://www.ucdsb.on.ca/for_students/what_you_need_to_graduate

Community Service Hours

40 hours of community service is requirement of Ontario Secondary School Diploma.

<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-124>

UCDSB & Glengarry District High School Code of Conduct

UCDSB CODE OF CONDUCT Reviewed and Revised: September 2023

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 at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, 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 a member of the 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 an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in a position of authority
 - Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes or to support special education needs.

B. Safety

All members of the school community must not:

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

restricted 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

A. 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.

B. 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.

C. 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.

D. 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.

E. 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 school work and progress;
- Communicate regularly 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 school staff in dealing with disciplinary issues involving their child.

F. 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 Director of Education.

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

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

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

When addressing inappropriate behaviour, school staff should consider the particular 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.

Bullying Prevention and Intervention

At Glengarry D.H.S. we strive to provide students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate. This includes collaborating with a variety of stakeholders to regularly develop and review our bullying prevention and intervention plan, which is posted on our school board website (<http://glengarry.ucdsb.on.ca/>). Any incidents of bullying are considered to be very serious and should immediately be brought to the attention of our teaching staff and/or administration.

Suspensions and Expulsions

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 of 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.

Activities for which suspension must 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
- Medical/Immunization - Student was suspended as per instructions received from the Health Unit.
- Opposition to authority
- Habitual neglect of duty
- Fighting/Violence
- Use of profanity/swearing
- Possessing cannabis
- Being under the influence of cannabis

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.
- 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
- Giving cannabis to a minor.

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.



Violent Threat Risk Assessment Protocol

The Upper Canada District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals use progressive discipline to help them take responsibility for their actions, change their behaviour, and learn from their mistakes.

When student behaviour poses a potential threat to safety or causes serious harm, the Community Violence Threat Risk Assessment Protocol (VTRA) helps principals take further steps to protect the well-being of our students. The protocol helps schools respond quickly to threatening incidents such as: possession of a weapon or replica weapon, bomb threat or plan, verbal, written or electronic (Internet, text) threats to kill or injure oneself or others, or other threats of violence, fire setting.

The Community VTRA outlines how a school responds immediately to threatening behaviour. Principals may first bring together a School Threat Assessment Team, which includes the principal/vice-principal, the designated regional lead, and police. If the situation is serious, the principal may also consult with the Superintendent responsible for the school, and call in the Community Threat Assessment Team. This community team also includes representatives of community agencies who work with us to keep our schools safe, such as local police and children's mental health organizations. Parents and guardians will be notified if their child will be discussed through the Community Threat Assessment Protocol. If a parent/guardian cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding the Upper Canada District School Board Community Violence Threat Risk Assessment Protocol, please contact Superintendent Marsha McNair toll free at 1-800-267-7131.

Emergency Codes and Fire Drills

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 of school grounds – they should NOT re-enter the building unless absolutely 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.

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 Medication at School

Taking Medication at School - Administration of Medication Procedure 112.1

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:

1. 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.
2. 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.
3. 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 regards to medication please contact the main office.

Student Health - Supporting Students with Medical Needs

Parents/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 (eg. 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's 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's designate;
- * confirm annually to the principal or the principal's 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 will follow their school board's policies related to supporting students with medical needs in schools.



Concussion Protocol

The Upper Canada District School Board (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. Please view the UCDSB concussion procedure and appendices at the following links [UCDSB Concussion Procedure 4001.1](#) & [Concussion Procedure 4001.1 Appendices](#) to view important information and all of the steps that must be followed and the forms that must be used if a student has a suspected concussion or concussion.