

# Smiths Falls District Collegiate Institute Student & Family Handbook 2019-2020

299 Percy Street  
Smith Falls, ON  
K7A 5M2

Main Office 613-283-0288  
Fax 1-855-484-6076

Principal

Vice-Principal

Vice-Principal

Mrs. M. McNair

Mr. C. Hayfron-  
Benjamin

Mrs. C. Reitsma



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### Semester I Classes

September 4, 2018 to January 30, 2020

Final Evaluation Period - January 24 to 30, 2020

### Semester II Classes

February 1 to June 25, 2020

Final Evaluation Period - June 19 to 25, 2020

### School Office Hours

7:30 am - 3:15 pm

Home of the Red Hawks: <http://sfdci.ucdsb.on.ca>

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Upper Canada District School Board: [www.ucdsb.on.ca](http://www.ucdsb.on.ca)

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## OUR MISSION:

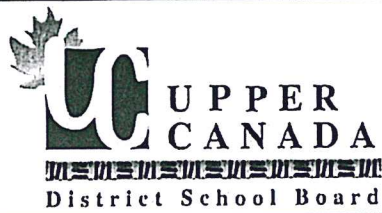
*Smiths Falls District Collegiate Institute is a center for learning which recognizes the value of the individual and everyone's potential to learn. In a changing society, we strive, with parents and community, to provide students with the knowledge, skills and values necessary for personal success and responsible citizenship.*

## OUR VISION:

### *Sound in Body, Mind and Heart*

#### We Believe That...

- ✓ *All students have the right to an education that will help develop their potential as individuals, allow them to acquire the knowledge, skills, values necessary for success and accept the responsibility to be a contributing member of society.*
- ✓ *High expectations and a positive learning environment lead to growth, acceptance of challenge and personal excellence.*
- ✓ *Learning is a shared responsibility of the students, the school, the parents and the community.*
- ✓ *Lifelong learning is important for all.*
- ✓ *Every individual has the right to be treated fairly and with courtesy, and the corresponding responsibility to respect the principles held by others.*
- ✓ *Every individual has the right to work and learn in a positive environment, and the responsibility to respect and maintain that environment.*
- ✓ *Every student has the right to use and enjoy the school's facilities and activities, and the responsibility to show respect for both.*
- ✓ *Students should be encouraged, be confident, and be capable individuals.*
- ✓ *School spirit is enhanced by providing opportunities for everyone to be involved.*
- ✓ *Our school must be safe, clean and inviting.*
- ✓ *Open communication enhances positive relationships amongst school staff, students, parents/guardians, and other community partners.*



225 Central Avenue West  
Brockville, Ontario K6V 5X1  
613-342-0371  
or 1-800-267-7131  
www.ucdsb.on.ca

# SCHOOL YEAR CALENDAR 2019-2020

SEPTEMBER 2019				
M	T	W	T	F
2	3	4	5	6
H	PA			
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
				PA
30				

OCTOBER 2019				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
H				
21	22	23	24	25
				PA
28	29	30	31	

NOVEMBER 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
				PA

DECEMBER 2019				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
H	H	H	H	H
30	31			
H	H			

JANUARY 2020				
M	T	W	T	F
		1	2	3
		H	H	H
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
				E
27	28	29	30	31
E	E	E	E	PA

FEBRUARY 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
H				
24	25	26	27	28

MARCH 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
H	H	H	H	H
23	24	25	26	27
30	31			

APRIL 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
				H
13	14	15	16	17
H				
20	21	22	23	24
27	28	29	30	

MAY 2020				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
H				
25	26	27	28	29
				PA

JUNE 2020				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
				E
22	23	24	25	26
E	E	E	E	PA
29	30			

JULY 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**Instructional Days:**

First Day of School: September 3, 2019  
 First Day of School for Students: September 4, 2019  
 Last Day of School: June 26, 2020  
 Last Day of School for Students: June 25, 2020

**Secondary:**

Sem. 1: September 3, 2019, - January 30, 2020  
 Sem. 2: January 31, 2020 - June 26, 2020

**Examination Days:**

Sem. 1: January 24, 2020 - January 30, 2020  
 Sem. 2: June 19, 2020 - June 25, 2020  
 Designated on calendar as 'E'

**Christmas Break:**

December 23, 2019 - January 3, 2020

**March Break:**

March 16, 2020 - March 20, 2020

**Statutory Holidays:**

September 2, 2019 - Labour Day  
 October 14, 2019 - Thanksgiving  
 February 17, 2020 - Family Day  
 April 10, 2020 - Good Friday  
 April 13, 2020 - Easter Monday  
 May 18, 2020 - Victoria Day  
 Designated on calendar as 'H'

**Professional Activity (PA) Days:**

Designated on calendar as 'PA'

September 3, 2019  
 September 27, 2019  
 October 25, 2019  
 November 29, 2019  
 January 31, 2020  
 May 29, 2020  
 June 26, 2020

## 2019-2020 SFDCI KEY DATES

September 3	PA Day - No classes	February 1	Semester 2 Begins
September 4	Classes Begin / Semester 4 Begins (8:05 am)	February 10	Semester 1 Final Report Cards Distributed
September 16	School Photos	February 12	Grad Photos
September 26	Terry Fox Run	February 17	Family Day - Holiday
September 27	PA Day – No classes	March 5	Preliminary Progress Reports Distributed
October 14	Thanksgiving Holiday	March 11	Grad Photos – Retakes and Buddy Photos
October 11	Photo Retake Day	March 16-20	March Break
October 15	Preliminary Progress Reports Distributed	March 11	Parent-Teacher Interviews (4:30-6:30 pm)
October 23	Parent/Teacher Interviews (4:30-6:30 pm)	March 31	OSSLT
October 25	PA DAY – No classes	April 10-13	Easter Weekend
November 11	Remembrance Day Assemblies	April	Mid-Semester Report Cards Distributed
November 22	Mid-Semester Report Cards Distributed	May 18	Victoria Day Holiday
November 29	PA Day – No classes	May 29	PA Day – No classes
December 23-January 3	Christmas Break	June 2-15	EQAO Grade 9 Math Testing - TBA
January 6	Classes Resume	June 19-25	Semester 2 Final Evaluations
January 13-24	EQAO Grade 9 Math Testing - TBA	June 25	PA DAY – No Classes
January 15-16	Grad Photos	June 26	Commencement
January 24-30	Semester 1 Final Evaluations	July 3	Report Cards ready for pickup

### DAILY SCHEDULE – 4 WEEK ROTATION

Times/Weeks	Week A	Week B	Week C	Week D
8:05-9:05 am	1	4	2	3
9:10-10:10	1 (Repeat)	4 (Repeat)	2 (Repeat)	3 (Repeat)
10:15-11:15 am	2	3	1	4
11:15-12:05 pm	Lunch	Lunch	Lunch	Lunch
12:05-1:05 pm	3	2	4	1
1:10-2:10 pm	4	1	3	2

## **VISITORS TO THE SCHOOL**

We welcome visitors to our school but require each visitor to sign in at the office and pick up a visitor's pass. Students considering SFDCI are welcome to set up appointments with Guidance to view the school and enquire about programs. SFDCI students are not permitted to invite other students to the school unless it pertains to an authorized school/guest activity.

## **SFDCI SCHOOL COUNCIL**

SFDCI has a School Council composed of parents, the principal, students, teaching staff, education support staff and community representatives. The mandate of our School Council is to advise both the school and the Board of Education on any matters relating to the organization and operation of the school and the school system. The members of our School Council meet in the school Learning Commons. Check the school website for dates set for the current school year.

# **General Information for Students**

## **Student Attendance – Expectations & Notifications**

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

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

All other absences are unauthorized, and the student is considered truant. It is the responsibility of parents/guardians, or students who are 18 and are excluding parental involvement, to inform the school of the reason for student absences.

Families can subscribe to <https://myfamilyroom.ca/Account/Login> which allows them to receive a variety of notification pertaining to their students including absence notifications. Please contact the attendance office at 613-283-0288 x2322 if you have any questions.

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

- Parent/Guardian is to call **613-283-0288 x2321** as soon as possible, preferably before 8:00am. The school has an answering machine which operates each/every day.
- If no call has been received, the student is to come to the main office with a note from a parent/guardian before the start of class on the day of return. If no reason is provided by the morning of the 2<sup>nd</sup> day of return, the student will be recorded as truant.
- Student is responsible for finding out what has been missed in each class.

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

- Students arriving late to school are to report to the attendance office. Students arriving late to class are to report directly to class and follow the teacher's instructions regarding late arrival.
- If a student is persistently late, a referral will be made to administration.

**A student who wishes to be excused** during the day must present a note to the attendance office before his/her class. This note is to be signed by a parent or guardian (or the student if that individual is 18 years of age or older) and must list the reason for excusal, the date and the time of the excusal. If it becomes necessary to leave school during the day, all students must sign out in the attendance office. Students will not be excused unless they present a note or contact has been made with a parent/guardian.

### **Vacation**

Parents, guardians, and adult students are encouraged to plan vacation time during the weeks allotted for student vacations. We do not recommend that students go on extended vacations during instructional time as it may adversely affect the students' academic success in their courses. Students returning from vacation will be required to make up work missed.

### **Student Services**

Guidance Counsellors provide assistance in the following areas:

- Course selection and planning; including opportunities in our SPECIALIST HIGH SKILLS MAJOR COURSES (Arts & Culture, Hospitality & Tourism), Cooperative Education and Dual Credits
- Help for students experiencing academic difficulty;
- Information concerning post-secondary programs;
- Help in researching and planning realistic career choices;
- Assistance with personal problems;
- Referrals to outside agencies.
- Registering students in e-Learning Courses
- Transitions programming

A variety of books and pamphlets on career education can be found in the Guidance Office. Inquiries regarding Guidance Services should be directed to the Guidance Office at 613-283-0288, ext. 2320

### **Leaving School Permanently**

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

### **Special Education Services**

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

### **Student Success Team**

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



## **Course Loads**

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

## **Timetable Changes**

- Students are encourage to attempt each course as per their timetable each semester. Many course or categories of courses are compulsory therefore change is at time not possible and other times limited. The vast majority of compulsory courses are taken in grades nine and ten. There are a variety of elective courses at all grade levels.
- Students may not enroll after 10 school days for credit in a new course;
- Course changes after the deadline dates can only be administration initiated/approved;
- Courses may not be dropped after:
  - **Semester 1 - November 27th**
  - **Semester 2 - April 25th**
- Students who have not officially dropped a subject by these dates, either through Guidance or Administration, will receive a final mark;
- If a student withdraws from a senior level course after five instructional days following the issue of the first provincial report card, the percentage grade at the time of withdrawal will be reported on the student's official transcript;
- Course changes made by students under age of 18 years require parental approval; Students requesting a course change should see a guidance counsellor.

## **Community Involvement Activities**

As part of the new diploma requirements, students must complete a minimum of 40 hours of community involvement which must be completed outside the normal classroom hours. These hours may not include activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee. Documentation attesting to the completion of each activity must be submitted on a designated form to the Guidance Office. It is recommended that a student complete at least 10 hours of the voluntary activity each year.

## **Locks and Lockers**

Assigning lockers is the responsibility of the school administration and office staff.

Lockers are assigned to each student and are to be secured with a SFDCI school lock if possible. Lockers can be purchased from the school for \$5.00. It is the student's responsibility to maintain the original condition of his/her locker and to ensure the security of his/her personal property. Student will be financially responsible for any damage they cause to their lockers. Lockers are to be kept neat, unmarked. No exchange of either locks or lockers is permitted without approval from the main office. Any problems regarding locks or lockers are to be referred to the main office. While students enjoy the use of lockers, they must remember that the lockers remain the property of the Upper Canada District School Board and may be inspected by the school administration. Students must clean out their lockers by the last final evaluation day in June. Any locks or possessions left on/in lockers will be removed.

### **Personal Valuables**

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

### **Learning Commons**

The Learning Commons is available to teachers and their classes daily from 8:05 a.m. until 2:10 p.m.

### **Lunch/Cafetorium**

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

### **Lost and Found**

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

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### **Right of Access to Pupil Records**

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

- Every pupil is entitled to examine his or her record;
  - A parent or guardian of a pupil who has not reached the age of eighteen is entitled to examine the pupil's record.
  - Principals and teachers of the school have the right of access for the improvement of instruction of a pupil;
  - Requests for access to records should be made to the Principal;
  - A pupil's record is not available to any other person unless permission is granted by the pupil or parent when the student is under 18.
  - A parent or guardian of a pupil eighteen years of age and over may not request any information on that pupil without the written consent of the pupil.
-

## Student Well Being

### Taking Medication at School – Authorization for Administration of Medication 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 regimes 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.

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

### Asthma Policy (Ryan's Law)

- The school asks that all parents/guardians or students notify the school if their child has been diagnosed with asthma.
- An individual student plan of care must be created for each student diagnosed with asthma, based on the recommendation of the student's health care provider. It is the obligation of the pupil's parent/guardian and the pupil to ensure that the information in the pupil's file is kept up-to-date with the medication that the student is taking;
- The school will ensure that all students have easy access to their prescribed reliever inhaler(s) medications. **A pupil is permitted to carry his/her asthma medication if the pupil has his/her parent's or guardian's signed permission.** This form is available in the main office. If the pupil is 16 years or older, the pupil is not required to have parent/guardian permission to carry his/her asthma medication.

- If a school staff believes a student is suffering from an asthma attack they may administer medication, even if there is no preauthorization to do so. For more information about the board policy on Asthma please click on the following [BoardDocs® Policy: Asthma Management ~ Procedure 112.3 \(formerly 4003.1\)](#)

### Anaphylaxis

- An individual student plan of care must be created for each student diagnosed with asthma, based on the recommendation of the student's health care provider. Anaphylaxis is a serious allergic reaction. It has the potential to be life-threatening, especially if the student also has asthma.
- The school asks that all parents/guardians or students notify the school if their child is allergic to anything that could cause them to have a serious allergic reaction.
- The most common triggers include peanuts, tree nuts, shellfish, fish, milk, eggs, soy, sesame seeds, wheat, insect stings, drugs, and latex.
- Sulphite is often added to processed foods and beverages and can trigger an allergic reaction in sulphite-sensitive people.
- Exercise-induced anaphylaxis (often in conjunction with a food allergy).
- Students at risk for anaphylaxis should always carry an epinephrine auto-injector called an EpiPen® and know how to use it properly.
- If the parent/guardian does not want their child to carry an EpiPen with them at all times the school will ask that the parent/guardian provide the school with an epi-pen so that it could be used in the case of an emergency with their child.
- Parents, guardians and the school must work together to help students learn how to avoid the things to which they are allergic.
- Students should wear special identification such as a MedicAlert® bracelet which provides medical personnel with important information.
- For more information about the board policy on Anaphylaxis Management please click on <https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=AZFKWP52A6A2>.

### Diabetes Management

The school asks that all parents/guardians or students notify the school if their child has been diagnosed with Diabetes.

An individual student plan of care must be created for each student diagnosed with Diabetes, based on the recommendation of the student's health care provider. It is the obligation of the pupil's parent/guardian and the pupil to ensure that the information in the pupil's file is kept up-to-date with the medication that the student is taking;

The school will ensure that all students have easy access to their prescribed medications and test kits. **A pupil is permitted to carry his/her medication and supplies if the pupil has his/her parent's or guardian's signed**

**permission.** This form is available in the main office. If the pupil is 16 years or older, the pupil is not required to have parent/guardian permission to carry his/her medication.

If a school staff believes a student is suffering from a Diabetic incident (Hypoglycemia or Hyperglycemia), they may administer medication/treatment, even if there is no preauthorization to do so. For more information about the board policy on Diabetes please see:

<https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=AZFKWP52A6A2#>

## **Epilepsy**

The school asks that all parents/guardians or students notify the school if their child has been diagnosed with Epilepsy.

An individual student plan of care must be created for each student diagnosed with Epilepsy, based on the recommendation of the student's health care provider. It is the obligation of the pupil's parent/guardian and the pupil to ensure that the information in the pupil's file is kept up-to-date with the medication that the student is taking;

The school will ensure that all students have easy access to their prescribed medications. **A pupil is permitted to carry his/her medication if the pupil has his/her parent's or guardian's signed permission.** This form is available in the main office. If the pupil is 16 years or older, the pupil is not required to have parent/guardian permission to carry his/her medication.

If a school staff believes a student is suffering from an Epileptic incident (seizure), they may administer medication/treatment if required, even if there is no preauthorization to do so. For more information about the board policy on Epilepsy please see:

<https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=AZFKWP52A6A2#>

## **Other Life Threatening Medical Condition**

The school asks that all parents/guardians or students notify the school if their child has been diagnosed with a life threatening medical condition.

An individual student plan of care must be created for each student diagnosed with life threatening medical conditions that do not fall under the above, based on the recommendation of the student's health care provider. It is the obligation of the

pupil's parent/guardian and the pupil to ensure that the information in the pupil's file is kept up-to-date with the medication that the student is taking;

The school will ensure that all students have easy access to their prescribed medications. **A pupil is permitted to carry his/her medication if the pupil has his/her parent's or guardian's signed permission.** This form is available in the main office. If the pupil is 16 years or older, the pupil is not required to have parent/guardian permission to carry his/her medication.

If a school staff believes a student is suffering from a medical incident, they may administer medication/treatment if required, even if there is no preauthorization to do so.

### **Concussion**

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 link:

<https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=9YWGVR458FBF> 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.

### **EMERGENCY CODES**

**“Lockdown”** – There is an imminent threat to staff and students inside 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 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 is 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, move away from the building once outside. 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.





## Emergency Protocol Codes

### **Code " Lockdown "**

#### **Lockdown the school. (Duck and Cover)**

- There is an imminent threat to staff and students inside the school.
- In your room/ area, move to a place out of line of sight from the windows as best as possible. Maintain silence to the best of your ability.
- Secure yourself in the area you are in. If outside, **do not** return to school. Seek safety and security in spot off school grounds.
- Account for all students under your care. (We'll contact you when we want the information). No one in or out of anywhere!
- Ignore the fire alarm unless there is evidence of a fire and an immediate threat to student safety.
- Lockdown may be downgraded to " Hold and Secure " via announcement.

### **Code "Hold And Secure"**

#### **Lockdown the school. (Carry on)**

- There is a potential threat outside the school.
- All exterior doors to be secured.
- Continue what you were doing in your classroom.
- Return to your classroom if outside or secure yourself in the room you are in.
- Get an accurate headcount of all students under your care, including those that may not be your homeroom students. (We will contact you if we need the information).
- No one in or out of rooms until code cancelled.
- If not teaching students please report to office to lend assistance.

### **Code "Shelter In Place"**

#### **Continue what you are doing within the building.**

- There is a non-violent threat in the community or a weather situation that could place students at risk.
- All exterior doors to be secured.
- All students to be contained within the school. Any classes outside should return immediately to inside the school.
- If not teaching students, please report to office to lend assistance.



## Assessment, Evaluation and Reporting

### **Assessment & Evaluation**

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

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

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

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

# CODE OF CONDUCT

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

## **STANDARDS OF BEHAVIOUR**

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

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and their opinions
- Treat one another with dignity and respect at all times; 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, 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 and/or to support special education needs.
- Not swear at a teacher or at another person in a position of authority

**\*\*NEW\*\***

### **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-medical 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**

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

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

### **D. Principals**

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

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

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

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

- Help students work to their full potential and develop their sense of self-worth;
- Empower students to be positive leaders in their classrooms, school, and

- community;
- Communicate regularly and meaningfully with parents;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- Prepare students for the full responsibilities of citizenship.

## **F. Students**

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

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

## **G. Parents**

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

- Show an active interest in their child's 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.

## **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.

## Smoking, Tobacco, Cannabis, e-Cigarettes and Vaporizers

In our pursuit to encourage and promote healthy lifestyles we discourage smoking, the use of cannabis and/or the use of vaporizers/e-cigarettes by any student; however, if a grade 10, 11 or 12 student wishes to smoke tobacco products, they are permitted to do so **ONLY before school, at lunch or after school** off school property in the designated area. **If students are caught using, selling or distributing tobacco products (e.g. smoking, chewing tobacco, cannabis or other), e-cigarettes or vaporizers on school property it will be confiscated, and the Tobacco Enforcement officer may be contacted, and consequences will be enforced.**



## Weapons, Firecrackers, Matches, Lighters and Laser Pointers

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

**A positive and respectful school atmosphere is fundamental to excellence in education.**

### Positive Practices:

The UCDSB and SFDCI support the use of positive, preventative practices of behaviour management to promote and support appropriate pupil behavior, which in turn creates and sustains safe and accepting learning and teaching environments that enable students to reach their full potential.

Preventive practices include:

- Anti-bullying and violence prevention practices;
- Student success strategies;
- Embedded character education practices;
- Citizenship development / 40 hour volunteer program;
- Student leadership activities / Student Council;
- Regular review of at-risk students;
- School-home communication;
- Embedded healthy lifestyle practices.

Positive behaviour management practices include:

- Program accommodations or modifications;
- Class placement;
- Positive encouragement and reinforcement;
- Individual and group counselling;
- Conflict resolution;
- Safety Plans; Behavioural Plans;
- School, Board and community support programs.

## **UCDSB Character Always Program:**

It is our belief that all individuals have the right to learn, work and play in a healthy and safe environment. In order to foster a positive school climate, Smiths Falls Collegiate staff promotes the following virtues within the context of the Upper Canada District School Board's Character Always Program:

Empathy	Ability to feel with another, show understanding and express it.
Responsibility	Leading the way, helping to accomplish tasks through initiative and hard work.
Perseverance	Having the courage and strength to never give up.
Respect	Honouring differences, caring for yourself and for others.
Resiliency	Having a positive attitude and inner strength to bounce back from a tough time.
Caring	Showing concern and interest in others and yourself.
Fairness	Being open-minded, taking turns and trusting others.
Honesty	Speaking truthfully and doing what is right, at all times and in all situations
Generosity	Being someone you can trust, someone who listens and cares for you.
Courage	Being a person who is involved in trying to make the community a better place, respects authority, and protects the environment.

**Character Counts, Always!** Students will be expected and encouraged to seek help when experiencing difficulty. This may be with the subject teacher (possibly outside of class hours), another staff member, classmate, peer, parent, tutor or a caring adult in the community of SFDCI. Positive and proactive support is the best intervention.

## **Bullying**

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

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

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

- "bullying" means aggressive and typically repeated behaviour by a pupil where,
- (a) the behaviour (physical, verbal, electronic, written or other means) is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
- (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
- (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

- Cyber-bullying - bullying by electronic means – includes but is not limited to:
  - (a) creating a web page or a blog in which the creator assumes the identity of another person;
  - (b) impersonating another person as the author of content or messages posted on the internet;
  - (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology). **NOTE:** Under the police board protocol, the police will be notified if students are found to be sharing intimate images with each other.

### **Bullying Prevention and Intervention:**

A positive school climate is evident when:

- Students and staff feel safe and are safe.
- Healthy and inclusive relationships are promoted.
- Students are encouraged to be positive leaders in their school community.
- All partners are actively engaged.
- Bullying prevention messages are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity, and socio-economic disadvantages.
- Improvement of learning outcomes for all students is emphasized.

Bullying prevention and intervention is included as a component of thought and action in the Upper Canada District School Board, because **Character Always** is embedded in the organization and curriculum based on delivery of all school related activities. Therefore, it is recognized that:

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

### **What parents can do:**

- Be aware of the signs of bullying such as: fear of going to school, school work problems, injuries, changes in attitude, disturbed sleep.
- Phone the school immediately if your child indicates that he/she has been the victim of physical, social or emotional abuse.
- Assure your son or daughter that he/she has the right to take care of him/herself by telling someone about the situation.

- Assure your son or daughter that the Principal will act to ensure his/her safety and with his/her input and consent.
- Help your child develop safe strategies for dealing with future incidents.
- Let the Principal know immediately if the problem is not solved.

**What victims can do:**

- Tell the bully to stop.
- Walk away.
- Tell the teacher on yard duty, your own teacher, the Principal and your parents.
- You have the right to be happy.
- Telling and tattling are not the same thing. Bullies want you to believe that it's wrong to tell someone.

**What observers must do:**

- Stop watching. Under no circumstances is it acceptable to watch a person being bullied either physically or verbally.
- Walk away. Bullies need to be admired. Don't give them an audience.
- Get a teacher.
- Physical involvement is not acceptable.

**Reporting Bullying**

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

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

**Bullying Prevention and Awareness Strategies:** Schools should have their own methods to help prevent bullying and to make students more aware. Some of these could include: Guest speakers for students, staff, and community members, individual or group counselling, Character Education Assemblies, Safety Plans for Students, Anti-Bullying Programs, Good Citizen modeling, Celebration and Recognition Assemblies, and Classroom discussions. Contact the school to find out more information about this topic.

**Progressive Discipline**

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

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order reinforce positive behaviours



and help pupils make good choices.

For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities. The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07. The continuum of interventions in our progressive discipline model begins at the classroom level between the teacher and the student and then includes the student's parent/guardian.

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

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

**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.

**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
- Opposition to authority
- Habitual neglect of duty
- Committing physical assault on another person that does not require treatment by a medical practitioner.
- Use of profanity/swearing
- Possessing cannabis, unless the pupil is a medical cannabis user
- Being under the influence of cannabis, unless the pupil is a medical cannabis user

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

- Possessing a weapon, including possessing a firearm or knife
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons, illegal or restricted drugs
- Committing robbery
- Giving alcohol to a minor
- Bullying if: i) The pupil has previously been suspended for engaging in bullying, and ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity for which a suspension may be imposed that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others
- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the board or to goods that are/were on Board property
- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper
- An act considered by the principal to be a serious violation of the Board or school Code of Conduct
- Where the student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious breach of the Board or school Code of Conduct
- Giving cannabis to a minor

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

- Any act considered by the principal to be a serious violation of the requirements for pupil behaviour

and/or a serious breach of the Board or school Code of Conduct

- Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct

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

**Also discretionary (A) notification of police:**

- being under the influence of alcohol or drugs
- threats of serious physical injury, including threats made on social networking sites or through instant messaging, text messaging, email, & so on
- incidents of vandalism
- trespassing incidents

**Also mandatory (B) notification of police:**

- all deaths
- criminal harassment
- relationship-based violence
- hate and/or bias-motivated occurrences
- gang-related occurrences
- extortion

**We believe in the pursuit of learning while building a strong sense of caring and respect for all. Everyone at SFDCI shares the responsibility of contributing to safe and supportive environment.**

All students are responsible for their behaviour. The Student Handbook is an outline to let students know what is expected as a member of a community and to provide positive guidance for them. However, failure to adhere to these expectations/practices can result interventions and possible consequences. Each incident is as different as the individual(s) involved and each case will be dealt with in a manner that is deemed appropriate at the time. Consequences can range from verbal warnings to recommendation for expulsion. Matters requiring police intervention will be conducted with parental involvement as required by the Board of Education and Canadian Law.

RESPECT FOR SELF		
BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
<p><b>Dress Code:</b> Students are expected to be neat and clean in appearance. Clothing is free of profanity, inappropriate images, suggestive or unacceptable comments and logos, and should not be revealing (Does your top wear meet bottom wear? Avoid arm cutouts, low cut tops. Bottom wear: buttocks not exposed/not visible). Dress must also comply with specific program and health and safety policies, e.g. labs, gymnasium, shops, kitchens, etc.</p>	<p>Your appearance reflects your good judgment and respect for yourself and others. You should be dressed for a place of work.</p>	<ul style="list-style-type: none"> <li>• verbal warning</li> <li>• change to acceptable clothing and a letter home</li> <li>• referral to administration</li> <li>• possible in-school and/or out-of-school consequences</li> <li>• [For this issue and for all others listed, out-of-school consequence refers to suspension from classes, school, school activities, privileges, etc. and can include expulsion]</li> </ul>
<p><b>Language:</b> Students are expected to use acceptable language, verbal and non-verbal, at all times, including when using electronic devices.</p>	<p>Respect for yourself and others are shown with acceptable language. Verbal attacks, inappropriate electronic messages and negative body language can negatively affect the learning environment.</p>	<ul style="list-style-type: none"> <li>• intervention by teacher</li> <li>• parental contact</li> <li>• referral to Administration</li> <li>• possible out-of-school consequences</li> </ul>
<p><b>Tobacco/Related Product:</b> Having or using tobacco industry products is defined as inhaling, exhaling, burning, vaping, consuming, chewing or spitting or carrying a lit or unlit cigarette, cigar, pipe, hookah, e-cigarette, vape, smokeless tobacco and/or any other related or similar apparatus or product. Cannabis, smoke, and chew tobacco products, 'e' &amp; vapor products are not permitted anywhere on Upper Canada District School Board property including parking lot. Use in a vehicle parked on UCDSB property is also in violation of the Tobacco Control Act. The school grounds are monitored by by-law enforcement officers who may impose a fine should a student be found in violation of the TCA. A fine of \$300.00+ for smoking/chewing on school property and/or a fine of \$300.00+ for selling or sharing cigarettes/chew tobacco.</p> <p><b>Alcohol, Cannabis, and Restricted Drugs:</b> Alcohol, cannabis, and restricted drugs are not permitted on school property, during school related events or while visiting other high schools, etc. In addition, students are expected to come to school free from the effects of alcohol, cannabis and restricted drugs. Students <i>suspected of being under the influence of alcohol, cannabis or restricted drugs</i> will be subject to consequence.</p>	<p>Board Policy and the Tobacco Control Act prohibit the use of products on UCDSB property. Safe and clear access to your school shows respect and courtesy. Students who use these products should make themselves aware of the entire smoking by-law which includes additional fines for buying/selling and sharing cigarettes to an under-aged person. Information can be obtained through the Eastern Ontario Health Unit.</p> <p>Federal law prohibits drinking under the age of 19 and the use of illicit drugs. To participate fully and safely in class and school activities, and to ensure the safety of others, you must be alert and ready to learn.</p>	<ul style="list-style-type: none"> <li>• letter home warning</li> <li>• in/school and/or out-of-school consequences</li> <li>• contact with Tobacco Enforcement Officer for all subsequent violations of the Tobacco Control Act</li> <li>• out-of-school consequence</li> <li>• parental contact</li> <li>• possible police involvement as per Police and School Protocol</li> <li>• completion of a Board sanctioned counseling program may be required before student may return to school</li> </ul>

RESPECT FOR OTHERS		
BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
<p><b>Courteous Behaviour:</b> Students are expected to be courteous, considerate and respectful to students, staff and visitors in the school. Students should not impede the flow of other students, staff or visitors or display inappropriate behaviour.</p> <p>Students are expected to keep entrances to the school clear and accessible. Bikes must be walked onto the property. Skateboards must be carried and vehicles driven slowly.</p>	<p>The Education Act and other laws defend people's rights to a safe working and learning environment, free of harassment and discrimination thus ensuring that all members of the school community are treated with respect and dignity.</p>	<ul style="list-style-type: none"> <li>• intervention by staff</li> <li>• referral to Administration</li> <li>• parental contact</li> <li>• possible in-school and/or out-of-school consequences</li> </ul>
<p><b>Safe Behaviour:</b> Students are expected to interact safely on school property and on school-related activities, and to resolve conflicts that arise without physical confrontations or verbal abuse.</p>	<p>Positive interaction is an expectation for all as you make your way in our society.</p>	<ul style="list-style-type: none"> <li>• intervention by staff</li> <li>• loss of privileges</li> <li>• contact with parents</li> <li>• referral to Administration</li> <li>• possible in-school and/or out-of-school consequences</li> <li>• possible police involvement as per Police and School Protocol</li> </ul>
<p><b>Bullying:</b> Students are expected to refrain from any activities that are defined as "bullying". Bullying is typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. Bullying prevention methods are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity and socio-economic disadvantage.</p>	<p>All members of the school community have the right to feel safe and free from physical and/or emotional intimidation or threats.</p>	<ul style="list-style-type: none"> <li>• referral to administration</li> <li>• parental involvement</li> <li>• attendance at bullying intervention and prevention sessions</li> <li>• possible police involvement as per Police and School Protocol</li> <li>• possible in-school and/or out-of-school consequences (including possible suspension, or possible expulsion)</li> </ul>
<p><b>Cell Phones/ Pagers:</b> For safety and security reasons, as well as to ensure students are fully engaged in class activities, cell phones/pagers, etc. are to be turned off during class time, unless teacher directed to do otherwise. These devices may be used during breaks, at lunch or while on a work period in the cafeteria, or outside the building.</p>	<p>Technical devices when used must respect the need of others to work in an environment that is conducive to learning and teaching.</p>	<ul style="list-style-type: none"> <li>• intervention by classroom teacher; verbal warning</li> <li>• referral to Administration</li> <li>• parental contact</li> <li>• possible in-school and/or out-of-school consequences</li> </ul>

<b>Recording:</b> Students must not take/send pictures, video or audio recordings using cell phones, cameras or electronics without permission from the person(s).	Recording, of any type, of another person is not permitted without that person's consent/permission. Federal laws make it illegal* to distribute various pictures/videos.	<ul style="list-style-type: none"> <li>• verbal warning, letter home</li> <li>• meeting with Administration</li> <li>• confiscation of pictures and of electronic device*</li> <li>• possible in-school and/or out-of-school consequences</li> </ul>
<b>Text Messaging:</b> Students are not to be text messaging during class time, unless teacher directed to do otherwise.	Text messaging disturbs the learning environment.	<ul style="list-style-type: none"> <li>• verbal warning, letter home</li> <li>• restrictions on use</li> <li>• meeting with Administration</li> <li>• possible in-school and/or out-of-school consequences</li> </ul>
<b>Social Media:</b> Students are expected to communicate using social media appropriately, during and after school hours.	Social media can be used maliciously to the detriment of the moral tone of the school.	<ul style="list-style-type: none"> <li>• Verbal warning, letter home</li> <li>• Meeting with Administration</li> <li>• Possible in and/or out-of-school consequences</li> <li>• Possible police involvement</li> </ul>
<b>Electronic Communication:</b> Students, parents and staff frequently using technology to communicate. This may include texting, emailing, Facebook, wikis, blogs, and Twitter. All members of the SFDCI community are expected to communicate respectfully with all other members of the community at all times. Parents with concerns about their student's electronic communications are encouraged to monitor them and to report issues to Administration.		

RESPECT FOR PROPERTY		
BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
<b>Vandalism and Theft:</b> Students are expected to treat the school building, including lockers, grounds, contents and the property of other students, staff and visitors, with respect.	We promote responsible citizenship, including recycling. Vandalism and theft are not acceptable by society.	<ul style="list-style-type: none"> <li>• repair, replacement or payment for damages caused accidentally or willfully will be made by the student(s)</li> <li>• possible in-school and/or out-of-school consequences</li> <li>• possible police involvement as per Police and School Protocol</li> </ul>
<b>School Resources/Textbooks:</b> Students will return all books assigned to them.	Various resources, textbooks, etc. are the property of the school and are very expensive.	<ul style="list-style-type: none"> <li>• full replacement cost will be charged for a lost book</li> </ul>
<b>Computers:</b> Students must make appropriate use of the computer network according to the UCDSB Acceptable Use Agreement.	The integrity of the network must be maintained for efficient and effective daily student and staff use.	<ul style="list-style-type: none"> <li>• limited use of school network</li> <li>• loss of computer privileges</li> <li>• possible in-school and/or out-of-school consequences (including possible suspension, possible expulsion)</li> <li>• possible police involvement as per Police and School Protocol</li> </ul>
<b>Eating:</b> Students will consume food and drinks in the Cafeteria or assigned areas and will clean up before they leave the designated areas.	Everyone shares the responsibility for clearing tables and putting trash in the receptacles. Maintaining a safe and clean environment is everyone's responsibility.	<ul style="list-style-type: none"> <li>• restricting where students eat</li> <li>• cleaning duties assigned</li> <li>• possible in-school and/or out-of-school consequences</li> </ul>

RESPONSIBILITY FOR LEARNING - PREPARATION FOR CLASS		
BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
<p><b>School Arrival:</b> Students are expected to arrive on time for school and for each class.</p>	<p>Punctuality is a courteous habit that society, including employers, expects you to develop. In class, punctuality shows respect for peers and teachers.</p> <p>Arriving on time will set you up for success by meeting the expectations of the course and prepare you for the work place.</p> <p>Critical information is given at the start of the lesson.</p>	<ul style="list-style-type: none"> <li>• detentions</li> <li>• referral to Student Success Room by the teacher</li> <li>• parental involvement</li> <li>• temporary removal from class with support and supervision</li> <li>• attendance counselor involvement</li> <li>• letter home</li> <li>• meeting with student, teachers, parents, administration</li> <li>• possible in-school and/or out-of-school consequences</li> </ul>
<p><b>Late To Class:</b> Students will arrive on time for school and each class. Students are to be seated when the bell rings or will be marked late by classroom teacher.</p>	<p>To support student learning, and to prevent the interruption of others, it is important for students to arrive to all classes prepared and on time. Arriving on time will set you up for success. Critical information is given at the start of the lesson.</p>	<ul style="list-style-type: none"> <li>• teacher intervention</li> <li>• time for time (teacher)</li> <li>• call home (teacher)</li> <li>• parental involvement</li> <li>• temporary removal from class with support and supervision</li> <li>• letter home</li> <li>• possible in-school and/or out-of-school consequences</li> </ul>
<p><b>Attendance:</b> Attendance in all classes is compulsory. Students will attend school regularly. Students and parents/guardians MUST account for any absences from school prior to or the day of an absence. Parents/guardians are to contact the school to report a student's absence. Students must report to the Main Office before leaving school and missing classes.</p>	<p>Students who are preparing for the world of work or for post-secondary studies must have good work habits. They must attend classes regularly, arrive on time, perform required tasks and act responsibly.</p> <p>Regular and accounted for attendance will set you up for success by meeting the expectations of the course. Course credit(s) may be withdrawn due to excessive absenteeism as per Ministry of Education guidelines – student must complete 110 hours of instructional time per credit.</p>	<ul style="list-style-type: none"> <li>• detentions</li> <li>• possible referral to Student Success Room by your teacher</li> <li>• parental involvement</li> <li>• Attendance Counsellor involvement</li> <li>• possible in-school and/or out-of-school consequences</li> <li>• a student who shows no improvement in attendance after counselling and consultation with parents, may be asked to leave the school for the semester; re-admission to school the following semester will require an interview with P/VP</li> </ul>
<p><b>Class Preparation:</b> Students are expected to be properly prepared for every class and be ready to learn. This includes completion of assigned tasks (homework, assignments and project completion on time) and meeting school/class expectations as well as bringing the necessary school supplies (books, pencils, pens, paper, etc.) The expectation is that the work will be completed and handed in to the classroom teacher on or before the due date. Students away from school on the due date are expected to inform their teacher as soon as possible in order to arrange an alternative submission date.</p>	<p>Completion of assigned work is essential for successful mastery of the course material.</p> <p>Being properly prepared will set you up for success by meeting the expectations of the course and the work place. The Ministry course requirement is 110 hours of attendance in class.</p>	<ul style="list-style-type: none"> <li>• parental involvement/meeting</li> <li>• detentions</li> <li>• referral to Student Success Room by your teacher</li> <li>• lunch hour work periods</li> <li>• after school work periods</li> <li>• conversion of study periods into supervised study periods</li> <li>• temporary removal from co-curricular activities</li> <li>• temporary removal from class with supervision and support</li> <li>• possible in-school and/or out-of-school consequences</li> </ul>

RESPONSIBILITY FOR LEARNING – HONESTY		
BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
<b>Forgery and Lying:</b> Students are expected to be honest in dealing with school staff and persons in positions of authority. Students will demonstrate integrity, truthfulness and sincerity.	Good working relationships and personal integrity are based on trust.	<ul style="list-style-type: none"> <li>parental contact</li> <li>referral to Administration</li> <li>possible in-school and/or out-of-school consequences</li> </ul>
<b>Plagiarism:</b> Students are expected to submit work which is original and represents the student's best efforts.	Copying and submitting other people's ideas, print or electronic material in whole or in part is illegal. Give credit to the authors through footnotes and works cited.	<ul style="list-style-type: none"> <li>meeting with student and teacher</li> <li>parental contact</li> <li>redo assignment under supervision (Student Success Room)</li> </ul>

### **Skateboards/In-Lines Skates and Shoes with Wheels**

Students are not permitted to use skateboards, in-line skates or "Heelys" on school property. Students with wheels built into the bottom of their shoes are to remove the wheels before entering school property.

### **Bikes on School Property**

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

## **CO-CURRICULAR ACTIVITIES**

### **Participation/Eligibility**

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

Participating in/representing SFDCI through a co-curricular activities is a privilege. A student must be in good standing and represent themselves appropriately within the school and school community to be an eligible participant/representative of SFDCI. Students who respect, uphold, and adhere to the Smiths Falls District Collegiate Institute Code of Conduct and the Upper Canada District School Board Code of Conduct, are most likely to be eligible to participate in co-curricular activities. All school policies governing behavior apply to co-curricular activities.

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

- respect, honesty, and integrity by being on time to classes and attending all classes on a daily basis
- perseverance and resilience by completing/submitting class work, assignments, and projects on time, to the best of their ability, and seeking help to further their studies when they are



- absent, or experiencing difficulties
- responsibility, caring, and empathy through positive classroom interactions with their schoolmates, teachers, EAs, etc. knowing that individuals have different learning needs, abilities, and requirements
- adhere to teacher/supervisor/coach expectations during auditions/tryouts, rehearsals/practices, performances/games, etc.

Eligibility in co-curricular activities also requires that students meet the following requirements:

- have written permission from a parent/guardian (if under 18 years of age)
- purchase and possess a current/valid Students' Council/Activity Card
- be punctual and attend classes the day of the activity unless an otherwise acceptable lateness or absence has been received/verified
- full-time enrolled [3 classes per semester, 2 per semester in the graduating year and equaling to minimum 30 credits]
- display and maintain the eligibility traits listed above at all times

Co-curricular eligibility comes into question when students are not demonstrating the above eligibility traits and requirements. Eligibility in co-curricular activities is a privilege which can be removed at any time and for various lengths of time, up to and including the permanent loss of eligibility for one activity or for all activities depending upon the severity of the situation. A student's participation in co-curricular activities will be limited or denied if the student does not meet the above traits and requirements.

Students who successfully join co-curricular activities become part of a group. They are responsible to the group and group mates. Students forfeit their eligibility if they quit a co-curricular activity during the time period the co-curricular activity occurs. Depending on individual circumstances, a student might not be eligible for that co-curricular activity the following year.

Co-curricular activities are a privilege at SFDCI as you are representing a proud and historic school, and school community. Be eligible!

### **School Dance - Rules**

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

- SFDCI students are expected to attend school the day of the dance. Students who are ill and absent from school the day of the dance will not be permitted entry.
- All SFDCI students must have a current/valid Student ID Card, be in good standing, and must be free of any debts owing to the school in order to buy a ticket to a dance and sign in as a guest from another high school. All students must show their Student ID Card to staff at the door when arriving. It is the responsibility of host SFDCI students to make guest students aware of dance rules/procedures.
- All students are permitted to leave the dance prior to it ending. SFDCI students are expected to notify parents/guardians if leaving prior to the end of the dance. Any student leaving before the end of the dance will **not** be readmitted.
- Dance hours are 7:00 p.m. - 10:00 p.m. Doors will close at 8:30 p.m. SFDCI students may request late entry into the dance by signing the "Late Sign-in Sheet" at least **2 days** prior to the dance.
- Students from other high school can attend dances. These students must be signed in at the office as a guest by SFDCI host students **2 days** prior to the dance. SFDCI host students are

- permitted to sign in **one** guest per dance and must accompany their guest to the dance. The guest students must have a current/valid student card and be in good standing at their school.
6. All school policies governing behavior apply to SFDCI students and guest students.
  7. All students (SFDCI/guests) will be checked at the door by staff and police. Students who under the influence of alcohol, cannabis or drugs cannot be on school property and cannot attend school dances. Parents/guardians will be notified by staff and/or police, unless that student is 18 years of age and has signed the declaration form excluding parental contact. Any students under the influence of, and/or possessing alcohol, cannabis or drugs will be suspended from school for a minimum of 1 day, with or without in-school sanctions/consequences, and will lose the privilege of attending the next scheduled dance. Host/SFDCI students, who sign in guest students who are involved in alcohol, cannabis, or drug matters or whose behavior requires they be asked to leave the dance, will not be allowed to attend the next dance and will lose the privilege of signing in a guest for one school-dance-calendar year. The guest student will be referred to the police, his/her school notified, and will not be invited back to SFDCI.
  8. The cafetorium and foyer/forum are open to students during dances. All other areas are out-of-bounds. Student who enter out-of-bounds areas will be dismissed from the dance.
  9. Students without permission to attend the dance, who are located inside the school, will be subject to disciplinary action and asked to leave the property. Students who assist other students to enter the dance, without going through the proper check-in procedures, will be asked to leave the property and will be subject to disciplinary action.
  10. Valuable items should not be brought to dances. Students must use the coat check for coats, bags, and other personal items. There is no access to lockers before, during or after a dance. Coats and bags may not be worn in the dance. A Student Council member will supervise the coat check at all times during the dance, however; SFDCI is not responsible for lost or stolen items.
  11. All students will respect the direction of the staff, police, and student dance supervisors.
  12. The student Code of Conduct and Dress Code applies to all dances.
  13. SFDCI students attending dances at other area high schools as guests are expected to follow the rules of that school. Any SFDCI student that is a guest at another school's dance and is under the influence of, or in possession of alcohol/cannabis, or restricted drugs will be suspended and lose the privilege of attending the next scheduled SFDCI dance.

### **Student's Card/Activity Card/Eligibility Card**

Student cards are sold to students for \$25.00 (or a maximum of \$50.00 per family). Purchase of a card includes: photo identification activity card, participation in all school dances, and eligibility for co-curricular activities. Money raised through the sale of cards is used to support co-curricular activities in the school such as clubs, dances, sports, etc.

# TRANSPORTATION

## **Cars and Parking**

Students must park and lock their cars in the Student Parking Lot. Cars parked in the reserved parking areas will be towed. Expenses incurred as a result will be the responsibility of the owner.

Vehicles which are parked in the parking lot drive lane may be towed. Expenses incurred as the result of towing will be the responsibility of the owner. Vehicles are not to be parked on school property overnight unless permission has been granted by the Principal. The school/board will not take any responsibility for damages incurred to any vehicle on school property. If you park on school property, this is done at your own risk.

Students riding on school buses are subject to School regulations and Board Policy. Smoking, cannabis use, the use of improper language, rowdy behaviour and skateboards are strictly forbidden. Students are to remain seated. The bus driver has complete authority of all students being transported to and from school. The driver has the authority to recommend to the school administration that a student loses bus privileges for misconduct. The bus loading area is not supervised on a regular basis. If you have concerns or questions regarding the transportation of your daughter/son, please contact the **UCDSB Transportation Authority at 1-855-925-0022.**

## **Bus Cancellation**

The Transportation Department now has three methods for students, parents and staff to verify whether buses have been cancelled due to inclement weather.

1. Transportation Bus Cancellation status website: (**Notices will be posted by 6:15 a.m.**) <http://www.steo.ca/>. The website has additional information for students and parents.
2. Listen to your local radio stations.
3. Call 1-866-629-0629 to access a pre-recorded message on the "Bulletin Board".

The school will normally remain open and teachers will be available to provide instruction.

## **Transporting Articles on the School Bus**

In the interest of safety, only certain equipment is allowed on scheduled buses;

1. Skates, sports balls and roller blades must be carried in a sports bag.
2. Sports bags must be kept on the floor at the student's feet.
3. Music equipment must be transported in a case and should be kept on the student's lap whenever possible.
4. Special arrangements must be made in advance between principal (or designate) and bus operator to transport skis, poles, skate boards, hockey equipment, animals and program related items such as large musical instruments.
5. Dangerous objects are not permitted on the school bus.
6. In case of dispute, the final decision as to what may or may not be transported rests with the bus operator.

## **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 **Deanna Perry, Superintendent of Safe Schools** at 613-342-0371 ext. 1183 or toll free at 1-800-267-7131 ext. 1183.



September 2019

Dear Parents/Guardians:

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