



CWDHS HANDBOOK/CODE OF CONDUCT 2023 – 2024

For students, parents, guardians and staff

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Every Student - Every Day - Every Opportunity

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TABLE OF CONTENTS

WELCOME	4
DAILY SCHEDULE	4
SECONDARY SCHOOL YEAR CALENDAR 2023-2024	4
STUDENTS: WHAT TO DO WHEN	5
YOU BECOME ILL OR INJURED AT SCHOOL	5
YOU ARE LATE	5
YOU MUST LEAVE DURING THE DAY	5
YOU RETURN FROM AN APPOINTMENT	5
YOU ARE ABSENT	5
YOU WILL BE ABSENT FOR A PLANNED EXTENDED PERIOD OF TIME	5
YOU MUST BE CONTACTED DURING SCHOOL HOURS	6
BUSES	7
INCLEMENT WEATHER PROCEDURES	8
SCHOOL CODE OF CONDUCT	9
GOAL	9
INTRODUCTION	9
RIGHTS	9
STANDARDS OF BEHAVIOUR	9
RESPECT, CIVILITY AND RESPONSIBLE CITIZENSHIP	9
SAFETY	10
STUDENT ROLES AND RESPONSIBILITIES	11
STAFF ROLES AND RESPONSIBILITIES	11
PARENTAL ROLES AND RESPONSIBILITIES	12
SPECIFIC EXPECTATIONS/RULES FOR SCHOOL	12
ABSENCES	12
LATES	13
APPROPRIATE DRESS	13
POLICE SERVICES ROLES AND RESPONSIBILITIES	13
COMMUNITY PARTNERS ROLES AND RESPONSIBILITIES	13
IMPLEMENTATION OF THE SCHOOL'S CODE OF CONDUCT	13
PROGRESSIVE DISCIPLINE	13
CONSEQUENCES	13
SUSPENSION AND EXPULSION	15
MITIGATING FACTORS	15
INFRACTIONS THAT MAY LEAD TO A SUSPENSION	15

INFRACTIONS FOR WHICH A PRINCIPAL SHALL IMPOSE A SUSPENSION, AND MAY CONSIDER RECOMMENDING TO THE BOARD THAT A STUDENT BE EXPELLED	16
SMOKING AND VAPING	16
BULLYING PREVENTION & INTERVENTION PLAN	17
USE OF ELECTRONIC DEVICES	18
COMPUTER POLICY	18
RESPONSIBILITIES OF COMPUTER USERS	18
UGCLOUD	18
TERMS AND CONDITIONS OF USE	18
EMERGENCY PROCEDURES	20
FIRE ALARM	20
EVACUATION	20
TORNADO DRILL	20
LOCKDOWN DRILL	20
HOLD & SECURE	21
ADDITIONAL INFORMATION	21
ACTIVITIES, CLUBS, COMMITTEES, EVENTS & SPORTS	21
CWDHS SCHOOL COUNCIL	21
COMMUNITY PARTNERS	21
LOCKERS	21
ELEVATOR	21
CHANGE TO STUDENT BIOGRAPHICAL INFORMATION	22
PARKING, PICK-UP AND MOTOR VEHICLES	22
SMOKING AND VAPING	22
VISITORS TO THE SCHOOL	22
CONTACTING STAFF BY EMAIL	22

WELCOME TO CENTRE WELLINGTON DISTRICT HIGH SCHOOL!

Welcome to the 2023-2024 school year. We are committed to providing a school environment that is safe and inclusive to all students, staff and community members. We look forward to a great year ahead!

It is the responsibility of everyone at Centre Wellington DHS to ensure that we behave in a manner that demonstrates kindness towards community members, students, school staff, and the facility itself. We have the ability to positively shape the culture of our school through our individual actions.

Take responsibility for your learning and growth, and take pride in this school and in this community, as we work together to strive for excellence at CWDHS.

DAILY SCHEDULE

9:00 – 9:05	Song of the Day O Canada Announcements
9:00 – 10:20	Period 1
10:20 – 10:25	travel time
10:25 – 11:40	Period 2
11:40 – 12:30	Lunch
12:30 – 1:45	Period 3
1:45 – 1:50	travel time
1:50 – 3:05	Period 4

SECONDARY SCHOOL YEAR CALENDAR 2023-2024

The Secondary School Year Calendar for 2023-2024 approval can be found at the following link:

- [Secondary Calendar: 2023-2024 \(PDF\)](#)

STUDENTS: WHAT TO DO WHEN

YOU BECOME ILL OR INJURED AT SCHOOL

Let your teacher know that you feel ill. Do not go to the washroom when you are ill, without permission from your teacher. If you wish to go home, your teacher will contact the office and someone will escort you from the classroom. The office will contact one of your parents/guardians. Only with the permission of a parent/guardian may you go home. If the parent/guardian are unreachable, the office will contact an emergency contact who has been assigned by the parent/guardian to assume responsibility for the student. Students cannot be released to someone who is not on the contact list provided by the parent/guardian. All students **must sign out** before leaving school.

YOU ARE LATE

If you know you will be late, have your parent/guardian call the office at 519-843-2500 ext. 301 and leave a message with the reason for the lateness. The information will be entered for teachers to see. If you arrive after 9:20 a.m., you must **sign in** at the office and obtain an admit slip to provide to your teacher. Alternatively, a parent may send a note with you, explaining your lateness. Please **go to the Office**, present your note to office staff, and sign in, regardless of what time you arrive.

YOU MUST LEAVE DURING THE DAY

A parent/guardian must phone the office or provide a note stating the reason and time you need to leave, and return if applicable. Your teacher will be notified of the time that you need to leave, or if you have a note, please show it to your teacher. When it is time, you can check in with your teacher and then leave class. If the office has not seen the note, please take it to the office and show it to staff, then sign out.

YOU RETURN FROM AN APPOINTMENT

A parent/guardian must phone the office or provide a note to let the school know that you had an appointment. Your teacher will be notified by the office.

YOU ARE ABSENT

Have a parent or guardian phone the school at 519-843-2500, ext. 301. Please have your parent/guardian provide your **name, and the reason for your absence**. A note will be created in your attendance note that teachers will be able to read, and you will not receive a call home. If your parent/guardian does not notify the school, you will receive a phone call home that evening. If you receive a call home, please have your parent/guardian call the office.

YOU WILL BE ABSENT FOR A PLANNED EXTENDED PERIOD OF TIME

Students who are absent from regularly scheduled classes for a planned extended period of time, such as a vacation, must complete a **Parental Request for Temporary Withdrawal** form. This form can be found in the Office. These forms must be signed by the student's guardian, as well as each of the student's teachers, before being approved by the Vice Principal. It is the responsibility of the student to spend the required time to make up for the work missed during the absence.

It is expected that all students will attend culminating activities and their scheduled final exams. Alternate arrangements will only be made for students with a valid medical certificate, a serious extenuating family situation with appropriate documentation, or required court appearances. For example, family vacations and starting summer jobs are not valid reasons to be missing scheduled exams. Final exams or culminating assignments need to be written or presented during the assigned time period.

YOU MUST BE CONTACTED DURING SCHOOL HOURS

Your parent/guardian must call the office to explain the situation. The office staff will then contact you. It is important that parents/guardians do not text/phone, etc. their student during class time.

*****Please note that text messages are not an acceptable communication tool for excusing students or their absences.***

PICKING UP AND DROPPING OFF STUDENTS THROUGHOUT THE DAY

Parents dropping off or picking up students may do so by using the semi-circular driveway at the front of the school ***only after school starts***. This is a **FIRE ROUTE** and is only to be used by emergency vehicles. Students must sign in/out of the Office as they arrive/leave.

BUSES

Wellington-Dufferin Student Transportation Services website is www.stwdsts.ca. This website will help you with all of your transportation questions.

RULES FOR THE BUS

1. Follow your driver's instructions.
2. Stay seated quietly while on the bus, keeping your hands and feet to yourself.
3. No smoking, vaping, drinking, chewing gum, spitting, eating, swearing, or fighting on the bus.
4. No animals are to be transported on the bus.

POLICY & PROCEDURES FOR THE BUS

1. Be at your stop ten minutes before your pick-up time.
2. Students are responsible for any deliberate damage done to the bus.
3. Skateboards, water guns and water balloons are not to be on the bus.
4. Skates must be in a bag with skate guards on the blades.
5. **Changes in routes can only be changed through the bus consortium in an emergency situation. The Principal or Vice Principal cannot give permission to ride a different bus.**
6. All items are to be kept in one bag, carried on your lap.
7. Personal listening devices may be used with earphones. Portable stereos are not permitted on the bus.
8. Bus drivers will keep a written record of student misconduct and will contact school Administration when necessary.
9. Windows may only be opened three notches.

INCLEMENT WEATHER PROCEDURES

Please refer to the [UGDSB Inclement Weather Procedures](#) for information.

The decision to cancel buses is made by STWDSTS after consultation with the Bus Operators. The school board does not make the decision to cancel buses.

The [STWDSTS website](#) contains the most up-to-date information on school bus delays and cancellations. Cancellations will also be tweeted @stwdsts. An email will be sent to those [subscribed to STWDSTS delays and cancellations](#).

STWDSTS will post information on bus cancellations on their website by 6:30 a.m. Information on school closures due to bus cancellations will also be posted to the STWDSTS website.

STWDSTS defines four divisions across Upper Grand for transportation services and notifies the public of delays and cancellations by division:

- Division One (Yellow) – “South Wellington, the City of Guelph and Puslinch”
- **Division Two (Blue) – “Centre Wellington, the Town of Erin and the Town of Rockwood”**
- Division Three (Pink) – “North Wellington”
- Division Four (Green) – “Dufferin County and Robert F. Hall”

Information on transportation cancellations or school closings due to severe weather is also made available through local radio stations. Please note that School Messenger will not be sent home for no bus days during the 2023-2024 school year.

In the event of a **school closure** that is not related to a bus cancellation, information will be posted on the board website and the CWDHS Administration will send home a school messenger.

SCHOOL 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

RESPECT, CIVILITY AND RESPONSIBLE CITIZENSHIP

All members of the school community will:

- respect and comply with all applicable federal, provincial and municipal laws
- demonstrate honesty and integrity
- respect differences in people, their ideas and their opinions
- treat one another with dignity and respect at all times, and especially where there is disagreement
- 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 swear at a teacher or at another person in a position of authority

SAFETY

All members of the school community will not:

- engage in bullying behaviours, including cyber bullying

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,
 - a. 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
 - b. 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
- traffic in weapons or illegal drugs
- give alcohol or cannabis to a minor
- commit robbery
- be in possession of any weapon, including firearms
- use any object to threaten or intimidate another person
- cause injury to any person with an object

- be in possession of, or be under the influence of, alcohol, illegal drugs, or cannabis (unless the individual has been authorized to use cannabis for medical purposes)
- provide others with alcohol, illegal drugs, or 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

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
- ensure 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
- review 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

Teachers and School Staff

Under the leadership of their principals, teachers 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, teachers and other school staff uphold these high standards when they:

- help students work to fulfill 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

PARENTAL/GUARDIAN ROLES AND RESPONSIBILITIES

Parents/Guardians 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 fulfill 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

SPECIFIC EXPECTATIONS/RULES FOR CWDHS

We believe that regular attendance and punctuality are required for academic success, and that both are also desirable work habits.

ABSENCES (please see pages 5 and 6 for further details)

Acceptable absences:

1. School-related activities (trips, teams)
2. Illness
3. Bereavement
4. Unavoidable causes (medical appointments, emergencies)
5. Religious holidays

A parent or guardian must phone the office with the following information about an acceptable absences:

- detail one of the above reasons
- include the date(s) of the absence
- be made to the office on the day of the absence .

For each unauthorized absence, the parent/guardian(s) will be notified by phone. The teacher will decide in-class consequences.

Repeated absences will result in progressive discipline, including a referral to the Vice Principal. The Vice Principal will:

- meet with the student to determine why the student has been missing classes
- contact the parent/guardian(s) to discuss the absences
- implement progressive discipline measures such as additional detentions, suspension, and removal from course(s)
- consider a referral to the Attendance Counsellor for additional intervention

Continued truancy will put a student's credits in jeopardy. Students are legally required to be in school. If necessary, alternative placements will be examined including Alternative Education programs which are offered by the school board.

LATES

All students, regardless of age, who arrive for class after the bell have chosen to receive consequences. Further lates will result in progressive discipline and referral to administration and the social worker.

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, pornography, or that reference alcohol, drugs, or related paraphernalia, or other illegal conduct or activities.

Please refer to the [UGDSB Student Dress Code guidelines](#).

POLICE SERVICES ROLES AND RESPONSIBILITIES

The police may 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:

- 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

Examples of Supports/Interventions:

- 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 (imposed by WDGPH Unit)

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 which **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.

SMOKING AND VAPING

CWDHS is a smoke and vape-free environment and will therefore issue the following consequences:

- Provincial laws prevent smoking and vaping on school property at all times.
- Smoking and vaping on school property will result in an automatic one-day suspension and will be reported to WDGPH, and could result in a fine.
- Counselling and smoking/vaping cessation programs are available.

BULLYING PREVENTION & INTERVENTION PLAN

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 imbalance of power. Anyone can be a target of bullying behaviour. Bullying takes on different forms and contexts with age. It can be physical, verbal, social/emotional, or through the use of technology. Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it.

Bullying is a serious issue that has far-reaching consequences.

Bullying adversely affects:

- a) student's ability to learn
- b) healthy relationships and the school climate, and
- c) 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.

Access to the plan is here: [Safe & Inclusive Schools Plan](#). Our goal is to promote, develop, and sustain a safe, respectful and inclusive environment. In developing the plan, the school team will analyze the school climate through an anonymous survey of student's staff members and parents. Students may not know what to do when they observe or experience bullying. Depending on the situation and their own level of comfort, students could do the following:

- seek immediate help from an adult;
- report bullying incidents to school personnel;
- speak up and /or offer support to the student being bullied;
- privately support those being hurt with words of kindness;
- express disapproval of bullying behaviour by not joining in;
- attempt to diffuse problem situations either single-handedly or in a group.

USE OF ELECTRONIC DEVICES

COMPUTER POLICY

Our school provides computer resources to meet the curriculum needs of students and staff. Students may access computer resources in class (computer labs, cross-curricular lab, and library). These facilities are designed to provide students with opportunities for research, computer training, instruction, internet use and other curriculum support for class work. Any activity collected on a school computer is subject to the scrutiny of the teacher.

Computer users are expected to abide by the conditions of Board policy which has been developed to ensure optimum use of available resources and provide access to staff and students.

RESPONSIBILITIES OF COMPUTER USERS

Computer use is a privilege carrying the responsibility to respect the rights and needs of others. Users are expected to utilize computer resources in a responsible, ethical and legal manner.

Please see the following policies for details:

Policy 318 - Responsible Use of Digital Technologies

<https://www.ugdsb.ca/wp-content/uploads/2019/04/318-Responsible-Use-of-Digital-Technologies-Policy-Statement-2022-06.pdf>

Policy 318-A - Responsible Use of Digital Technologies Procedures Manual

<https://www.ugdsb.ca/wp-content/uploads/2019/04/318-A-Responsible-Use-of-Digital-Technologies-Procedures-Manual-2019-04-2.pdf>

Policy 318-A - Appendix A Student Responsibility Form

<https://www.ugdsb.ca/wp-content/uploads/2019/04/318-A-Appendix-A-Student-Responsibility-Form-2019-04-1.pdf>

Policy 318-A - Appendix B Device Sign Out for Home Use Form

<https://www.ugdsb.ca/wp-content/uploads/2019/04/318-A-Appendix-B-Device-Sign-Out-for-Home-Use-Form-2019-04-1.pdf>

The responsible and appropriate use of cell phones is welcome at CWDHS. Irresponsible, distracting or inappropriate usage may result in disciplinary action. With teacher approval, students may use their personal devices for instructional purposes during class time. Cell phones are not to be used to capture other students in their learning environment without their permission.

Please reference the the Bring Your Own Device Reference from the UGDSB

<https://www.ugdsb.ca/parents/bring-your-own-device-byod/>

UGCLOUD

Google Apps is a suite of products including documents (word processing, presentations, spreadsheets), sites, mail (limited to staff and students at UGDSB schools), calendar, and more. All

products are available in an Internet-based format via the UGCloud; a secure, monitored site for UGDSB staff and students. Strict privacy controls are in place to ensure safety and security.

TERMS AND CONDITIONS OF USE

The Upper Grand District School Board provides and manages access to Google Apps for Education service for staff and students. This service, UGCloud, access and the use of UGCloud including students' email is a privilege provided by the Board. It is not to be used as a personal email by students. The Board maintains the right to immediately withdraw the access and use of these services including email at their sole discretion when there is reason to believe that violations of law or Board policies/procedures have occurred. In such cases, the alleged violation will be referred to an Administrator for further investigation and adjudication. The decision of the Board Administration with respect to service withdrawal is final.

School Code of Conduct will be adhered to and followed at all times.

Users of UGCloud agree to comply with the Google Apps for Education Agreement and the Laws of Ontario.

Digital respect will be used at all times, by all users.

Users will be held accountable and responsible for any and all content that they load and that is stored on the Board Google Application Workspace.

Use of the Board Google Apps environment is restricted to current staff and students of the Board only. All other access is strictly prohibited. As much as possible, the Board will control access and will monitor students' activity; however, information created and/or stored on Google Application Workspace is done so at the user's risk. The Board cannot be held responsible for data stored on Google Application Workspace as it is outside of the care and control of the Board. All users of the Upper Grand District School Board Google Application Workspace will indemnify and save harmless the Board, its employees, officers, trustees and agents from and against any allegations, claims, costs, damages, expenses, suits, settlements, awards or proceedings (including without limitation, legal expenses) penalties or fines arising out of any injury to persons (including injuries resulting in death) or loss of, or damage to property of others which may be or be alleged to be caused by or suffered as a result of the provision of or as a result of the use of this service.

Personal and/or confidential information is not to be stored or disclosed on Google Applications Workspace.

The Board reserves the right to access the data stored on the Board Google Application Workspace, regardless of ownership, including current and archival files of users accounts when there is reasonable suspicion that illegal or unacceptable use has occurred.

EMERGENCY PROCEDURES

FIRE ALARM

- Move quickly and quietly out of the school.
- Move to the closest designated zone.
- Exits are designated by signs in each classroom.
- Once outside, students should move to assigned “safe zones” and report to their classroom teacher for attendance.
- Wait outside until they receive a signal to re-enter the school (3 short bells).

Tampering with the fire alarm system is a very serious offense punishable by a heavy fine and a suspension.

EVACUATION

An evacuation is similar to a fire drill but without the alarm.

- 1) Principal or designate announces that all staff and students are to evacuate the building and meet in their evacuation zones.
- 2) If necessary, the principal or vice principal will inform staff and students that they will move from the evacuation zone to a nearby evacuation site.
- 3) A bell will ring at the end of the evacuation and staff and students will return to the building.

TORNADO DRILL

- Respond to the PA announcement.
- Proceed to the indoor area designated for the class.
- Once in their designated “tornado zone” students should remain in a crouched position near the wall, head down and hands over the back of their heads.

After the threat of a tornado has passed:

- Administration will instruct staff and students (via the PA system) to return to their classes or to leave the school.

LOCKDOWN DRILL

- Upon seeing an armed intruder or upon hearing a lockdown PA announcement during class time, remain in your classroom or go to the closest classroom or safe place for lockdown (alternatively, go to the nearest exit)
- Regular classrooms should be locked and staff and students should stay well back from the door
- The window in the door should be covered with pre-cut cardboard or other window covering, the lights turned out and the curtains closed
- Students are not allowed to use the washrooms
- All cell phones must be powered off and not used during a lockdown for safety reasons
- Wait for communication from the office – only use the PA system if there is a classroom emergency

HOLD AND SECURE – is used when there is a need to secure the school due to an ongoing situation outside the building (ie. dangerous person in the neighbourhood, a robbery near the school). At the Principal or Vice-Principal's discretion, school will continue to function normally, with the exterior doors being locked.

ADDITIONAL INFORMATION

ACTIVITIES, CLUBS, COMMITTEES, EVENTS & SPORTS

Get involved! Listen to daily announcements or follow us on Twitter (@cwprincipal) for times, dates and places. Choose from a variety of clubs and activities such as the following:

Art Club, Athletic Council, Chess, Computer, Concert Band, Choir, Debate Club, DECA, Environment Club, Christian Club, Falcons United Club, GSA, Games, Gr. 9 Orientation Leadership, Indigenous Student Action Group, Jack Chapter, Makeup Artists, Math Help Centre, SAFFE committee, Ski & Snowboard Club, Tech Crew, Theatre CW, CW Eats, Pet Club, Photography Club, D & D Club, Friendship Club, Horticulture Club, Math Club, Swim Team, Wet Paint Club, Yearbook.

Badminton	Golf	Soccer	Ultimate Frisbee
Baseball	Hockey	Track & Field	Volleyball
Basketball	Rugby	Tennis	Wrestling
Cross Country	Skiing	Swimming	
Field Hockey	Ski and Snowboard Racing		

CWDHS SCHOOL COUNCIL

The Centre Wellington District High School Council extends a warm welcome to all new students and their families. The school council consists of parents, students, staff and community members. Its mandate is to assist in the development of excellent communication among all of the partners.

The school council usually meets on the last Monday of the month, in the evenings at 7 p.m., during the school year. It is not necessary to become a member of the council to attend meetings. Everyone is welcome!

COMMUNITY PARTNERS

The Board believes that community agencies and members of the school community are resources that can help boards deliver prevention and intervention programs. Current and new partnerships, protocols and outreach are encouraged and supported by the Board to formalize and enhance relationships to maintain safe and inclusive communities.

LOCKERS

The locker is board/school property. Students are responsible for the condition of lockers. Damage or defacing school property is an offense. Pictures and posters must be appropriate. The school cannot be responsible for any losses. Use only a combination-type lock and keep your combination confidential. All combinations will be submitted to the Office. A lock placed on a locker not assigned to you will be cut off. Do not keep money or valuables in your locker. Your locker will be assigned to you by your homeroom teacher.

ELEVATOR

The elevator is to be used only for students with medical or health reasons. A key is available from the Office and a key deposit of \$20 is required. The full deposit fee will be refunded once the key is returned. All elevator keys are to be turned into the Office at the end of each school year.

CHANGE TO STUDENT BIOGRAPHICAL INFORMATION

Please let us know in writing, if you need to change your student's information.

PARKING AND MOTOR VEHICLES

Parents dropping off or picking up students may do so by using the parking lot only. The semi-circular driveway at the front of the school is a **FIRE ROUTE** and is only to be used by emergency vehicles. Students who wish to bring a vehicle to school must register their vehicle with the Office and display the designated parking pass. Bicycles may be parked in the designated area at the front or back of the school.

SMOKING AND VAPING

Smoking and vaping is **prohibited** on Board property. A designated smoking area has been assigned at the north side of the school, on the sidewalk only off MacQueen Blvd. **Students are not to be on the road.** All garbage is to be deposited in the trash cans provided. Vaping or using tobacco products in the school or on school property is a prohibited activity.

VISITORS TO THE SCHOOL

All visitors must report in at the main office.

CONTACTING STAFF BY EMAIL

firstname.lastname@ugdsb.on.ca