

SIR ALLAN MACNAB SECONDARY SCHOOL

STUDENT HANDBOOK

2017 – 2018



VISION

Sir Allan MacNab Secondary School is an inclusive community of individuals who value mutual respect, honesty, compassion, and personal excellence.

Sir Allan MacNab Secondary School
145 Magnolia Drive
Hamilton, Ontario L9C 5P4

(905) 383-3337
Fax: (905) 574-6010
website: www.hwdsb.on.ca/macnab/

Mr. G. Clark, Principal
Mr. J. Rizza, Vice-Principal (Students A-K)
Mrs. A. Moore, Vice-Principal (Students L-Z)

HANDBOOK USE

The planner contains important information about our school rules and policies. Please take time to review it carefully with your student. Additional school information is available on our website (www.hwdsb.on.ca/macnab/).

How Parents/Guardians Can Help:

1. Review this handbook with your student. Take note of important dates and school events listed on the school calendar.
2. Make vacation plans that will coincide with the school calendar. Students on vacation during school time miss a great amount of work in a semester system. Please do not schedule vacation plans before or during exams.
3. Schedule appointments (dental, medical, personal business), when feasible, outside school hours.
4. Permit absences only when necessary. Question your student about due dates of assignments and/or tests to be written, before permitting an absence. Please phone the school at 905-383-3337 (available 24 hours) when absences occur and speak to the office, or send a note upon return of the student.
5. Limit out-of-school activities during school evenings.
6. Discourage your student from working long hours at a part-time job.
7. Make sure the school has your **CORRECT HOME/CELL PHONE NUMBER** and a **DAYTIME PHONE NUMBER** where you can be reached in case of an emergency.
8. There is no such thing as “**no homework**”. If homework has been completed in class, your student should review the day’s work or be working on future assignments. Please connect with your student’s individual teacher for further assistance with classroom routines/expectations.

BELL SCHEDULE

Regular day	1st Lunch	Regular day	2nd Lunch
Period 1	8:25 am to 9:40 am	Period 1	8:25 am to 9:40 am
Travel Time	9:40 am to 9:50 am	Travel Time	9:40 am to 9:50 am
Period 2	9:50 am to 11:05 am	Period 2	9:50 am to 11:05 am
1st Lunch	11:05 am to 11:50 am	Travel Time	11:05 am to 11:15 am
Period 4	11:50 am to 1:05 pm	Period 3	11:15 am to 12:30 pm
Travel Time	1:05 pm to 1:15 pm	2nd Lunch	12:30 pm to 1:15 pm
Period 5	1:15 pm to 2:30 pm	Period 5	1:15 pm to 2:30 pm

IMPORTANT DATES TO REMEMBER

September	5	First Day of Classes
	15.....	Picture Day
	19	First School Council Meeting (6:15 in Guidance)
	22.....	PA DAY
October	9	Thanksgiving Holiday
	12.....	Preliminary Reports Sent Home
	13.....	Picture Re-Takes
	19	Parent-Teacher Interviews (5-7 pm)
November	1.....	Take Your Kid to Work Day (Grade 9s)
	3.....	PA DAY
	23.....	Grade 7/8 Open House
	24.....	Mid-semester Reports Sent Home
	24	Awards Assembly
December	1.....	PA DAY
	25-January 5	Winter Holidays
January	18-24	Quiet Days
	25-31	Exam Days
February	1.....	PA DAY
	2.....	Semester Two Begins
	16.....	Semester 1 Final Reports Sent Home
	19	Family Day Holiday
March	2.....	PA day
	9.....	Semester 2 Preliminary Reports Sent Home
	12-16.....	March Break
	22	Parent Teacher Interviews (5-7 pm)
	30.....	Good Friday
April	2.....	Easter Monday Holiday
	10	Ontario Secondary School Literacy Test
	11.....	International Day of Pink
	22.....	Earth Day
May	4.....	Mid-Term Reports Sent Home
	21.....	Victoria Day Holiday
June	14-20	Quiet Days
	21-27	Exam Days
	28	PA DAY/Graduation Ceremony
	29.....	PA DAY

SCHOOL SERVICES

SCHOOL COUNCIL

This group is mandated through the Ministry of Education and more specifically Bill 612. It serves as advisor to the Administration. At Sir Allan MacNab, our School Council has devised a method of co-existence that sees the two meet together on a monthly basis. School Council positions are filled for a term of two years through an election process determined by the legislation in conjunction with the Council's constitution and bylaws. Please consider standing for election. It is a very important undertaking.

PUBLIC HEALTH NURSE

The City of Hamilton, Public Health Services School Program has Public Health Nurses in all secondary schools for a half day of service per week. Services include:

- ◆ Working with the school Health Action Team and the greater school community to address health issues and promote the health and well-being of all students through youth-led activities;
- ◆ Providing consultation, group sessions and classroom presentations;
- ◆ Assisting with personal health concerns, individual counseling and involving other community agencies as required; students may be referred by school staff and/or parents. Students may drop-in to see the nurse when available in the Co-op Office, room 107 or schedule an appointment at the Main Office.

SOCIAL WORKER

The Hamilton-Wentworth District School Board employs social workers who work with school staff and students to assist students who are experiencing problems. One of their major focuses is under age non-attenders. Their services are available by referral through Administration and Student Services.

JOHN HOWARD YARD Program

A youth worker in the school on a part time basis can provide strategies and support for youth demonstrating at-risk behavior and who would like support while making positive changes in their lives.

STUDENT SERVICES

Guidance - counsellors assist with career exploration and course planning, referrals to co-op, learning resource, and student success programs (alternative education, credit recovery). Counsellors provide individual assistance and short-term counselling as well as referrals to the school nurse, social worker or community agencies. Assistance with applications for bursaries and access to the Board's Walk In Closet, a source of food and clothing for students is also available. **Financial Assistance** - Students whose success at school is at risk, or whose access to co-curricular activities and specialized programs is restricted because of financial difficulties, may be eligible for financial assistance. Senior students applying to college, apprenticeships or university are provided with resources on post-secondary programs, application processes and financial assistance. Students are assigned to a counsellor based on the first letter of the student's last name. Students are always welcome to see Ms. Seager, the Student Services secretary before/after class or at lunch to make an appointment. (905-383-3337, ext. 235)

Cooperative Education - provides students with an opportunity to learn practical skills in a job setting. Students earn credits toward their diploma for learning accomplished on the job, which is related to an in-school course. A typical timetable for co-op would be half of the day in classes and half of the day at the workstation. Students can also participate in a full day co-op placement in the skilled trades with the opportunity to earn 4 credits and hours towards a recognized apprenticeship. The Co-op office is located in room 1006 (guidance).

The Learning Resource Room - is located in room 1013. Learning resource teachers support students who have been identified as exceptional by a Hamilton-Wentworth District School Board Identification Placement and Review Committee. They assist many other students who need extra help through a referral from a guidance counsellor/administration.

Student Success Program - offers **Credit Recovery** for students who have fallen behind in their compulsory credits. Students may receive a Learning Strategies credit in addition to the credit being recovered. **Alternative Education** is a program that offers students an opportunity to take an independent learning course. Students can access these programs through a referral from their guidance counsellor/administration. In addition to Alternative Education offered at the school, Sir Allan MacNab offers an off-site Alternative Education program (LAUNC:H) to enable students to focus on credit accumulation and credit recovery, combined with co-operative education which may be aligned with students' career interests.

REQUESTS TO CHANGE A COURSE/CLASS

Students are expected to attend all classes for which they have registered. Students planning to make a timetable change or drop a course must first discuss the request with a counselor and follow school procedure, **which requires the student to attend all classes until an administrator has approved the change.**

Normally only students in grade 12, have 23 credits and who have their volunteer hours complete will be granted a study period. Under special circumstances reduced timetables may be approved by the administration. Under the **Full Disclosure Policy**, senior students have five school days following mid-term report cards to drop a subject through the above procedure. Students who drop courses after that time will receive a final mark on their transcript. **Courses may not be dropped within the final two weeks of the semester.**

GRADUATION REQUIREMENTS

The Ontario Secondary School Diploma is awarded to students who successfully complete 30 credits: 18 are compulsory, 12 are optional.

18 compulsory credits

4 credits in English, 3 credits in Mathematics, 2 credits in Science, 1 credit in Canadian History, 1 credit in Canadian Geography, 1 credit in the Arts,
1 credit in Health and Physical Education, 1 credit in French as a second language, 0.5 credit in Career Studies, 0.5 credit in Civics.

Plus one credit from each of the following groups

- ◆ one additional credit in English, OR French OR Native Languages OR Classical and International Languages OR Social Sciences and the Humanities OR Canadian and World Studies OR Guidance and Career Education OR Cooperative Education
- ◆ one additional credit in Health and Physical Education OR the Arts OR Business Studies, OR Cooperative Education
- ◆ one additional credit in Senior Science (Grade 11-12) OR Computer Studies (Grade 10-12) OR Technological Education (Grade 9-12), OR Cooperative Education

NOTE: A maximum of 2 credits in cooperative education can count as compulsory credits.

In addition, students must complete

- ◆ 12 optional credits
- ◆ the provincial literacy requirement
- ◆ 40 hours of community involvement

Roles and Responsibilities of Students re. Community Involvement

- ✓ To select an activity or activities that meet the criteria for eligible activities on our website.
- ✓ To obtain written permission from the principal if the activity is not on the list of eligible activities.
- ✓ To complete the Community Involvement Hours form and return to their Student Services office as the hours are completed. Make a copy and keep it for your records.

HONOUR ROLL

Students who excel academically are recognized by having their names placed on the Principal's Honour roll. To be eligible for the Honour roll students must take courses that meet the Board criteria.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
80% average in 7 courses	80% average in 7 courses	80% average in 6 courses	80% average in 6 senior courses

In order to qualify for an Honour award, students can take courses from one or a combination of the following avenues: HWDSB Secondary School (day school), any school in the Province of Ontario that follows the Ontario Curriculum, eLearning, night school, and summer school (these courses also must meet Ontario Curriculum expectations). Courses must be taken July through June of a school year. The calculation date will take place in June of the school year. Any course taken after June will count for the next school year.

ONTARIO SCHOLAR REQUIREMENTS

- ◆ Awarded as a GRADUATE or POST-GRADUATE.
- ◆ A student's best six marks in grade 12 U, M, C, E or O level courses are used to calculate the total. Ontario Scholar award is achieved if the total is 480 or greater indicating an average of 80% or greater.
- ◆ Qualifying courses may be completed over more than one year.
- ◆ Any course shall be multiplied by its credit value (i.e. half day CO-OP counts as two credits).

SIR ALLAN MACNAB SPECIAL PROGRAMS

ADVANCED PLACEMENT (AP) & ENRICHED PREPARATION

Advanced Placement courses allow students to study specific Grade 12 courses leading to advanced placement in US, International & Canadian universities; students qualify for university credits based on their AP exams. Grade 9-11 students take Enriched programming courses to prepare for rigorous Grade 12 AP programs & world-wide exams.

Enriched Preparation Courses: Grades 9 & 10 English, Math & Science

AP Courses: Grades 11 & 12 University English, Math & Science

SPECIALIST HIGH SKILLS MAJOR (SHSM) PROGRAMS

Health and Wellness SHSM

Sir Allan MacNab offers SHSM programming in **Health & Wellness**. SHSM is a Ministry-approved specialized program that allows students to focus their learning on a specific economic sector while earning a special designation for the Ontario Secondary School Diploma (OSSD). The program assists students in their career transition from secondary school to apprenticeship training, college, university or the workplace. Programming is available for all four pathways.

This SHSM includes the following five components:

- A bundle of nine Grade 11 and 12 credits that includes:
 - 4 major credits in health care and/or fitness that provide sector-specific knowledge and skills
 - 3 other required credits, in which some expectations are met through learning activities contextualized to the sector e.g., English, Math and Science
 - 2 cooperative education credits tied back to the major credits in the health care or fitness sector
- Sector-recognized certifications and/or training courses e.g. Standard First Aid, etc.
- Experiential learning activities within the sector
- "Reach ahead" experiences connected with the student's chosen postsecondary pathway
- Development of key essential skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP)

Arts and Culture SHSM

Based on the belief that the arts inspire all students, this program allows you to explore your interests through connections with community, industry and institutions. In this program you will:

- Develop artistic skills within a range of disciplines including visual arts or musical theatre
- Learn how to create an artistic portfolio or be involved in a stage production
- Have opportunities for training and certification
- Receive a designation that opens pathways and acknowledges your dedication

Hospitality SHSM (new)

The Hospitality and Tourism Specialist High Skills Major is designed for any student that is considering a career in the Hospitality and Tourism Industry. By completing the program, students will earn a special diploma seal which will indicate to employers that the student has a solid skill set, industry recognized certifications and work experience through co-op placements. Students are required to complete a bundle of 9 senior credits in their senior years of high school which include 4 senior credits in Hospitality and Tourism or related subject area, 2 co-op credits in Hospitality, 1 grade 11 math, 1 grade 11 Business or Science and 1 grade 12 English. Students will obtain sector recognized certifications; these will include but are not limited to WHMIS training, Standard First Aid/CPR certification, Customer Service Certificate, Smart Serve and Safe Food Handling. Experiential Learning and Reach Ahead opportunities may include food service catering opportunities, job shadowing, attend and observe Ontario Skills Competition, attend a trade show and/or job fair, visit a Hospitality apprenticeship class.

ARTSMART – PERFORMING ARTS PROGRAM

Presented by: HWDSB, Sir Allan MacNab and Theatre Ancaster

The ArtSmart program is based at Sir Allan MacNab Secondary School. Students from secondary schools across the district will attend Sir Allan MacNab for their second semester. These young actors will be able to sing, dance, play and act while earning 4 credits towards their diploma, including 2 co-op credits. Students will be enrolled in specialized drama, voice, instrumental, dance, and musical theatre courses. Opportunities are also available for students interested in set and costume design, lighting and technical support.

To be eligible for this unique program, students must be 15 years of age or older, have successfully completed a minimum of 8 credits, submit all required application information by the due date and attend an interview session, if requested.

CODE OF CONDUCT/DISCIPLINE POLICY

FROM HWDSB CODE OF CONDUCT DIRECTIVE (POLICY NO. 6.3)

The Code of Conduct establishes standards of behaviour that are consistent with the Provincial Code of Conduct and apply to all members of the school community. The Code of Conduct promotes respect within the learning and teaching environment, and sets clear Board and school standards of behaviour.

The Hamilton-Wentworth District School Board believes that all individuals attending on Board or school property, on school buses, or at school-related events or activities, should be treated with dignity and respect. The Code of Conduct promotes a positive school climate which is a contributing factor to a safe and orderly environment. It also supports the Hamilton-Wentworth District School Board's commitment to Character Education.

DEFINITION OF SCHOOL CLIMATE

School climate may be defined as the sum total of all of the personal relationships within a school. These relationships must be founded in mutual acceptance, inclusion, respect, responsibility, and civility, and must be modeled by all.

KEY LEADERSHIP ROLES AND RESPONSIBILITIES:

Principal Roles and Responsibilities

Principals will hold everyone to the highest standard of respectful/responsible behaviour and will take a daily leadership role in the school when they:

- demonstrate care and commitment to academic excellence in a safe teaching and learning environment;
- hold everyone under their authority, accountable for their behaviour and actions;
- empower students to be positive leaders in their school and community;
- communicate regularly and meaningfully with all members of their school community;
- model respect, responsibility, and civility and ensure these are taught as part of the curriculum;
- encourage and promote a positive school climate through modeling and ongoing professional development for staff;
- promote the prevention of inappropriate behavior, including bullying, sexual assault, gender based violence and incidents based on homophobia, transphobia, or biphobia;
- notify the parent of student who may have been harmed in an incident as well as the student the principal believes has engaged in the activity that resulted in the harm;
- maintain consistent standards of behaviour for all students; and
- model the character attributes of Hamilton Wentworth District School Board.

Teacher and Staff Roles and Responsibilities

Teachers and school staff maintain order in the school and hold everyone to the highest standard of respectful/responsible behaviour when they:

- help students work to their full potential and their sense of self-worth;
- empower students to be positive leaders in their classrooms, school, and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all students;
- promote a safe learning environment for students;
- promote the prevention of bullying;
- address inappropriate student behavior and promote early intervention;
- demonstrate respect for students, staff, parents/guardians, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship; and
- model the character attributes of Hamilton Wentworth District School Board.

Student Roles and Responsibilities

Students demonstrate respect and responsibility when they:

- come to school prepared, on time, and ready to learn;
- show respect for themselves, others and those in authority;
- refrain from bringing anything to school that may compromise the safety of self or others;
- demonstrate responsibility for actions or behaviour off school property or outside of the school day that would have an impact on the school climate;
- follow the established rules and take responsibility for their own actions;
- model the character attributes of Hamilton Wentworth District School Board;
- promote the prevention of bullying; and
- demonstrate appropriate participation in the civic life of the community.

Parent Roles and Responsibilities

Parents support a safe and respectful learning environment when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Conduct and school rules;
- promote the prevention of bullying;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

All of the HWDSB Safe Schools policies are available from the school Principal and on the HWDSB website at www.hwdsb.on.ca

RESPECTFUL WORKPLACE

From HWDSB Respectful Learning and Working Environments: Conflict Prevention and Resolution Directive Policy No. 5.3

Hamilton Wentworth District School Board (HWDSB) is committed to providing a working and learning environment free from objectionable behavior where all individuals are treated with respect and dignity. HWDSB holds high expectations for the conduct of its employees, its students and any others associated with the school community.

Definition of Objectionable Behaviour

Objectionable behaviour is a course of conduct or communication in any form of attitudes, beliefs or actions directed at a specific individual which is unwelcome, serves no legitimate work and/or academic purpose and renders the working or learning environment intolerable for that individual. It occurs when an individual is singled out for serious mistreatment, and may include threats, intimidation, bullying, isolation, harassment, verbal assault, taunting, ostracizing, violent gestures, slander or libel. Such behaviour will not be tolerated at any board location or at any time when one is fulfilling his/her working or learning responsibilities. **Continued safety and peaceful co-existence within the school requires students to identify themselves when requested to teachers, staff and other students.**

EQUITY

From HWDSB Equity and Inclusive Education Policy No. 1.3

The Hamilton-Wentworth District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Ministry of Education PPM 119 areas of focus: Anti-racism and Ethnocultural Equity; Anti-classism and Socio-economic Equity; Gender Equity; Persons with Disabilities; Religious Accommodation; and Sexual Orientation.

At Sir Allan MacNab we strive to eliminate discrimination through the identification and removal of biases and barriers, and to support positive learning environments that are respectful and welcoming to all. Our practices will adhere to the guiding principles of:

1. Inclusive Curriculum and Assessment Practices

Sir Allan MacNab Secondary will implement an inclusive curriculum and will review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize his/her learning potential.

2. Religious Accommodation

At Sir Allan MacNab Secondary we acknowledge each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and are committed to taking all reasonable steps to provide religious accommodations to staff and students.

3. Accountability and Transparency

As a publicly funded education system, we will endeavour to provide ongoing communication with the whole school community with respect to school goals, progress, and school improvement planning.

4. Accessibility

In order to meet the physical requirements of students, staff and visitors to Sir Allan MacNab Secondary we endeavour to make all areas of the school accessible. If you require additional assistance in order to take advantage of meetings or events at or associated with the school, please contact us.

SUSPENSION AND EXPULSION OF STUDENTS

From HWDSB Student Behaviour and Discipline Policy No. 6.4

PURPOSE:

The purpose of the Student Behaviour and Discipline Policy is to promote a positive school climate through a whole school approach that supports student achievement and well-being. The policy reflects an approach to utilizing a continuum of strategies including promotion of programs to build social skills, interventions to help students change inappropriate behaviours, consequences when inappropriate behaviours persist, and progressive discipline when more serious incidents occur.

GUIDING PRINCIPLES:

- 1) Every student is entitled to a safe and caring learning environment in which to learn.
- 2) Respectful, positive working environments are created by modeling relationships founded in mutual acceptance and inclusion, and by promoting, supporting, and recognizing appropriate behaviours.
- 3) Programs which focus on violence prevention, bullying prevention, and building healthy relationships provide the foundation for an effective continuum of prevention strategies within a school.
- 4) Inappropriate behaviours are effectively dealt with by employing a range of consequences that are developmentally appropriate, provide the opportunity to learn from mistakes, and focus on improving behaviour.

INTENDED OUTCOMES:

The goal of the Student Behaviour and Discipline Policy is to:

- support a safe, inclusive and accepting learning and teaching environment in which every student can reach his or her full potential;
- promote positive student behaviours through social skill programs that support the character attributes of Hamilton-Wentworth District School Board (HWDSB): acceptance, caring, citizenship, courage, empathy, honesty, integrity, respect, responsibility, and trustworthiness;
- reinforce appropriate student behaviours;
- address inappropriate student behaviours;
- enhance academic achievement and student well-being;
- provide a shared understanding of characteristics of a positive school climate; and
- reflect current legislation and Ministry of Education policy.

ACTIVITIES LEADING TO POSSIBLE SUSPENSION (1 TO 20 DAYS):

A principal shall consider whether to suspend a student if he or she believes that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

Education Act

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol or illegal drugs;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. 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;
6. bullying;
7. non-consensual sharing of intimate images;
8. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board;

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9. any activity in violation of the Equity Policy; e.g. racist, sexist, hate-motivated or derogatory comments;
10. violations of the Code of Conduct, school and Board policy, e.g. repeated disrespect of authority;
11. using social media in such a way that negatively impacts others or school climate;
12. inappropriate behaviours, including biting, spitting, kicking, etc.;
13. physical fighting and assault (not requiring medical treatment);
14. an act harmful to one's physical/mental well-being;
15. being under the influence of drugs;
16. making a bomb threat.

ACTIVITIES LEADING TO POSSIBLE EXPULSION:

A Principal shall expel a student if he or she has reasonable grounds to believe that the student has engaged in any of the following activities while at school, at a school-related activity or event, or in other circumstances where engaging in the activity will have an impact on the school climate:

Education Act

1. possessing a weapon, including possessing a firearm;
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or in illegal drugs;
6. committing robbery;
7. bullying (*if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person*);
8. any activity listed in Ed Act Subsection 306(1) that is motivated by bias, prejudice, or hate;
9. giving alcohol to a minor;
10. any other activity for which a student may be expelled under Board policy.

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11. serious violations of the Standards of Behaviour in the Code of Conduct e.g. Repeated disrespect of authority;
12. committing an act of vandalism that causes extensive damage to Board property;
13. continuous pattern of behaviour injurious to the learning or safety;
14. his/her presence constituting an unacceptable risk.

DEFINITION OF TERMS:

Adult Pupil: For the purpose of this policy, an "adult pupil" is a pupil who is 18 years of age or older or who is 16 or 17 and has withdrawn from parental control.

Parent/Guardian: Where there is a reference to involving or informing a parent/guardian it means the custodial parent or guardian of a minor child who is under 18 years of age and has not withdrawn from parental control.

Bullying: (refer to the Bullying Prevention and Intervention Policy Directive for types and descriptions of bullying behaviours)
Bullying is defined as aggressive and typically repeated behaviour by a student where the behaviour is intended, or the student ought to know that the behaviour would be likely to have the effect of: causing fear or distress to another individual, including physical, psychological, social or academic harm; harm to the person's reputation or property; or creating a negative environment at the school for another individual, and the behaviour occurs in a context where there is a real or perceived power imbalance 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.

Suspension Appeals Committee: A committee of three or more Trustees of HWDSB, established to hear an appeals of a principal's decision to suspend a pupil.

PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR

From HWDSB Progressive Discipline and Promoting Positive Student Behaviour Directive Policy No. 6.4

Promoting Positive Behaviour and Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate behaviour and to build upon strategies that promote and foster positive student behaviours. Hamilton-Wentworth District School Board recognizes that when inappropriate behaviour occurs, developmentally appropriate action must consistently be taken to address behaviours that are contrary to the Provincial and Board Codes of Conduct. The action should be applied within a framework that shifts the focus from one that is solely punitive, to one that is both corrective and supportive. Hamilton-Wentworth District School Board is committed to a progressive discipline approach that builds and sustains a positive school climate for all students to support their education.

Responsible behaviour creates an environment which is conducive to effective learning and teaching. Misbehaviour carries consequences. Sir Allan MacNab will utilize a range of interventions, supports and consequences as well opportunities for students to focus on improving behaviour. A pyramid of interventions will be used by classroom teachers and administrators in order to promote positive student behavior. A progressive series of consequences will be taken against individuals who choose not to engage in reasonable and respectable behaviour. Consequences may include: counselling, detention, parental involvement, formal interview with a vice-principal, withdrawal of specific privileges, financial or community service restitution, temporary withdrawal, behaviour or performance contract, suspension, referral to community agencies, and/or expulsion.

RESTORATIVE JUSTICE

From HWDSB Safe Schools Pillar Policy No. 6.0

Restorative Justice (RJ) is one way to respond to harm, in that it allows those who have been harmed the opportunity to be heard, have input into resolution and have access to support. RJ also provides those who caused the harm to be held accountable to those they hurt, while taking a role in how to make amends. When conflict exists, RJ can provide guidance for respectful communication through non-blaming language and a problem-solving approach. This approach:

- gives anyone the opportunity to ask for this problem-solving method;
- can voluntarily include all the people who have been affected;
- focuses on repairing relationships and strengthening community;
- supports the person who is harmed as well as the person who has harmed another person;
- helps repair damaged relationships;
- holds people accountable while finding ways to move forward;
- does not replace consequences, but can replace, or reduce the need for consequences.

Restorative Justice Practices (RJP) use the principles of RJ to build relationships between the members of a community, creating increased understanding and communication. Sir Allan MacNab will include Restorative Justice practices in resolving conflicts whenever possible.

CODE OF STUDENT BEHAVIOUR

The following guidelines for appropriate student behavior are in accordance with The Hamilton-Wentworth District School Board policy (HWDSB Code of Conduct Directive No. 6.3), and reflect the Sir Allan MacNab Secondary School philosophy of openness and mutual respect. They are intended to ensure the well-being and security of everyone in our school.

BASIC TO THESE GUIDELINES IS THE PREMISE THAT EACH STUDENT HAS THE RIGHT TO A CHOSEN EDUCATION WITHOUT HINDRANCE OR DISRUPTION AS WELL AS A CORRESPONDING RESPONSIBILITY NOT TO DENY THIS RIGHT TO ANY OTHER STUDENT. SIR ALLAN MACNAB SECONDARY SCHOOL WILL RESPOND TO INAPPROPRIATE BEHAVIOUR. CONSEQUENCES DEPEND ON THE EDUCATION ACT AND ALL RELEVANT RELATED LEGISLATION OF BOARD POLICIES, PREVIOUS INCIDENTS AND ON THE SEVERITY OF THE BEHAVIOUR (SEE SUSPENSION AND EXPLUSION OF STUDENTS ON PREVIOUS PAGES).

ATTENDANCE AND PUNCTUALITY

Regular, punctual attendance is essential to academic success. Students are expected to attend all of their classes each day. Students are responsible for all work missed due to absences. Signing in late or signing out to study, complete assignments/presentations is not an acceptable reason to be excused from class.

All absences from school must be justified by parents, guardians or students over 18. Students will be recorded as UNEXPLAINED/TRUANT if a phone call or note is not received on a timely basis. Unexplained absences/lates will be dealt with in several ways, including:

- Detention
- Parental notification
- Vice Principal meeting with student/parents
- Withdrawal from a course
- Social Worker referral
- Suspension

Students over 18 may write their own notes, provided they fulfill their primary responsibilities of a good student: good attendance, hard work, and passing marks.

- Absenteeism and lateness adversely affect progress of the individual, and of the class as well, and may result in the loss of credits.
- Regular attendance and punctuality are essential skills expected on the job and in personal relationships.
- Parents are vitally interested in academic success and, therefore, attendance at school
- The Education Act, Regulation 298 (Section 23) requires students to attend classes punctually and regularly.

NOTE: The Education Act clearly states that “a pupil MAY be excused” by the principal. Sign-out privileges for students over 18 may be revoked if a student’s lack of attendance is impacting on academic achievement. Students who have signed out of class are not to remain on school property.

CO-INSTRUCTIONAL ACTIVITIES

Students are encouraged to participate in the wide variety of activities offered in this school. Therefore, students involved in such activities may be exempted from the above regulations provided that students:

1. At all times inform the teacher of their pending absence as soon as possible.
2. Demonstrate to the teachers involved that they have quickly caught up on all work.

Satisfactorily complete all assignments. If a student is considered to be “at risk”, the classroom teacher may request a vice-principal to arrange a meeting with the student/teacher/coach to discuss the student’s continuing involvement in the co-instructional program. The student may be placed on an “Under Review Contract”.

RESPECT FOR PROPERTY

Students will treat the school grounds, the school building and everything in the school with respect. Therefore, vandalism and littering are unacceptable. Students are expected to report any known violation **confidentially** to the office. Consequences may include:

- Community service
- Parent contact
- Payment for repair / replacement of damaged property
- Suspension and/or expulsion
- Involvement of The Hamilton-Wentworth Regional Police

Failure to report a known crime makes students accessories after the fact. Ontario Education Law Regulation 298 requires students to show respect for school property. We all like to live in a clean environment. The financial burden of clean up diverts monies from program areas.

LOCKERS

All students **MUST** have a locker. Students will use the locker assigned to them by the school and are responsible to keep it clean. Students are responsible for removing all items from their assigned locker by the final exam day in Semester 2. *The school bears no responsibility for lost or stolen items. Do not bring valuables to school.* Students will not write graffiti on or in lockers. Locker damage is associated with vandalism consequences.

NOTE: Please be aware that lockers are the property of the school and may be accessed at any time by school authorities.

Each student needs a place to keep coats, texts, notes, uniforms, etc. on a daily basis.
For everyone's safety, we need to know the individual assigned to each locker.
We need to assist in keeping the school clean.

POSSESSION/UNDER THE INFLUENCE OF ALCOHOL AND/OR ILLEGAL DRUGS

As per the Suspension and Expulsion Policy, no student shall be in possession or under the influence of alcohol and/or illegal drugs or drug paraphernalia. Consequences may include:

- Parent Contact
- Suspension and/or Expulsion
- Possible involvement of the Hamilton-Wentworth Regional Police

Being under the influence impairs judgment and places oneself and others at risk; both health and safety.

SMOKING

No one will smoke anywhere on school property. At all times, students will adhere to The Smoke-Free Ontario Act. The use of E-cigarettes is not permitted on school property. By-law officers may ticket students for smoking on school property. Consequences may include:

- Warning
- Community Service
- Detentions
- Suspension
- Fine, issued by by-law officers

The Smoke-Free Ontario Act bans smoking on school property anywhere, by anyone, at any time.

Smoking causes irreparable damage to personal health and the environment adversely affects attendance and punctuality and creates a negative stereotype of the user.

BULLYING

Bullying will not be tolerated on Hamilton Wentworth District School Board property, at school related activities, on school buses, or in any other circumstances where engaging in bullying behaviour will have a negative impact on the school climate. Consequences may include:

- Parent contact
- Suspension and/or expulsion
- Referral for social skills program
- Involvement of the Hamilton-Wentworth Regional Police

Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems not only for those powerless individuals who are the victims of repeated aggression, but for those who perpetrate it and also for those who see it happening

DRESS CODE

Appropriate dress is attire that is neat, clean, suited to the learning task, and in keeping with a safe, respectful learning environment. No clothing, hats, or jewellery will be worn that bear any of the following:

- sexual or racial comments
- suggestive, offensive, or objectionable messages,
- any representation or an advertisement for alcohol, drugs, or tobacco,
- any representation of violence.

Clothing that reveals underwear, navels or the midriff is not appropriate dress for the learning environment. Skirts and shorts should be an appropriate length for a workplace/learning environment. Skirts and shorts must be at least the length of the student's fingertips when arms are fully extended down at one's sides.

Consequences may include:

- Students may be removed from class if attire or appearance is inappropriate
- If a student is unable to modify his/her attire, parents will be called to bring appropriate attire
- Repeated failure to comply with school expectations for appropriate student dress will result in disciplinary consequences.

Safe and respectful learning environments allow both teaching and learning to occur.

CO-INSTRUCTIONAL (EXTRACURRICULAR) POLICY

To participate in any co-instructional activity (sports, school organizations, clubs, etc.) a student must demonstrate a responsibility to their learning. The privilege of participating in activities may be withdrawn or restricted and the student may be placed on an "UNDER REVIEW CONTRACT" under the following circumstances:

1. The student does not attend all classes on the day of the event/practice/game
2. The student's overall achievement or attendance is unsatisfactory
3. The student's behaviour is inappropriate

The decision to restrict or withdraw a student's privileges will be made by the principal/vice-principal, in consultation with the staff advisor/coach and subject teachers.

TIP OFF

TipOff is a free anonymous reporting service provided by HWDSB that strives to make schools safer and more welcoming for all students, staff and parents. The service can act as a portal for school safety and announcements. To do this, TipOff provides a timely response to all anonymous text reports. Tips submitted to TipOff are shared with the appropriate school, where normal school and Board protocols will be followed.

How does it work?

1. Send TipOff a text at 905-963-0066 or via the FREE Android or iOS app.
2. The service centre receives the message, showing a scrambled sender's number.
3. The sender will receive an automated reply to say that the service has received their text.
4. The operator reviews the text and asks basic questions. (e.g. What happened? Where?)
5. The tip and related information is sent to the appropriate school.
6. The school responds to the information received.

ASSESSMENT, EVALUATION and REPORTING

*The Ministry of Education introduced **Growing Success**, a provincial assessment and evaluation policy in 2010, based on longstanding guidelines developed to inform our Assessment and Evaluation practices. The Hamilton-Wentworth District School Board began implementing a board-wide assessment and evaluation policy based on this provincial policy in September 2011. Details of the HWDSB Assessment, Evaluation and Reporting Policy No. 7.1 are available for students and parents on the board website at www.hwdsb.on.ca.*

Like prior school policies in HWDSB this policy includes specific responsibilities for students.

- *Students are responsible for providing evidence of learning through tests, demonstrations, projects, presentations and assignments within established timelines.*
- *Students are responsible to ensure that the evidence of learning they provide is their own work, not the result of cheating or plagiarism.*
- *There are consequences for cheating, plagiarizing, submitting work late, or not submitting work.*

Sir Allan MacNab Secondary School is committed to the success of every student. Assessment and evaluation of students are key components of this philosophy. Sir Allan MacNab is committed to fair, timely, and equitable assessment and evaluation

Midterm and final marks will be calculated using various assessments/evaluations completed over the course of the semester. Reported marks reflect the most consistent level of achievement of the overall expectations. The four Achievement Chart categories: Knowledge/Understanding, Thinking, Communication, and Application will be balanced within assessments/evaluations. Final evaluation will be reflective of various tasks completed: tests, assignments, projects, labs, seminars, and other observations, conversations and products.

A student's final mark will be calculated using the following percentage weighting.

Term Work	70%
Culminating Activity/Final Evaluation	<u>30%</u>
FINAL MARK	100%

Learning Skills:

Students will be assessed on the six identified learning skills and work habit categories separate from the expectations of the course based on the following letter symbols:

E = Excellent G = Good S = Satisfactory N = Needs Improvement

LEARNING SKILLS SUCCESS CRITERIA FOR STUDENTS

The following statements will help you to assess your learning skill development:

Responsibility

I bring required materials to class (pen, pencil, paper, notebook, text...)

I complete all of my work and submit it on time

I am in class when the bell rings

I show respectful behaviour

I follow all of the set classroom rules

Organization

I have an organized notebook with complete class work and notes

I manage my class time well

I plan how I will complete my work

I use an agenda or calendar to keep track of due dates

I prioritize the work that I need to complete

Independent Work

I work quietly and effectively when asked

I use class time for my work

I complete tasks without reminders

I avoid distractions (cell phone, music player, gaming...)

I am not a distraction to others

Collaboration

I contribute equally when working in groups

I listen to others without judging them or their ideas/thoughts

I provide positive and helpful feedback

I cooperate with others and share ideas

I encourage others to be involved

Initiative

I ask questions when I have them

I start my work without being asked

I am engaged in class discussions

I challenge myself to improve my work

I continue learning outside the classroom

I help others when needed

Self-Regulation

I assess my own strengths and weaknesses

I look for ways to improve my work

I set goals and make a plan to achieve them

I ask for help when I need it

I do not give up when work is challenging

COMMONLY ASKED QUESTIONS

What if you know your student is going to be away during “regular classes” (not during exams or culminating activities)? (e.g. medical appointments, athletic events, vacation, religious holiday etc.)

It is your son's/daughter's responsibility to:

- Let the teacher know they will be away.
- Get the work for the missed days and complete it by the assigned deadline.
- Plan with the teacher when they will make up the class work/missed evaluation.
- Have a parent/guardian contact the school for missed work if they are away for a prolonged time and is unable to complete assignments.
- Provide documentation (e.g. doctor's note, etc.) to explain the absence if requested.

What if the absence is not planned? (eg. family emergency, illness etc.)

It is your student's responsibility to:

- See their teacher as soon as possible upon return to school.
- Negotiate completion dates with their teacher for missed class work/evaluations.
- Provide documentation (e.g. doctor's note, etc.) to explain the absence, if requested.

What if your student misses an exam or final culminating activity?

- Students who miss an exam for illness or family emergency must provide a doctor's note or appropriate documentation explaining the absence to the vice principal.
- Families should plan their vacations around the exam schedule as final evaluations are an essential part of your student's demonstration of learning in their courses at Sir Allan MacNab. *If you take a vacation during the exam schedule no accommodations will be made.*
- Completion dates for missed final evaluations will be negotiated with administration and teachers.

What if your student has been suspended or is undergoing another disciplinary action? (e.g. therapeutic withdrawal)

- It is the parent's/guardian's responsibility to contact the school and request work.
- It is your student's responsibility to complete work while on suspension.
- Your student's teacher may require them to complete any missed evaluations on the day they return to school or they may negotiate an alternative deadline. Alternative deadlines for missed assignments will be established by the student and teacher

OTHER BOARD POLICIES

USE OF PERSONAL ELECTRONIC DEVICES IN SCHOOLS (PEDs)

From HWDSB Personal Electronic Device Policy and Policy Directive (PEDs Policy)

Anyone carrying a PED on Board premises, will comply with all of the requirements of this policy and associated policies/procedures. The secure storage of these devices is the sole responsibility of the owner/user. The HWDSB does not accept responsibility for lost or stolen PEDs; students bring the devices to school at their own risk. During the school day the use of cell phones, text messaging, and electronic devices is restricted in instructional areas. During classroom instruction, all cell phones and electronic devices must be in silent mode and secured out of sight. Cell phones may only be used outside of classroom time in designated areas as defined by the Principal. Teachers may give permission for these devices to be used by students within the school setting for school-related events. **ELECTRONIC DEVICES MAY NOT BE USED DURING TESTS OR TAKEN INTO EXAMINATION ROOMS.**

The use of PEDs in the school setting should reflect the Board's commitments of respect, integrity, and accountability. **IF THE DEVICES ARE BEING USED INAPPROPRIATELY THEN THE SCHOOL CODE OF CONDUCT APPLIES.**

COMPUTER LABS/NETWORK USER GUIDELINES

All new users of school computers are required to have parental consent/agreement (if under 18 yrs.) and to adhere to user guidelines. Computer access is a privilege - failure to adhere to the guidelines will result in access to school computers being revoked.

- Students are only permitted to use school computers if there is teacher supervision.
- The use of unauthorized software (including games) is not permitted.
- Students must only use their own network and O365 account.
- Users will not publish, post, or display inflammatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, sexist, or illegal material.
- Users will not send or receive offensive messages or pictures from any source.
- Users will not transmit, download, or print information, files, or software violating copyright laws.
- Users will not post messages and attribute them to others.

ANAPHYLAXIS PROCEDURE

From HWDSB Procedure from Policy 4.2 Medical/Health Supports

The safety of anaphylactic students in a school setting depends on the cooperation of the entire school community in order to minimize the risk of exposure, and to ensure a rapid response in case of emergency. Each school is required to develop an individual action plan for those students who are known to be susceptible to allergic reactions.

Parents/guardians are required to inform the school if their student is likely to have any allergic reaction.

Parents/guardians are required to complete an Individual Anaphylactic Plan for their student and to submit it to the main office in order to inform the school of the necessary steps to follow, should the need arise. Parents/guardians are also responsible for providing the school with a physician's written instructions and a prescription for administering medication and to ensure that these instructions are on or with the student's Epinephrine autoinjector.

SECURE SCHOOLS

From HWDSB Safe Schools Pillar Policy No. 6.0

The intent of this Policy is to ensure that our schools, and buildings, are safe and nurturing. This refers to the physical space that we share and to the way that we treat each other. In addition, it requires that everyone is alcohol, drug and weapon-free. Lastly, it refers to the way we supervise students and how we respond in relation to any threat of fire, or emergency. Important information about this Policy will be posted in every classroom, which includes information about procedures/responses in case of a threat e.g., lockdown, hold and secure, shelter in place.

SECURE SCHOOLS DRILLS

Please be advised that we will hold four secure schools drills each school year – two “Lockdowns,” one “Hold and Secure,” and one “Shelter in Place”. Staff, students and parents/guardians will be given notice prior to the drills occurring. Cell phones cannot be used during lockdown, hold and secure or shelter in place.

CONCUSSION PROCEDURE

From HWDSB Procedure from Policy 4.2 Medical/Health Supports

When a student is suspected of having a concussion, the school will follow the HWDSB Concussion Procedure (Policy 4.2). The policy requires the school to work in conjunction with the parent/guardian and a medical professional, to determine the most appropriate next steps for the student. If a student is suspected of having, or diagnosed with a concussion, medical documentation will be required prior to the student's return to classes. As part of the recovery, students are usually required to be absent from school until they are ready for a modified return to classroom learning activities. Students who have been diagnosed with a concussion will require clearance from a medical professional before they are able to return to regular physical education classes/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports. Please inform the office if your student has a concussion from any activities, within or outside of school.

SCHOOL CLOSURE DUE TO INCLEMENT WEATHER

From HWDSB Procedure for Policy 3.15 Inclement Weather and Board Cancellations

The decision to close schools will be made by 6:30 a.m. and communicated to the media by one of the HWDSB's Corporate Communications Officers. To find out if the weather has resulted in a school closure watch the Morning Live program on CHTV or tune into one of the following radio stations: CHML (AM 900), Y108 (FM 107.9), 95.3 Fresh Radio (FM 95.3), K-LITE (FM 102.9), Oldies 1150 (AM 1150), CHAM (AM 820) and WAVE Jazz (FM 94.7). Up to date information will also be available on the HWDSB website: www.hwdsb.on.ca