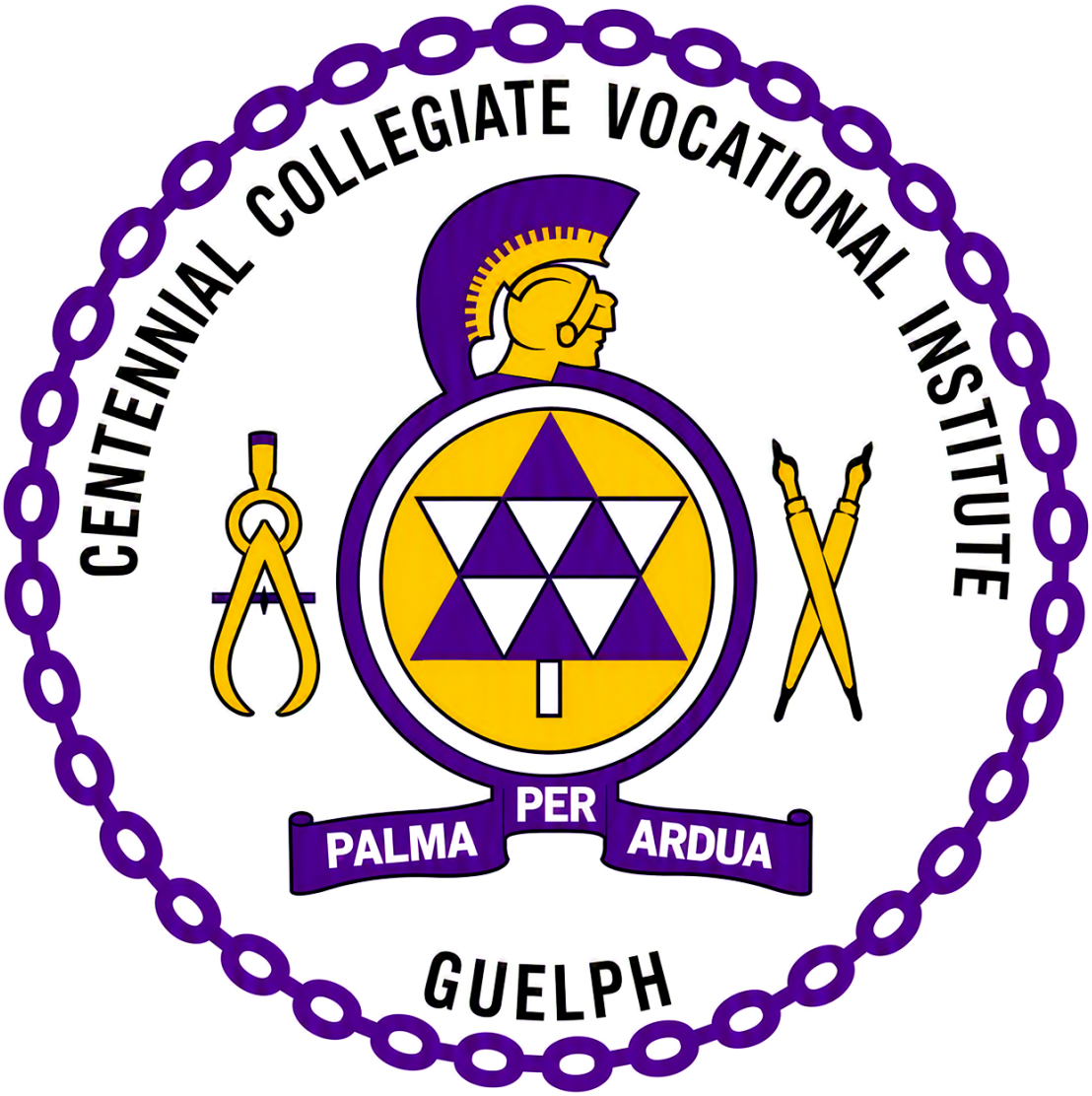
CCVI STUDENT HANDBOOK

2026-2027



UPPER GRAND
DISTRICT SCHOOL BOARD

General Information

Administration Team

At CCVI, our administration team is here to support students, staff, and families. We work together to maintain a safe, respectful, and positive learning environment where all students can succeed.

Meet the Team

- **Principal:** Joe Burns
- **Vice Principal:** Christine Guadagnolo
- **Vice Principal:** Whitney Jackman

The administration team is responsible for supporting student well-being, promoting positive behaviour, and ensuring that school policies are followed. Students are expected to follow the **Code of Conduct**, which aligns with Board policies, the Education Act of Ontario, and provincial law.

Students' Vice Principal

In most cases, students will work directly with their assigned Vice Principal.

Student Last Name	Vice Principal
A-L	**Ms. Jackman**
M-Z	**Ms. Guadagnolo**

When You Need Help

There are many caring adults at CCVI who are ready to help you, not only with your schoolwork but also when you're feeling stressed, overwhelmed, or in need of support.

Student Support Team

- **Social Worker:** Wendy Fernandes (5 days/week - Guidance Office)
- **Child & Youth Counsellor (CYC):** Janine Broadfoot (4 days/week - The Hub D102 - Not here Wednesdays)
- **Head of Guidance:** Julie Hubbard
- **Head of Student Services:** Erin Ambachtsheer
- **Head of Student Success:** Karl Baber

Remember: You don't have to navigate challenges on your own. Reach out to a teacher, counsellor, or member of our support team whenever you need assistance.

Guidance Support

How can the staff in the guidance office help you?

- Education pathways (current high school plans and post-secondary)
- Career Education
- Personal Counselling
- Health/Wellness Services
- Community Service Opportunities
- CCVI Educational Pieces

    - Adjust timetables
    - Help make course choices
    - Study skills
    - Time management
    - Tutor information
    - Collaborate with classroom teachers

How can students make an appointment?

1. REQUEST AN APPOINTMENT: Complete the Guidance Appointment Request Form posted on grade Google classroom or use the QR code posted on the Guidance Door and around the school

2. WAIT FOR APPOINTMENT SLIP: You will receive an appointment slip or an email about when your appointment with a guidance counselor will take place.

Guidance Office Staff

Ms. Hubbard
Mr. Grimwood
Ms. O'Brien
Mr. Treiguts (sem 2)
Ms. Bousfield/Ms. Knocker (Administrative Office Assistant)

REMINDER
COMMUNITY INVOLVEMENT HOURS
Students require 40 hours of community service as part of their diploma requirements.

Students who complete 50+ hours of community service are eligible to receive the Minister's Certificate of Recognition for Community Involvement (50-99 hours Bronze, 100-199 hours Silver, 200+ hours Gold)

Student Services, Student Success & the Student Learning Centre

Student Services

Special Education Staff support all CCVI students. They especially work closely with students who:

- Have been identified as exceptional through an **IPRC (Identification, Placement and Review Committee)** process.
- Have accommodations outlined in an **Individual Education Plan (IEP)**.

Ms. Erin Ambachtsheer, Head of Student Services, oversees these supports and works alongside our Special Education team to help students achieve success.

Student Success

Mr. Karl Baber, Head of Student Success, supports students in all aspects of school life, helping them overcome barriers and stay on track toward graduation and personal success.

Student Learning Centre 📍 **Room B113**

The **Student Learning Centre** is available to **all CCVI students**.

This is where students can access support from Mr. Baber, Ms. Ambachtsheer, and other Student Services staff. The centre provides a welcoming space for learning, organization, and academic support.

Supports Available

Students can access:

- Individual support with organization and study skills
- One-on-one assistance in subject areas during class time
- Help with completing classwork and assignments
- Learning strategies tailored to individual needs
- Pre-arranged spaces for writing tests and exams
- Access to and support with assistive technology
- Guidance in developing skills for academic success

Whether you need help staying organized, catching up on assignments, or preparing for assessments, the Student Learning Centre is here to support you.

Student Attendance - Changes in 2026-27

Students are expected to attend all classes while at school. If you are away due to illness, appointment, family emergency, or any other reason please ensure that a parent/guardian calls the school in a timely manner.

NEW in 2026-27 - Attendance and Participation

Coming to class and taking part in learning are important for student success. Starting in the 2026–27 school year, attendance and participation are part of the final grade: 15% in Grades 9 and 10 and 10% in Grades 11 and 12. This mark is based on unexcused absences and how students take part in class. This includes joining class activities and discussions, asking questions, listening to others, and helping to create a positive classroom.

Excused absences will not negatively affect your mark	What is NOT an excused absence?
● Medical appointment ● Illness ● Inclement weather ● Bereavement ● Cultural observances and holy days ● Extracurricular activities and field trips	● Skipping classes ● Chronic lates (without admin approval) ● Remaining in the school when have been signed out by a parent/guardian (example: skip English to study for Science in the cafeteria or learning commons or anywhere else in the school) ● Being away for any reason and a parent/guardian has not informed the school

** Students and families should let the school know when a student will be absent and provide any information the school may need.

Your Course Mark

	Grades 9 –10	Grades 11 –12
Classroom Work	**65%**	**65%**
Final Evaluation	**20%**	**25%**
Attendance & Participation	**15%**	**10%**
TOTAL	**100%**	**100%**

What stays the same?

Teachers continue to:

✓ use **professional judgement**
✓ consider a **body of evidence gathered over time**
✓ provide **multiple opportunities** for students to demonstrate learning
✓ use **assessment for and as learning** and descriptive feedback
✓ design **equitable and accessible** assessment opportunities

Reminders about attendance processes:

- Parents/guardians need to call the school in a timely manner to excuse students - if a student is leaving during the middle of the day for an appointment or other reason, a parent/guardian should call the school prior to picking up the student
- Pink slip requirements - students must go to the main office to get a pink slip if they need to leave class early to be excused. A parent/guardian needs to have called the school to let us know you need to leave early.
- All students excused from school by a parent/guardian should not be on school property. Therefore, students cannot be excused from a class and continue to be in the school to study in an alternative space, hang out with friends, etc.

Period/Class Schedule

Period 1	9:15 - 10:30
Period 2	10:35 - 11:50
Lunch	11:50 - 12:50
Period 3	12:50 - 2:05
Period 4	2:10 - 3:25

Student UGcloud accounts

A. NEW students to Upper Grand District School Board

Student username

FIRST 2 LETTERS OF FIRST NAME and LAST 3 LETTERS OF LAST NAME and LAST 4 DIGITS OF OEN #

(e.g. Jane Bloggs with OEN# 333 666 999 would be *jablog6999@ugcloud.ca*)

Student password: OEN# - e.g. 333 666 999

B. Existing Users

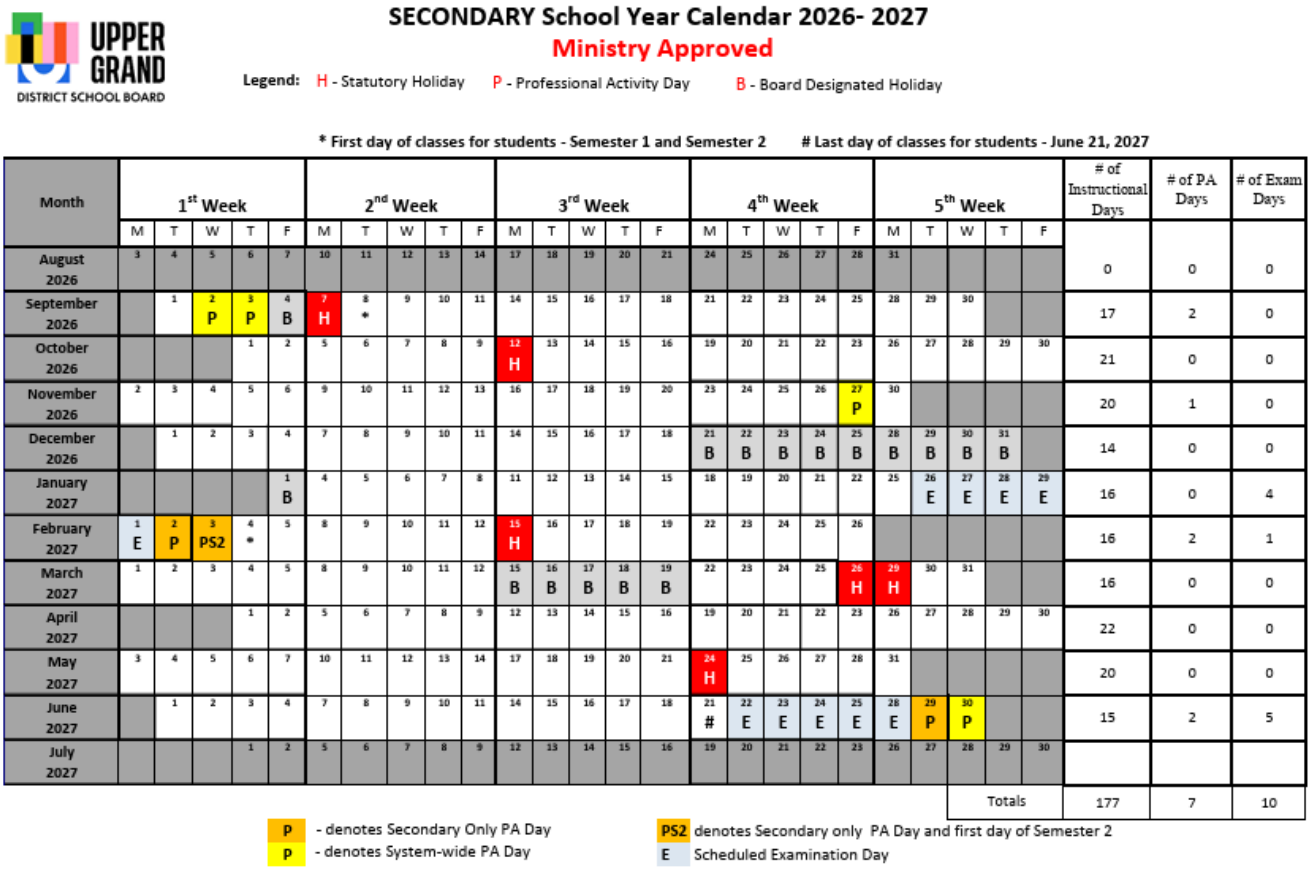
Resetting your password - Please ask any of your teachers to help you with this.

Bus Information

Please visit stwdsts.ca for information about:

- Parent portal access
- Delays App
- Reminders to riders
- Delays/cancellations
- Eligibility for bussing

School Year Calendar



SECONDARY School Year Calendar 2026- 2027

Ministry Approved

Legend: H - Statutory Holiday P - Professional Activity Day B - Board Designated Holiday

* First day of classes for students - Semester 1 and Semester 2 # Last day of classes for students - June 21, 2027

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					# of Instructional Days	# of PA Days	# of Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2026	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	0	0
September 2026		1	2 P	3 P	4 B	7 H	8 *	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			17	2	0
October 2026				1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30	21	0	0
November 2026	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 P	30					20	1	0
December 2026		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 B	28 B	29 B	30 B	31 B		14	0	0
January 2027					1 B	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26 E	27 E	28 E	29 E	16	0	4
February 2027	1 E	2 P	3 PS2	4 *	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26						16	2	1
March 2027	1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26 H	29 H	30	31			16	0	0
April 2027				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	22	0	0
May 2027	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31					20	0	0
June 2027		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 #	22 E	23 E	24 E	25 E	28 E	29 P	30 P			15	2	5
July 2027				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30			
																							Totals			177	7	10

P - denotes Secondary Only PA Day
P - denotes System-wide PA Day
PS2 denotes Secondary only PA Day and first day of Semester 2
E Scheduled Examination Day

Library Learning Commons

The **Library Learning Commons** is a welcoming space for research, learning, collaboration, and creativity.

What You'll Find

- Fiction and non-fiction books
- Reference materials
- Digital and media resources
- Chromebooks available for borrowing
- Quiet study areas
- Space for group work and projects

Students are encouraged to use the Learning Commons to read, research, study, complete assignments, and explore new interests.

Students may borrow both books and Chromebooks through the Learning Commons.

Locks and Lockers

Every CCVI student may use their own locker for storing school materials and personal belongings.

Important Information

- Students must provide their own lock.
- Locker numbers must be shared with your homeroom teacher.
- Keep your locker secure and locked at all times.
- Do not share your lock combination with other students.

A secure locker helps keep your belongings safe and organized throughout the school year.

*Please note that the school and school board are not responsible for stolen or lost items. We recommend that you do not bring valuables to school.

Daily Announcements

Daily announcements are read every morning at the beginning of period 1.

They are then posted on the school website - please check here for updates.

Also check out the Google Grade Classrooms for relevant information for your grade level also!

Need Support? Start Here!

- ★ Talk to your teacher
- ★ Visit the Student Learning Centre (B113)
- ★ Connect with Guidance
- ★ Connect with our CYC Janine in the Hub
- ★ Speak with your Vice Principal

At CCVI, you're never alone. We're here to help you learn, grow, and succeed. 🌟

Centennial CVI 2026-27

CODE OF CONDUCT

GOAL

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, included and accepted.

INTRODUCTION

Our school Code of Conduct is based upon the provincial Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy 213), which apply to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school and board property, school buses, at school-authorized events, and off site at school-sponsored activities.

RIGHTS

Student rights include:

- to be treated with dignity and respect
- to be provided with activities that are success oriented and build on individual strengths
- to receive a quality education

Parent rights include:

- to be treated with dignity and respect
- to be heard and to have concerns addressed
- to communicate with the school

Staff rights include:

- to be treated with dignity and respect
- to have a safe working environment
- to expect parents and students to be involved in creating a positive school environment

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
- respect and comply with all Ministry of Education, school board, and school policies
- demonstrate honesty and integrity
- respect differences in people, their ideas and their opinions
- treat one another with dignity and respect at all times, both in person and online, and especially where there is disagreement or difference
- respect and treat others fairly, regardless of age, sex, gender identity, gender expression, sexual orientation, race, colour, place of origin, culture, citizenship, ancestry, origin, religion, creed, family status, marital status, socio-economic status, employment, housing, 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 school staff assistance, if necessary, to resolve conflict peacefully
- respect all members of the school community, especially persons who are in a position of authority
- respect the needs of others to work in an environment that is conducive to learning and teaching
- not use abusive language or swear at another person, including staff members
- not use personal mobile devices during instructional time except under the following circumstances:
    - for educational purposes, as directed by an educator
    - for health and medical purposes
    - to support special education needs

Students in Grades 7-12
Personal mobile devices must be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator.

B)SAFETY

All members of the school community must not:

• engage in bullying or cyber-bullying or cyber-bullying behaviours

Definition of bullying:

As defined in section 1 of the Education Act, bullying means aggressive and typically repeated behaviour by a pupil where,

a) the behaviour 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 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

c) Cyber-bullying as defined in section 1 of the Education Act, is bullying by electronic means including,

a) creating a webpage 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; and

c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

- commit sexual assault or sexual harassment
- traffic in weapons or illegal drugs
- give alcohol or cannabis to a minor

Cont'd - All members of the school community must not:

- commit robbery or theft
- be in possession of any weapon, including firearms
- threaten or intimidate another person
- cause injury to any person with an object
- be in possession of alcohol, cannabis (unless a medical cannabis user), or illegal drugs
    - Students must also not be in possession of electronic cigarettes, tobacco, or nicotine products
- use, or be under the influence of, alcohol, illegal drugs, or cannabis (unless the individual has been authorized to use cannabis for medical purposes), tobacco, electronic cigarettes, illegal drugs or related products
- provide others with alcohol, illegal drugs, cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
- inflict, or encourage others to inflict, bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by bias, prejudice or hate
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of a school or board facility, or to the property of a member of the school community

STUDENT ROLES and RESPONSIBILITIES

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour and adherence to the board and school codes of conduct.

All students will:

- come to school prepared, on time, and ready to learn
- show respect for themselves, and for others, and for those in positions of authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and accept responsibility for their own actions

STAFF ROLES and RESPONSIBILITIES

The Principal

Under the direction of the school board, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- holding everyone under their authority accountable for their own behaviour and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of the school's community
- ensuring that a school Code of Conduct, based on the provincial Code of Conduct and board's Code of Conduct, is developed and communicated annually to the school community
    - Communications shall highlight the restrictions and requirements for personal mobile device use and the consequences of non-compliance
- reviewing the school Code of Conduct at least once every three years, and seek input from school councils, staff, students, parents and guardians, and the school community on the review

Educators and School Staff

Under the leadership of their principals, educators and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, educators and other school staff uphold these high standards when they:

- help students work to fulfil their potential, and develop their sense of self-worth
- empower students to be positive leaders in their classroom, school and community
- communicate regularly and meaningfully with parents and guardians
- maintain consistent and fair standards of behaviour for all students
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online
- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

PARENTAL ROLES and RESPONSIBILITIES

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

- demonstrate respect for all members of the school community
- support the efforts of school staff in maintaining a safe and respectful learning environment
- are engaged in their child's schoolwork and progress
- communicate regularly with their child's school
- help their child be 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
- become familiar with the provincial Code of Conduct, the board's Code of Conduct, and the school's Code of Conduct
- encourage and assist their child in following the board and school codes of conduct
- assist school staff in dealing with disciplinary issues involving their child

Attendance - *see information on page 5*

General Philosophy
Regular class attendance and punctuality shows self-discipline and is important to be successful. Attendance and punctuality will be expected in future career and personal relationships. Each student is expected to take responsibility for their attendance.

When students are absent and late
Please call or send an email before the start of school the day following the absence(s). If the student is going to be away for more than one day, the school should be notified as soon as possible.

When a student has persistent absences or lates, teachers will reach out to communicate with caregivers. If persistence continues, then administration will be notified. Students may be referred to the social worker for attendance support and/or be removed from classes that they are not attending.

Parent/Guardian Tips for Supporting Regular Attendance of their Child

At home:

- Talk about the importance of daily attendance.
- Encourage good attendance practices.
- Ensure that students have a plan and a quiet, comfortable spot for their work that day.
- Ensure that vacation/travel plans do not interfere with your child's ability to learn and demonstrate learning, especially during January and June when final culminating projects and exams are occurring.

Communicate with the school and teachers:

- Monitor your child's daily attendance.
- Maintain contact with teachers regarding the performance and attendance of your student.
- Provide updated and accurate contact information to the school.
- Provide a secure email address to the school.

How to check if your child attended classes (STUDENT/PARENT PORTAL):

- Login to our student/parent portal
- Student Login is the first 3 letters of the student's first name, followed by the first 5 letters of the last name (examples: Julie Smith would be julsmith and Katelyn Robinson would be katrobin)
- The password is the student's OEN number - this can be found on the student's report card to the right of their name or on their student card (the OEN number is 9 digits).
- If you have security concerns about your password, contact the school to have it changed.
- Click on the tabs to access information.

In the portal, you can also see:

- **Timetable** - shows your child's timetable, with teacher names
- **Transcript** - shows courses completed, summary of credits and community service hours.

Every Day Counts! Tips to establish routines and environments that support consistent attendance at school:

Practice consistent bedtime and morning routines with your teen. Parents can model the same routine at home, as it helps students stick to the routine of coming to school each day. Consistent times for sleep and nutrition are key.

Encourage your teen to prepare for school at night so that the morning is less hectic. Organizing clothing, packing backpacks, making lunches, etc, can alleviate stressors in the morning.

If your teen refuses to attend school, try having no screens/devices during the time when they are at home. Make staying home as boring as possible! Shutting down the home Internet can be helpful if this is a draw for your teen to stay at home.

Ensure that your teen's environment is good for sleeping – e.g. dark room, quiet, sound machine, light in morning, consistent bed and wake times, etc.

Limit screen time before bed – remove electronics and encourage activities that help your teen wind down (e.g. reading, listening to music, showering, etc). Limiting screen time before bed is key to winding-down and getting a great night's sleep!

For more information:
https://www.ugdsb.ca/parents/student-attendance-at-school-tips-and-strategies-for-families/

ACADEMIC INTEGRITY

It is the policy of Centennial CVI that students do not plagiarise, cheat, or conduct in any behaviours that would lead to academic dishonesty. Students are provided with multiple opportunities to learn about academic integrity, how to avoid plagiarising, and the consequences applied for any infractions. Junior students (grade 9 and 10) are taught to understand the concept of plagiarism and academic dishonesty and to reference properly. Senior students (grade 11 and 12) are expected to be knowledgeable about the concept of plagiarism and academic dishonesty. They must be reminded of the teacher/department/school expectations and will be held fully accountable.

Plagiarism

Plagiarism is the act of taking, using, and passing off another person's ideas, thoughts, writings, inventions etc. without acknowledging the source. These sources can include any of the following: essays, newspaper articles, literary journals, and composition, artworks, Internet sites, software (including AI such as Chat GPT to create and present ideas that are not your own), television programs, live plays or other oral presentations, recorded music, images, translations and movies, etc.

It is:

- Dishonest;
- Unfair to honest students;
- Preventing your own skill development;
- Devaluing the diploma or degree;
- Stealing intellectual property;
- Destroying trust.

Other forms of academic dishonesty may include, but are not limited to, using notes/reminders during testing situations when not permitted and sharing notes/information with other students that would provide them with work that is not their own or unfair advantages.

If academic dishonesty is suspected, the teacher will meet with the student and will use professional judgement to determine the intentionality of the action. Before consequences are applied, there must be clear evidence of deliberate academic dishonesty.

All instances of deliberate academic dishonesty will be reported to the administration.

PROCEDURES AND PENALTIES FOR ACADEMIC DISHONESTY

First Offence

- Zero as a placeholder for a mark, until the assignment is handed in.
- The student will be required to complete the project again under supervision in the in-school study room.
- The student's parent/guardian will be made aware of the situation by the subject teacher.
- The student will meet with the Vice Principal to review the consequences of the action and review plagiarism.
- The original assignment will be filed in the main office and a note will be placed on the student's file by the Vice Principal.

Second Offence

- Zero will be applied as an academic penalty after meeting with the teacher and the Vice Principal.
- The student will be responsible to demonstrate understanding of the skills or concepts from the assignment. This could include an alternative assignment or the requirement to complete the project again, under supervision in the in-school study room.
- Meeting with the Vice Principal.
- The student's parent/guardian will be made aware of the situation and that this is a repeat offence.

Third Offence

- Potential removal from the course resulting in loss of credit.
- A letter indicating repeated "Deliberate acts of Plagiarism" or "Academic Misconduct" will be placed into the student's Ontario Student Record.

*Academic dishonesty for culminating activities and exams (worth 20-25% of the final grade) may result in a grade of zero for the task.

ELECTRONIC DEVICES (Cell Phones)

Electronic Communication and Personal Entertainment Devices (cell phones) are a part of life. It is important to recognize that the use of these items should enrich students' lives and not interfere with learning and the positive rapport between students and teachers that is so important to our community at CCVI Staff will role model appropriate use of personal devices.

Use of Electronic Devices outside of class time, (before school, at lunch, between classes, on spares and after school) Cell phones and Personal Entertainment Devices are acceptable during these times when used in a respectful and responsible manner.

USE OF ELECTRONIC DEVICES IN THE CLASSROOM AND LEARNING COMMONS

1. Teachers and students need to work together to achieve the best classroom environment for learning, one that integrates technologies appropriately.
2. All personal entertainment devices will only be used in class with the express permission of the classroom teacher. Individual teachers/classes may work together to have different means to implement these expectations.
3. **Unless part of a specific lesson, the use of cellphones in class is not permitted. All devices must be stored out of view and powered off or set to silent mode during the instructional time.**
4. All teachers will work with their class to establish a means for managing electronic devices in their own classroom. All students will be made aware of the electronic devices policy and consequences for misuse.
5. Students may not take electronic devices with them when leaving the classroom during class time (i.e. during a washroom break or when in the halls during instructional time).
6. **If the teacher sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator.**
7. **If a student refuses to cooperate with the teacher about putting their phone away or in the designated storage area, then the administration will be notified.**

USE OF ELECTRONIC DEVICES DURING TESTS OR EXAMS

At no time will any electronic devices be appropriate during quizzes, tests, or during exams. Any student found with a cell phone during tests or exams will have participated in a potentially dishonest act and the evaluation will be considered invalid.
These devices must be stored in bags and not within reach of students.

BRING YOUR OWN DEVICE-PERSONAL PORTABLE TECHNOLOGY USE

The Upper Grand DSB recognizes the role technology plays in the daily lives of our staff and students. We also see the remarkable potential of digital devices (e.g. tablet, smartphone, laptop) to support instructional practice and student learning. The Upper Grand DSB welcomes and supports the responsible use of personal technology in all learning spaces by providing access to reliable Wi-Fi in every school. The use of technology in classrooms is always at the discretion of the teacher and school administration. Students are not required to bring their own devices. Computers, laptops, chrome books etc. are available for students at the school.

We know that the safety and security of the student's device is a concern. Students are responsible for lost, stolen and/or damaged personal electronic devices, as they are for any other personal items at school and for any equipment borrowed from the school.

Digital Citizenship User Responsibilities - see board expectations

All users are responsible for:

- Ensuring that technology is used in accordance with Board policies and procedures
- Complying with the school's Code of Conduct
- Using technology in a lawful, responsible and ethical manner consistent with the purposes for which it is provided
- Their personal network login and password—it should not be shared with anyone other than a parent/guardian
- Ensuring that photos, videos or images of an individual/group are not posted online/shared digitally unless consent from the individual(s)—over the age of 18—or parental consent (for those under the age of 18) has been obtained. Photos, videos or images cannot be taken using any device unless authorized
- Demonstrating digital citizenship through the appropriate use of technology, as outlined in schools' codes of conduct
- Reporting any inappropriate use of email, data or unauthorized technology to a teacher or administrator immediately
- The care, maintenance and security of their personal devices—CCVI and the Board is not responsible for the replacement of lost, stolen or damaged items

Prohibited uses of technology include, but are not limited to:

- Use that contravenes Board Policies and/or Operating Procedures
- Theft of resources, including electronic data theft
- Unauthorized access, alteration, destruction, removal and/or disclosure of data. This includes the unauthorized disclosure of Board email addresses, distribution lists, and user account information
- Unauthorized access or disclosure of confidential information
- Creating, displaying, storing or sending fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials
- Cyberbullying
- Copying, downloading, transferring, renaming, adding or deleting information protected under copyright law
- Use that could reasonably be expected to impair the Board's computing facilities or interfere with others' use of Board technology (e.g. viruses, spam) including the sending of electronic "chain" mail

UGCloud

UGCloud is a board Cloud system and an extension of the classroom. Students are required to behave in a school-appropriate manner when using this system including e-mail, Google classroom, Google chat, and all other included applications. Use of inappropriate or offensive language will be flagged by the school board and brought to the attention of an administrator for follow up.

ASSESSMENT and EVALUATION POLICY

The primary purpose of assessment and evaluation is to improve student learning (Growing Success).

- If there are circumstances that will prevent a student from completing a course assessment on the day scheduled, the student is responsible for speaking to the teacher prior to the due date.
- For a student to successfully obtain a credit, they must demonstrate that they have the knowledge and skills relevant to the curriculum expectations plus demonstrated they have participated and were responsible about their attendance (See New Information about Assessment and Evaluation on page 5 of this document)
- Teachers will evaluate assignments/tasks so that they accurately reflect a student's achievement

STUDENTS LEAVING CLASS AND STUDENTS USING WASHROOMS

It is imperative for students to be in class, and to remain in class, as much as possible to ensure academic success.

- Only one student at a time will be permitted to go to the washroom, or to get a drink, at the discretion of the classroom teacher. Teachers have the discretion to keep students in class for the first 10 minutes and last 10 minutes of the instructional period.
- Electronic devices and cellphones are to remain in the classroom when a student leaves, and teachers will note each time a student leaves the classroom.
- Teachers have the authority to question any students that they encounter in the hallway during class time as to the reason for being out of class, and the students are required to respond respectfully to these types of questions by all teachers.
- With teacher permission, some students may be permitted to work on academic work in the hallways.
- Students are directed to use the washroom and access the water fountains during the breaks before and after classes, and they are encouraged to schedule appointments outside of class time wherever possible.
- Students are not permitted to leave class to purchase food or drinks. Students who receive permission to leave class for one reason, and then return having purchased food or drink, should receive consequences from the teacher, which might include loss of privileges.

Any student who has persistently does not following direction to stay out of washrooms and hallways may be subject to progressive discipline measures (for habitual neglect of duty)

VAPING AND SMOKING (and other forms of ingesting tobacco)

Vaping, smoking, or chewing tobacco on school property, both inside and on school grounds, (including school events, on field trips, in school washrooms, or in vehicles on school property) are not permitted.

Signs are posted at the school entrance doors and on washroom doors to remind students that smoking and vaping are prohibited.

Consequences will apply for those who are found to be vaping or smoking on school property, or in possession of vapes, vape juice, or tobacco. Consequences include:

- confiscation of property
- discipline (i.e. suspension)
- reported to Wellington-Dufferin-Guelph Public health who implements the consequences under the Smoke-Free Ontario Act (2017) which may result in students being charged with an offence and subject to a fine (up to $1000 for a first offence)

Consequences will also apply to students who are in the company of students who are vaping or smoking on school property.

It is also illegal to sell or supply tobacco or vapour products on school property. This includes giving another person tobacco or vapour products. Students who are found to be selling or supplying tobacco or vapour products on school property may also be subject to a fine (minimum of $2,000).

"Smoking tobacco, cannabis, or using an electronic cigarette on school property is illegal, as is supplying or selling tobacco and electronic cigarettes to anyone under 19 years old. If you report a violation, an enforcement officer from Public Health will investigate and offer education or issue a warning or fine to the offender" (Wellington-Guelph Public Health)

LOCKERS

All students have the privilege of using a locker. Students are reminded that all lockers are the property of the school, and they are only on loan to the students. The school is not responsible for any lost or stolen items left in lockers. Money or other valuables should not be left in lockers. To assure that lockers are maintained and left in good condition, students are accountable for the locker assigned to them until the end of the school year. Students may be required to pay a suitable fee for damage. Students are required to keep their lockers neat, clean and decent.

<u>You must clear-out your locker by the last day of Sem II Classes</u>.
Each student will:

- Use only the locker assigned. If sharing, respect your partner's belongings.
- Maintain both the inside and outside of the locker.
- Register the lock combination with their home form teacher.
- Decorate it in good taste. Do not post unacceptable materials.
- Students must leave their locker empty and clean at the end of Sem II classes. Locks and any items left after the last <u>school day in June</u> will be disposed of.

APPROPRIATE DRESS

Appropriate dress shall be free of images, logos or language that portray ethnic prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech or pornography, or reference alcohol, drugs or related paraphernalia, or other illegal conduct or activities.

Dress code implies a range of approved apparel and/or general dress protocols that are deemed appropriate for students regardless of their race, age, ability, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic circumstances, or body type/size.

Please refer to the UGDSB Student Dress Code guidelines.

POLICE SERVICES ROLES and RESPONSIBILITIES

Police services play an essential role in making our schools and communities safer.
The police investigate incidents in accordance with the guidelines established in the Police/School Board Protocol.

COMMUNITY PARTNERS ROLES and RESPONSIBILITIES

Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols and collaborative agreements are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

IMPLEMENTATION OF THE SCHOOL'S CODE OF CONDUCT

Safe Schools Policy 503 (Student Discipline, Bullying Prevention and Intervention, Suspension and Expulsion) provides direction to the school Code of Conduct in order to support and maintain a positive school climate for all students, staff, and community. The school Code of Conduct supports the use of positive practices, including prevention and early intervention, as well as consequences for inappropriate behaviour. This includes Progressive Discipline, and suspension and expulsion where necessary. Before applying disciplinary measures, the discriminatory and disproportionate impacts of disciplinary decisions on students protected by the Human Rights Code shall be considered.

PROGRESSIVE DISCIPLINE

Progressive Discipline is a whole school approach that makes use of a continuum of prevention programs, interventions, supports, and consequences to promote positive behaviours. In developing a Progressive Discipline approach, preventative practices, corrective and supportive strategies are used to reinforce positive behaviours. These approaches build skills for healthy relationships and promote positive behaviours.

CONSEQUENCES

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, schools will:

- utilize appropriate and consistent action to address inappropriate behaviours within the practice of Progressive Discipline
- ensure the degree of disciplinary action is in proportion to the severity of the behaviour exhibited, and that a student's previous history and other relevant factors are taken into account
- provide students with experience using conflict resolution, anger management and communication skills
- document incidents requiring disciplinary measures
- consider mitigating factors
- make contact with parents and guardians of students under the age of eighteen, or students over the age of 18 or those 16 or 17 years old who have withdrawn from parental control (adult students), early in the disciplinary process and involve them in a plan to improve the student's behaviour until the behaviour is acceptable; and/or
- utilize consequences such as short-term suspension, and respond as required with long-term suspension or expulsion

The application of consequences, supports and interventions are determined by the incident and the individual students involved. Consequences, supports and interventions used include and are not limited to:

Examples of Consequences:	**Examples of Supports/Interventions:**
● verbal reminder ● warning ● review of expectations/rules ● written or verbal apology ● phone call home ● student contract sheet ● restitution ● in-school community service ● loss of in-school privileges ● loss of field trip privileges ● suspension from the bus ● suspension ● expulsion	● problem solving discussion with P/VP ● conflict mediation ● social stories ● discussion with parents (next steps, solutions) ● restorative justice with others involved ● Child and Youth Counsellor support ● positive reward system ● Attendance Counsellor support ● Student/teacher parent meeting ● case conference with school staff and/or Board consultants ● referral to outside agencies ● Suspension/Expulsion Program

SUSPENSION AND EXPULSION

To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well-being of others. The provincial Code of Conduct specifies that for student actions that do not comply with the provincial Standards of Behaviour, suspension and expulsion may be considered. The board's Safe Schools Policy (Policy 503) sets out the process for suspension and expulsion. This policy specifies the student actions that may result in the principal imposing a suspension, as well as the student actions that will result in the principal imposing a suspension and considering an expulsion pending an investigation of the incident.

MITIGATING FACTORS

The principal will consider the following mitigating factors when considering the length of a suspension:

- whether the student has the ability to control their behaviour
- whether the student has the ability to understand the foreseeable consequences of their behaviour
- whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school

The principal will also consider the following factors:

- the student's academic, discipline and personal history
- whether other Progressive Discipline has been attempted with the student, and if so, the Progressive Discipline approach(es) that has/have been attempted and any success or failure
- whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation, socio-economic status, citizenship, marital status, age, culture or harassment for any other reason
- the impact of the discipline on the student's prospects for further education
- the student's age

INFRACTIONS THAT MAY LEAD TO A SUSPENSION

Police may be involved, and a suspension **may** be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- uttering a threat, either verbal or written, to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs or, unless the student is a medical cannabis user, cannabis
- being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis
- 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, including cyber bullying
- any activity that contravenes the board's or school's Code of Conduct
- committing physical assault on another person that does not require treatment by a medical practitioner
- habitual neglect of duty
- not having an up-to-date medical/immunization record

INFRACTIONS FOR WHICH A PRINCIPAL SHALL IMPOSE A SUSPENSION, AND MAY CONSIDER RECOMMENDING TO THE BOARD THAT A STUDENT BE EXPELLED

Police may be involved, and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the board's Student Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- possessing a weapon, including a firearm
- 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 or illegal drugs
- committing robbery
- giving alcohol or cannabis to a minor
- persistent bullying, if the pupil has previously been suspended for bullying, and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- an activity that is motivated by bias, prejudice or hate based on race, colour, national or ethnic origin, language, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or another similar factor.

Please review Policy 503 for additional information.