



**SCHOOL HANDBOOK
2019 – 2020**

For students, parents, guardians and staff

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Erin District High School is a **SCENT-FREE BUILDING**

Many people are extremely sensitive to perfumes, colognes, aftershaves and other scented products. Thank you for not wearing them in the building.

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WELCOME TO ERIN DISTRICT HIGH SCHOOL

Welcome to the 2019 – 2020 school year. We hope it will be both productive and enjoyable for you. To be successful, make every day count in terms of participation, effort and organization.

It is the responsibility of everyone at Erin District High School (EDHS) to ensure that we behave in a manner that demonstrates RESPECT for 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 pride in this school and in this community as we work together to strive for excellence at EDHS.

Principal
Stephen Gayfer

Vice Principal
Lynne Vink

School Council Chair
TBD

MISSION STATEMENT

Erin District High School engages in the pursuit of academic and personal improvement.
We believe in respect and responsibility for both the community and oneself.

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SCHOOL YEAR CALENDAR

SECONDARY School Year Calendar 2019-2020



Ministry Approved

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

*1st day back to School for Students - September 3, 2019

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	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 2019				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
September 2019	2 H	3 *	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 P	30				
October 2019		1	2	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31	
November 2019					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29 P
December 2019	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 B	24 B	25 H	26 H	27 B	30 B	31 B			
January 2020			1 H	2 B	3 B	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24 E	27 E	28 E	29 E	30 E	31 P
February 2020	3	4	5	6	7	10	11	12	13	14	17 H	18	19	20	21	24	25	26	27	28					
March 2020	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31			
April 2020			1	2	3	6	7	8	9	10	13 H	14 H	15	16	17	20	21	22	23	24 P	27	28	29	30	
May 2020					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29
June 2020	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 E	23 E	24 P	25 P	26 P	29	30			
July 2020			1 H	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31

Plan your personal schedules to avoid these dates:

Semester 1 Exams – January 24 to 30, 2020 Semester 2 Exams – June 17 to 23, 2020

Grade 9 EQAO – Semester One Academic/Applied Math – January 13 to 24, 2020

Grade 9 EQAO – Semester Two Academic/Applied Math – June 2 to 15, 2020

OSSLT (Literacy Test) – March 31, 2020

Other culminating activities take place during the last two to three weeks of each semester.

DAILY SCHEDULE

	WEEK ONE	WEEK TWO
9:00 – 9:05	Announcements	
9:00 – 10:20	Period 1	Period 2
10:20 – 10:30	Wellness Break	
10:30 – 11:45	Period 2	Period 1
11:45 – 12:40	Lunch	
12:40 – 1:55	Period 3	Period 4
1:55 – 2:03	Break	
2:03 – 3:18	Period 4	Period 3

WHAT TO DO WHEN

YOU BECOME ILL OR INJURED AT SCHOOL

First obtain permission from your subject teacher to report to the office. Do not go to the washroom when you are ill, without permission from your teacher. If you wish to go home, the office will contact one of your parents. Only with the permission of a parent/guardian and/or Vice Principal may you go home. All students must sign out before leaving school.

YOU ARE LATE FOR PERIOD 1 (AFTER 9:00)

Report directly to class. Show your note to the teacher. If you arrive at school after 9:30, report directly to the office. Give your note to the office and then you will receive an admit slip to class. A parent may also phone the office to let the school know the reason and time of your late arrival.

YOU ARE LATE TO OTHER CLASSES

Proceed to your class. If you were detained by a teacher, request a note stating the reason.

YOU MUST LEAVE DURING THE DAY

Bring a note to the office stating the reason and time you need to leave. You will be given an excusal slip. Show this slip to your teacher at the start of the class. When you need to leave, you can just leave class and exit the school. There is no need to report to the office as you have already been signed out. A parent can also phone the school and the student is then responsible to come to the office to pick up the excusal slip. Try to avoid commitments before 3:20 p.m. Failure to sign out is considered a skip.

YOU RETURN FROM AN APPOINTMENT

You must either sign in at the office with a note stating that you had an appointment or a parent/guardian can phone the school. You will be given an admit slip.

YOU RETURN FROM AN ABSENCE

Bring a note from your parent/guardian and bring it to the office or have a parent or guardian phone the school. The note must state the date(s) and reason for your absence. A note will be created in your attendance note that teachers will be able to read. Failure to bring in a note or have a parent or guardian call will result in the absence being considered a skipped class.

YOU ARE SENT OUT OF CLASS

Report immediately to the office. Remain in the office until you have seen the Vice Principal and are dismissed.

BUSES

The Wellington-Dufferin 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 – keep your hands and feet to yourself.
3. No smoking, 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 5 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 contact school administration when necessary.
9. Windows may only be opened 3 notches.

INCLEMENT WEATHER PROCEDURES

Transportation to and from school is provided by Service de transport de Wellington-Dufferin Student Transportation Services (STWDSTS). STWDSTS has inclement weather procedures for school buses which are common for all five school boards in the Wellington-Dufferin region.

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 and the City of Guelph"
- Division Two (Blue) – "Centre Wellington, the Town of Erin and the Town of Rockwood"

- Division Three (Pink) – “North Wellington”
- Division Four (Green) – “Dufferin County”

Information on transportation cancellations or school closings due to severe weather is also made available through local radio stations.

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 website of the affected school.

In a situation where school buses are cancelled but schools are open, parents should always assess weather and road conditions and make their own decision to send their children to school, or not. Parents are not expected to drive their children to school in bad weather.

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

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 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 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 SCHOOL

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

ABSENCES

Acceptable absences:

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

Notes for acceptable absences must:

- detail one of the above reasons
- include the date(s) of the absence
- be signed and dated by a parent or guardian (or by the student if 18), and
- be provided to the office on the day of return to school.

A parent or guardian may also phone the office. Failure to bring in a note will result in the absence being considered a skipped class. Repeated skips will result in progressive discipline.

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 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 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

The police 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:

- 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

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.

SMOKING AND VAPING

EDHS 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.
- A second offence will result in a fine of \$300 plus a suspension.
- Vapes found visible in the school will be confiscated and will result in an automatic one-day suspension.
- Counselling and smoking/vaping cessation programs are available.

POLICY ON ACADEMIC INTEGRITY

POLICY

It is the policy of Erin District High School that students do not plagiarize. Students who do are subject to discipline according to the following policy on academic integrity.

PLAGIARISM & ACADEMIC DISHONESTY

Definition: Plagiarism is the act of using another person's ideas, opinions, or theories without acknowledging the original source.

Sources of information: All sources of information must be documented using the citation format outlined by the subject teacher.

These sources can include internet sites, software, emails, graphs, statistics, data structures, essays, literary compositions, newspaper articles, journals, television programs, live plays, music, visual images and artwork.

Any information that is not considered to be common knowledge must be cited.

Examples:

- submissions of the same piece of work more than one course without the permission of the teachers concerned
- buying or selling of essays or examinations or test questions
- cheating during a test or examination
- the preparation of an assignment by someone other than the student and submitting it as one's own
- allowing one's essay or assignment to be copied by someone else
- paraphrasing another person's work without citing
- the use of electronic translators and submitting the final product as original work
- the fabrication and citing of non-existent sources
- copying or communicating with another student during tests or exams
- copying all or part of a homework assignment or project

PROCEDURES AND PENALTIES

Once plagiarism or academic dishonesty is suspected, the teacher will meet with a member of the administration to determine next steps. The teacher will then meet the student and explain the concerns. The purpose of the interview is to determine whether the suspected plagiarism or academic dishonesty has been a deliberate (intentional) act, or the result of inexperience (unintentional).

UNINTENTIONAL:

- If the plagiarism is deemed unintentional, the student shall have the opportunity to rewrite the assignment or submit an assignment of equal value on a different topic by an agreed upon and reasonable date. The assignment will be completed at school in the work completion room under teacher supervision. The teacher or librarian will take necessary steps to clarify proper citation format for the respective subject. Upon completion, the assignment will be graded appropriately with no academic penalty and

the teacher will use professional judgement to determine the impact on the overall report card mark.

- The administration will be notified by the teacher.
- The student's parents/guardians will be notified of the situation by the administration.
- If the student chooses not to rewrite the assignment by the agreed due date, a zero mark will be recorded and the teacher will use professional judgement to determine the impact on the overall report card mark.
- The student's parents/guardians will be notified of the final outcome by the administration.

INTENTIONAL

- If the student admits plagiarism or if the plagiarism appears to be evident, a meeting will be set-up with the student, teacher, administration and if at all possible, the student's parents/guardians.
- The meeting will determine whether the student exhibits any remorse for their actions, whether an opportunity to re-write the assignment or submit an assignment of equal value on a different topic will be allowed. It will also determine if there will be an academic penalty if and with the assignment is redone, whether a behavioural penalty in the form of a suspension will be given. All parties will agree on the decisions made at the meeting.
- If the student's parents/guardians did not attend the meeting, the administration will inform them of the results and any expectations for their son or daughter.
- If it is agreed that an assignment is to be rewritten; the student will follow the same procedures as if the plagiarism was unintentional and the the teacher will use professional judgement to determine the impact on the overall report card mark.
- If the student chooses not to rewrite the assignment by the agreed upon date, or the opportunity to rewrite the assignment was not offered to the student, a zero mark will be recorded and the teacher will use professional judgement to determine the impact on the overall report card mark.
- The student's parents/guardians will be notified of the final outcome by the administration.
- A record of the intentional act of plagiarism will be placed in the student's file by the administration.

GUIDELINES FOR MISSED AND LATE EVALUATIONS

- Students are expected to complete all assessments and evaluations (which includes tests, assignments, presentations, etc...) for each course on the scheduled date.
- Teachers may assign up to 10% late penalty on the value of any **assignment, presentation, or test**.
- It is important to note that an extension on an assignment, assessment or evaluation is a privilege and not a right. Extensions are granted based on the professional judgement of the teacher. A request for an extension must be made directly to the teacher.
- The final day to submit work for mid-terms occurs the week prior to mid-term reports being distributed. Study week begins one week prior to the first day of exams. For semester 1, the final day to submit work owing is **January 17, 2020**. For semester 2, the final day to submit work owing is **June 10, 2020**. Two weeks prior to each of the final exam schedules there is a moratorium on field trips and extra-curricular activities. Students need to focus on their culminating projects, review of course material and prepare for their final evaluations.
- It is the student's responsibility to attempt all final evaluations. Any parts not attempted will be given a mark of "zero". This mark of zero will be used in the calculation of the 30% portion of the final grade. Late final evaluations will not be accepted except for medical or extenuating circumstances after consultations with administration.

EXAM RULES AND REGULATIONS

EXAM DATES

Semester 1 exams take place January 24 – January 30, 2020.

Semester 2 exams take place June 17 – June 23, 2020.

Other culminating activities take place during the last 2 to 3 weeks of each semester.

Plan your personal schedules to avoid these days.

EXAM START TIME

9:15 AM

GENERAL

It is the responsibility of the student to be in the examination room with the necessary writing equipment, and seated in the designated seats **at least 5 minutes prior to the stated starting time.**

ABSENTEEISM

Students who miss an examination or other culminating activity without supplying a medical certificate or other documentation **WILL RECEIVE ZERO FOR THAT EVALUATION AND MAY FORFEIT THE CREDIT.**

LATENESS

Students reporting late for exams can be admitted by the presiding teacher up to ½ hour after the starting time. After ½ hour, students may not be admitted except through the front office.

EARLY DISMISSAL

Students who finish the examination before the allotted time **must not leave during the first hour.**

ACADEMIC DISHONESTY

Students found cheating will receive ZERO on their exam; upon consultation with administration.

STUDY AREAS

Students are not to be in the halls during examinations. Study areas are in the Library (quiet individual study), and the Upper Cafeteria.

EMERGENCY PROCEDURES

LOCKDOWN

Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside the school building.

A lockdown will be used under two circumstances:

- 1) The police, or school board, has contacted the school administration to suggest that there is an imminent threat to the school. The principal or designate will activate the alertus beacon and make the announcement for a lockdown. The procedures below will be followed.
- 2) If they see a weapon in, around or near school, any adult in the building will find the nearest school phone and clearly direct LOCKDOWN LOCKDOWN LOCKDOWN. This adult will also call 911 and provide details to the police.

EDHS LOCKDOWN PROCEDURE

- 1) Lockdown order will be issued by announcing LOCKDOWN LOCKDOWN LOCKDOWN over the PA system.
- 2) Direct all students, staff and visitors into classrooms or secure rooms.
- 3) Lock classroom doors.
- 4) Cover the windows of classrooms.
- 5) Move all persons away from windows and doors.
- 6) Have all persons sit down on the floor.
- 7) No use of cell phones permitted, unless to provide information to EMS.
- 8) Allow no one outside of classrooms. Please ignore all other subsequent alarms or warnings. Only the police, or the administration (under the direction of police) will go room-to-room to unlock doors at the end of the lockdown.

HOLD AND SECURE

At EDHS, a decision to do a hold and secure will be made by the principal or vice-principal. When this happens.....

- 1) The principal or designate will go on the announcement stating that we are in a hold and secure.
- 2) During this time there will be no bells and students will not move from class to class without being escorted.
- 3) When all clear is given the bells will be reactivated and school will proceed as normal.

SHELTER IN PLACE

At EDHS, a decision for this is typical for an environmental emergency such as a tornado. When this event occurs...

- 1) Principal or designate will address the school on the PA and ask all classes to assume their tornado drill positions.
- 2) When clear the all clear will be given and students return to class.

EVACUATION

At EDHS, 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.

ERIN DISTRICT HIGH SCHOOL RECOGNITION AND AWARDS

HONOUR ROLL & ONTARIO SCHOLAR

At the end of June, all courses taken within the past school year at Erin District High School (including e-learning courses taken through the Ontario Consortium) are considered for honour roll.

Grade 9 Honour Roll: 80% or higher average in all 8 courses taken in year 1

Grade 10 Honour Roll: 80% or higher average in all 8 courses taken in year 2

Grade 11 Honour Roll: 80% or higher average in best 7 senior level courses taken in year 3

Grade 12 Honour Roll: 80% or higher average in best 6 senior level courses taken in year 4

Ontario Scholar Award: 80% or higher average in best 6 “U”, “M”, “E” or “O” stream grade 12 courses

The following courses are not included in the calculation of a student’s average:

- Courses completed through correspondence (ILC)
- External credit courses (summer school or night school)
- Courses completed through study travel programs (MEI, Blyth)
- External music credits (Conservatory)

GOVERNOR GENERAL’S MEDAL

This medal is awarded to the student who achieves the highest average upon graduation from a secondary school. The average includes all grade 11 and 12 courses regardless of stream or subjects chosen. Courses taken after graduation to upgrade marks are not included.

PROFICIENCY AWARD

Proficiency Awards are earned by the top two academic achievers in each of grades 9, 10, 11 and 12.

RAIDERS AWARD

Candidates for the Raiders Awards are nominated by all of the teachers of a course during the current school year. Award winners are selected based on any of the following: strong work ethic, positive attitude, showing initiative, good work habits, punctuality, good attendance, participation, improvement and/or teamwork.

EDHS COUNCILS

STUDENTS' COUNCIL

The Students' Council is an elected body of students who provide leadership and input for school direction and activities. Members meet monthly to discuss school business and organize student activities. School dances, homeroom competitions, assemblies, student and staff recognition events are types of activities organized through council. Ms. K. Spira is the staff contact for Students' Council.

ATHLETIC COUNCIL

The Athletic Council is a body of students who provide input and direction for athletic activities at EDHS. Members organize and support activities like school intramurals, the Terry Fox Run, and local or regional high school sports events. Ms. Wombwell is the staff contact.

DRAMA COUNCIL

The Drama Council is an executive body led by elected leaders and is open to any student registered at EDHS. The Drama Council is responsible for extra-curricular performances, the National Theatre School Drama Festival, One Act Play Festival, the Haunted House, Remembrance Day, Arts Banquet and various other theatre-related activities. We are proud that this is an all-inclusive body and one that promotes fun and love of the arts. Staff contact is to be determined.

ARTS COUNCIL (ARTIFEX)

The EDHS Art Council is a student-run club and council that designs and constructs art projects to serve the needs of the school and community of Erin. The club welcomes all students who have an interest in any area of visual and media arts. Past club projects have included murals, set and prop design, posters, and many other creative projects. The club elects council representatives who lead members in the organization of diverse art projects and events like "Art in the Park". Ms. Fillion is the staff contact.

LINK CREW

LINK Crew is the name given to the group of senior mentors who work with our grade 9 students to help make their transition to high school, and their entire first year, one to be proud of. Senior mentors are selected through a referral process and an intake interview. They are involved with their mentor groups in our Grade 9 Camp program and throughout the year. They play a critical role focusing on our three core values of respect, responsibility, and relationships. Staff contacts are Ms. Sammit and Mr. Teeter.

ADDITIONAL INFORMATION

ADD OR DELETE COURSES

Courses may be added or deleted by the student only through the Guidance Office with written permission of the parent (if under 18). Courses may not be dropped 2 weeks prior to the start of exams. Full disclosure is required for grade 11 & 12: a course must be dropped within 5 days of the first official report card (mid-term) or the mark and course will appear on the transcript.

BACKPACKS IN THE CLASSROOM AND SECURING PERSONAL ITEMS

In 2012, many teachers at EDHS implemented a “no backpack in the classroom” rule for safety and security reasons. Classrooms cluttered with backpacks make it unsafe during evacuation procedures. Additionally, the security of personal items is compromised when backpacks are taken to classrooms, because they are often left unattended. Students are expected to take the learning materials needed to class but to lock their remaining materials and personal items in their lockers.

CARE OF VALUABLES

Valuables should not be brought to the school. Locker combinations should not be given to any other student. The school cannot take responsibility for personal items. School Board insurance does not cover personal items and the school cannot take responsibility for any loss or damage. There is a lost and found box in the main foyer.

CONDUCT IN HALLS

- Use appropriate language at all times.
- During morning announcements, students will wait quietly if they are in the halls.
- During class time, if a student does not have a class, then he/she may:
 - Go to the cafeteria
 - Go outside
 - Go to the snake pit

LIFE-THREATENING ALLERGIES/MEDICAL CONDITIONS

Parents/guardians of each student who has an anaphylactic allergy are asked to supply information on the student’s life-threatening allergy at the time of registration, provide the appropriate medications, and ensure that the information is kept up-to-date throughout the school year.

For information on Sabrina’s Law (EpiPen and Anaphylaxis) visit:

<http://www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html>

For information on Ryan’s Law (Student Asthma Management Plan), please visit:

<http://www.ugdsb.on.ca/uploadedFiles/centre-wellington/Ryan's%20Law.pdf>

LOCKERS

- Your assigned locker will be on your timetable when you receive it at orientation or the first day of school. Do not switch or share lockers.
- You must have a lock on your locker by Friday, September 6, 2019; if not, the locker will be considered unused and it will be locked by the school. You must use a combination lock and give your homeroom teacher the combination. You may supply your own lock or purchase one through Guidance for \$5.00.
- Since you are “borrowing” the locker, the cleanliness and appearance of your locker must be maintained. Inappropriate pictures, sayings, posters, or any stickers, etc. are not permitted in or on lockers.
- Your locker must be cleaned out by the last day of exams in June. EDHS cannot be held responsible for any items left in lockers at the end of the school year. All items that are left behind will be donated over the summer so it is the responsibility of the student to ensure their locker is emptied.
- If you have questions about lockers please go to the office for assistance.

PARKING

Students may park in the upper parking lot except for the centre two rows which are reserved for staff. Overflow parking is available in the lower parking lot closest to the arena and the Legion hall. Students must not park in the parking lot at the back of the school.

TEXTBOOKS/LIBRARY BOOKS

All textbooks/library books supplied to a student by the school are to be returned in good condition. Students will be charged for any damaged or lost books. It is the student's responsibility to take the correct textbook and work materials to the appropriate class.