

DUNDAS VALLEY
SECONDARY SCHOOL



STAFF
HANDBOOK

2017 – 2018

Revised June 7, 2018

DUNDAS VALLEY SECONDARY SCHOOL

“Home of the Gryphons”

Procedures for Opening Days.....	3 – 4
On-Call & Supervision	5
Nutrition Policy	5
DVSS’s Vision Statement	6
Student Attendance	7
Pyramid of Interventions.....	8
Student Discipline	9-10
Dress Code	10
Assessment, Evaluation and Reporting Practice.....	10 - 14
Assembly Procedures.....	14
Other Procedures in Relation to Students.....	14-15
Student Fees	15
HWDSB Excursions.....	15
Clarifications & Expectations	15-16
OPHEA Safety Guidelines	17
Volunteers in School	17
HWDSB Concussion Procedure.....	17
School Equipment on Loan.....	19
Withdrawals & Late Arrivals	19
Absence of Administrators.....	19
Procedures during Inclement Weather.....	19-20
Emergency Procedures	20
Instructions to Staff in Case of Bomb Threats	21-22
Emergency Evacuation Plan – Phase 1	23
Fire Drill Evacuation Procedure	24
Emergency Evacuation Plan – Phase 2.....	26
Lockdown Procedure (incl. Hold & Secure, Shelter in Place)	27-29
Procedure for Staff Absence.....	30-31
Important Information for Staff (incl. Online School Cash, Parking, etc.)	31-34
Regular Day Schedule.....	35
Sample Forms	36

PROCEDURES FOR OPENING DAY

TUESDAY, SEPTEMBER 5, 2017

- * We will run a Day 1 timetable on September 5 (see page 31 for schedule).

PROCEDURES TO BE FOLLOWED IN HOMEROOMS ON SEPTEMBER 5th

1. As soon as students arrive in your homeroom, please **take attendance using Power School**.
2. All teachers should be in their homeroom by 8:10 am to greet their students.
3. **HOMEROOM ROUTINES:**
 - a) **Do not admit any new student to your homeroom unless the student has a timetable authorizing entry to your class.**
 - b) Add the names of any new students to your Class List.
 - c) Keep these lists for your records.
 - d) Lockers will be distributed to individual students during the first week of classes. Students **MUST** have a combination lock and share the combination with their HOMEROOM TEACHER (Period 1 teacher/ timeframe 1 teacher) **BEFORE** a locker will be assigned. All period 1 teachers will have a bank of lockers assigned to your students. **DO NOT ASSIGN A LOCKER TO A STUDENT WITHOUT FIRST RECEIVING A COMBINATION FROM THEM.** If there are broken lockers or locks on lockers that belong to your homeroom, please bring this to the OFFICE's attention so that we can support you. Staff should encourage students to be patient while locker assignments happen the first week of classes. Students should be issued their own locker—please do not assign lockers to “pairs/partners”.
 - e) Explain the fire drill and lockdown procedures (see pages 22 - 27).

PLEASE READ THE FOLLOWING INFORMATION TO ALL STUDENTS:

1. Changes may be made to your timetable this week. If you feel that an error has been made, please fill in an appointment request form at the Guidance Office before leaving school today. Changes will be made if spaces are available in classes or if there are errors in your timetable. Until these situations are clarified and changed by Guidance, you must follow your original timetable. Failure to follow your original timetable may cause your requested timetable changes to be refused.

(Note to teachers: If no timetable is available for a student, send the student to the Guidance Office for clarification.)

2. Textbooks may be issued to you in each subject class by the subject teacher. You are responsible for the specific numbered text you are issued. If that number is not returned to the teacher at the end of the course, you will be responsible for paying for the textbook.

ROUTINE FOR TUESDAY, SEPTEMBER 5th, PERIODS 2 TO 4

1. At the beginning of each period, check attendance and report any unexplained absences or lates using Power School.
Prepare your red folder for attendance in case of future absences; this folder is to be on/in the teacher's desk **in each classroom** you teach in.
2. Do not admit to your class any student who is not on your class list OR who does not have a timetable authorizing presence in your class. Add the names of any authorized new students to your class list. Updated class lists will be issued by the office later in the week. Each teacher must maintain an accurate class list to compare with the computer lists.
3. Review fire drill and lockdown procedures with each class. (refer to pages 22-27)
4. Proceed with normal classroom business.

WEDNESDAY SEPTEMBER 6th AND SUBSEQUENT DAYS

1. Teachers will report student attendance in Power School.
2. Do not ignore questionable student absences. Do not take for granted comments about "moving" from other students. Wait for verification of "no shows" from the office. Continue to mark students as absent until they are officially removed from your class attendance lists. Do not remove any name from your class list until authorized by the Guidance Office/Main Office. The status of some students may not be clarified for several days. "No show" lists will be created the second week of classes.
3. Do not allow students to "join" your class without the proper paperwork or a timetable from Guidance. In accordance to the Collective Agreement (CA), we must ensure that staff does not have more students in their classes than the CA allows for. Be assured that Guidance counselors are aware of the "big picture" regarding number of students in your classes.

INSTRUCTIONS FOR ON-CALL AND SUPERVISION DUTY TEACHERS

1. All teachers should check the daily duty board sent electronically by email daily and/or the “hard paper copy” posted in the Main Office before school starts and immediately prior to their scheduled duty periods. Every effort will be made to have both the electronic and the paper copy posted at least 30 min prior to a.m. classes starting.
2. For on-calls:
 - a. Read over assignment information to ensure you understand what is required of the class. Check any dubious details with the department head.
 - b. Take attendance using the seating plan located on teacher’s desk in red folder.
 - c. Return lesson assignment sheet and any student work collected to the teacher’s mailbox at the end of the period.
3. For supervisions:
 - a. Be on time and vigilant for your duty.
 - b. In the cafeteria, watch for students leaving with food—remind them there is no eating in hallways. Ask students to clean up their garbage and push chairs in.
 - c. In the halls, remind students there is not to be any eating/drinking, no sitting on the floors or in stairwells and that students are to keep a pathway clear for those walking through the hall, to keep noise levels low and not to engage in horseplay.
 - d. In the Learning Commons, be on time and be vigilant that students are not eating/drinking and are quiet as this is a study/classroom area.

NUTRITION POLICY

HWDSB – Policy No. 5.0, and 5.6

Effective September 2010, each school in the HWDSB will abide by a revised Nutrition Policy. The new policy is governed from the following areas:

- PPM 135: Healthy Foods and Beverages in Elementary School Vending Machines, 2004
- Bill 8 – Trans Fat Standards
- PPM 150: School Food and Beverage Policy, 2010
- Student Nutrition Program Guidelines

Please refer to Safety and Well-Being Policy 5.0 (Section 5.6 Nutrition Policy and Procedure) for detailed information about the HWDSB Nutrition Policy.

Always consult with an administrator if you have any questions or concerns.

**DUNDAS VALLEY SECONDARY SCHOOL
VISION STATEMENT:**

An empathetic culture of respect and learning through the lens of Human Rights.

A school Vision Statement is an ideal of what we want to co-create as a staff for our students' lives and our lives as educators. And, at DVSS we have embarked on a process that collected the voices of many to create the vision of our school in Dundas. Our Vision Statement committee has modelled the process of honoring all stakeholders' voices so that our school vision is based on the people we serve and the people with whom we work.

Let us ask ourselves: What do I need to learn and create in my classroom/school so that our students and colleagues become our vision statement?

Let us imagine how to make our world better through the idea that ALL HUMAN BEINGS HAVE WORTH AND VALUE...and in our SCHOOL we will learn how to advocate for the rights of all human beings through the United Nations Global Goals.

How might we create the conditions so staff, students, parents/caregivers could all "play" at what we want to be and do as employees, as students and as stakeholders of this publicly funded educational institution?

How might we live for purpose and meaning in our work and learning?

How might we teach students to have a voice and act on their voice?

How might we take curriculum and make profound, meaningful connections between what we learn, what we believe and what we ENVISION ourselves to be and our world to be?

How might we teach students to be critical thinkers and problem-solvers as a 21st Century learner and live our vision statement?

How might we take all that we do and create, teach and learn; so that, we could align it to a BIG IDEA (like our Vision Statement); a BIGGER PURPOSE and a BETTER way to live so that we role-model how to be contributing citizens of our world?

Let us use these questions to filter our autonomy as we figure out how to live a life a purpose and meaning connected to the Dundas Valley Secondary School Vision Statement.

STUDENT ATTENDANCE

Since great emphasis is placed on a student's day-to-day work, regular attendance must be encouraged. Any attendance problem should be dealt with immediately to avoid poor attendance routines becoming established. The following procedures are designed to assist individual teachers in maintaining accurate attendance records and good student attendance.

HOMEROOM ATTENDANCE

1. At the beginning of period one, take attendance in Power School.
2. Any students not in their seats/in the classroom before the National Anthem are to be marked late.
3. Any time a student is unexplainably absent, insist on sending all notes to the office as they need to be filed in the Office by the Attendance Secretary. Students who have reached the age of majority may write their own notes but are still subject to all the rules of attendance at school.
4. If you suspect a student is skipping, please follow the Pyramid of Interventions, starting with conferencing with the student and parent, assign classroom consequences, speak with appropriate support staff, etc. Chronic attendance problems and any other concerns, should be referred to the Vice Principal.

DAILY ATTENDANCE

1. You are responsible for inputting attendance *every period, every day* into Power School. Teachers a suggestion for good practice would be to also keep a hand written record of all attendance for each class.
2. Any students with irregular attendance or behaviour problems should be referred to the V.P. after you have followed the Pyramid of Interventions, starting with conferencing with the student and parent, classroom consequences, speaking with appropriate support staff, etc.
3. Morning attendance should be entered by noon; afternoon attendance should be entered no later than 3:00 p.m. **This is important because Synervoice attendance messages are sent to homes after this time.**

CLASS ATTENDANCE

1. A seating plan and attendance list must be left on/in the teacher's desk *in each room* in which you have a class. Keep this up to date for the benefit of an on-call or substitute teachers. Please make note of any medical issues, special considerations, etc for students in the class that would assist the on call/substitute teacher.
2. Teachers are required to keep an accurate attendance record for each student in their classes. They may use the lists provided or generate their own record. Individual student attendance is required on all report cards.
3. Students are to be marked absent whenever they are not in class regardless of reason.
4. Students who arrive more than 15 minutes late to class following Opening Exercises or the start of each period, are to be sent to the Main Office to sign in.

EXCESSIVE ABSENTEEISM

All classroom teachers have a responsibility for identifying and attempting to rectify attendance problems. Please see the Pyramid of Interventions for suggestions. Each teacher and department should clearly outline attendance policies to students at the beginning of the semester. Teachers should inform the school attendance secretary, school support staff and Vice-Principals of significant attendance irregularities.

DVSS Pyramid of Interventions



The Dundas Valley Secondary School Pyramid of Interventions begins with the classroom teacher.

Check off the boxes that apply indicating all classroom level supports that have been attempted.

First level interventions should be nearly exhausted before moving to the second level.

Use the back of this sheet to document and summarize actions taken and their results before moving to the next level of the Pyramid. The second level of the Pyramid must include a referral to the Vice-Principal.

SCHOOL SYSTEM and COMMUNITY

- System Alter Ed (Twins Peak, N.Gage, Serre, SALEP, U Turn, SHALE, etc)
- Summer School and/or Night School
- E-Learning
- ILC Programming
- Semester Withdrawal
- COAST Intervention
- Police Intervention
- CAS/CCAS Intervention
- Enrolment in Alternate School Program

IN-SCHOOL INTERVENTIONS (Administration)

- Parent meeting
- Collaboration with other teachers
- Student Success referral
- Monthly CARE Team meetings
- Let's Talk girls group
- Co-op placement
- AY Referral/Counselling
- C/YF Referral
- Social Worker Referral
- School Nurse Referral
- Timetable Adjustment
- Attendance Letter sent home
- Diagnostic Testing
- OS/SLC
- Alternative Education
- Credit Recovery

IN-CLASS SUPPORTS (Teacher)

- Review of classroom expectations
- Review IEP/Accommodations with LRT
- OSR review
- Extra time for assignments / tests
- CPS
- Mindful/iscr*
- Student Success Learner Profiles
- Home contract (for both + and -)
- One-to-One conferencing
- Assignment tracking sheets
- Extra help/support

IN-SCHOOL SUPPORTS (Teacher)

- Learning Resource referral
- Guidance referral
- Learning Commons referral
- Cyedit Clean Up*
- Speak with Student Success
- Speak with Attendance Secretary
- Caring Adult connection/ staff mentor
- Alternative setting—Guidance or Resource Room
- Peer Tutor support
- Progress report submission
- Extra-Curricular Activities Clubs/Teams

LATES

After a student has reached:

- 5 - Classroom consequences occur/ teacher makes direct contact with parent/guardian.
- 10 - Teacher continues to track attendance in relation to progress, referral to VP be made.
- 15 - Teacher re-alerts VP, VP refer to social worker/remove from roll/conduct further investigation.

UNEXPLAINED ABSENCES

After a student has reached:

- 5 - Teacher makes direct contact with parent/guardian.
- 10 - Teacher continues to track attendance in relation to progress, referral to VP be made.
- 15 - Teacher re-alerts VP, VP refer to social worker/remove from roll/conduct further investigation.

Student absences and lates can have a negative impact on student progress. Regular communication with parents/guardians about the lack of progress due to absences and/or lates ensures that there are "no surprises" for either the parent or student regarding progress.

It is suggested that teachers make direct contact with parents/guardians when progress is being affected by attendance.

STUDENT DISCIPLINE

The objectives of progressive discipline at Dundas Valley Secondary School are:

- a) Students exercise self-discipline and practice good citizenship in the school community; and that
- b) An effective learning environment exists for all students in the school.

Each teacher is responsible for maintaining and managing a positive climate in his/her classroom. A teacher is expected to exercise the same control as a "firm, kind, judicious parent". Many teachers find that when they perceive difficulties developing with a student, a private conference with the student resolves further conflict. Parents/Guardians, other subject teachers, Department Heads, Student Success staff, Guidance personnel, the Principal and Vice-Principals can be of assistance in suggesting means of understanding certain students and behaviour traits.

REQUIREMENTS FOR PUPILS FROM THE EDUCATION ACT REG 298

23. (1) A pupil shall,

- (a) be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled;
- (b) exercise self-discipline;
- (c) accept such discipline as would be exercised by a kind, firm and judicious parent;
- (d) attend classes punctually and regularly;
- (e) be courteous to fellow pupils and obedient and courteous to teachers;
- (f) be clean in person and habits;
- (g) take such tests and examinations as are required by or under the Act or as may be directed by the Minister; and
- (h) show respect for school property.

Education Act - R.R.O. 1990, Reg. 298, s. 23 (1).

EXCLUDING A STUDENT FROM CLASS

If you send a student out of class, please follow this procedure:

- a) **Direct the student to go to the office.** The student may remain in the office for the rest of the period. Please don't tell a student that he/she is out of class "forever". Don't just say "get out"; **instruct the student specifically to "go to the Main Office and to fill out an Incident Form,"**
- b) Notify the Main Office by phoning to identify yourself, the student(s) being sent to the office and the reason why they are being sent to the office. **DO NOT SEND STUDENTS TO THE OFFICE WITHOUT NOTIFYING THE OFFICE.** Please call extension 255 or 250 to notify the office.
- c) The Vice Principals will review the situation and take action or may wait until you have completed the Incident form/touched base with them about the situation. Please be sure to complete and return the form by the end of the day, or speak with the VP involved to share details in regards to the nature of the incident, and next steps.
- d) The Cafeteria, Learning Commons, Resource Room, or Guidance Office are not appropriate places to send students who have created discipline problems in your classroom.

DETENTIONS

Teacher/Classroom detentions, which are a result of a student's failure to co-operate in class, are served in a location and at a time at the discretion of the teacher. If you wish to keep a student who is bused after school, please give the student 24 hours' notice and notify the parents of your actions.

Office detentions may be assigned by the Vice Principal for repeated/ongoing behavior infractions. Please speak with a Vice Principal to assign "Office Detentions".

REMEMBER: It is the certainty of detection more than the punishment that deters would-be offenders. Consistent attention to behaviour and work problems produces better results than does the giving of detentions. Do not back yourself into a situation where detentions are your only solution to classroom discipline problems. Creating classroom norms and making connections with students is your best strategy for classroom management.

DRESS CODE

1. Students are expected to dress appropriately for school in order to foster and represent a positive learning environment. 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. Students will come to school dressed in clean and neat clothing and with apparel suited to the learning requirements and the location of learning.
2. Students are not to wear clothing that, in the opinion of a Principal, displays vulgar, racist, sexist, profane or otherwise inappropriate language, images or themes. No clothing, hats, jewelry or accessories will be worn that bears:
 - Any sexual or racist comment or a suggestive or objectionable message
 - Any representation of or an advertisement for alcohol, tobacco or drugs
 - Any representation of violence
 - Any other inappropriate language, images or themes
3. If a student is unable to modify his or her dress, a parent/guardian will be called to bring proper dress. Repeated failure to comply with school expectations may result in disciplinary consequences as determined by the Administration.

<https://www.hwdsb.on.ca/wp-content/uploads/2012/10/safe-caring-appropriate-dress.pdf>

ASSESSMENT, EVALUATION AND REPORTING PRACTICES

HWDSB – Policy No. 6.2

1. ASSESSMENT AND EVALUATION PROCESSES

- a. All students are informed through a Course Information Sheet/Course Outline about objectives and methods of evaluation for each course at the commencement of classes in September and February. Such evaluation will be in accordance with the Course of Study for the subject. A copy of the Course Information Sheet is to be filed with the Principal by each teacher for the course taught. **PLEASE ENSURE YOU HAVE SUBMITTED YOUR COURSE INFORMATION SHEET TO THE PRINCIPAL AND DEPARTMENT HEAD NO LATER THAN THE FIFTH DAY OF CLASS IN EACH SEMESTER.** Please also ensure evaluation policies are aligned with "Growing Success") and HWDSB Evaluation Policy No7.1.

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

<http://www.hwdsb.on.ca/wp-content/uploads/2012/05/Assessment-Evaluation-and-Reporting.pdf>

- b. The HWDSB has an expectation that all staff will follow the Assessment and Evaluation policies outlined in the Ministry Growing Success Document and the HWDSB AER Policy.

Specifically:

- Instruction, assessments, evaluations adhere to the Ontario Curriculum and the Achievement Chart.
- Assessment and Evaluation practices are valid and reliable and clearly tied to the overall expectations of the course.
- Grade determination with respect to assessment and evaluation is based on curriculum overall expectations, linked to related curriculum specific expectations, with special consideration given to most consistent and most recent evidence.
- The Achievement Chart assists teachers to make judgments about student work that are based on clear performance standards and on a body of evidence collected over time.
- Student work/evidence of learning is triangulated with collections of conversations, observations and products to determine a grade.
- Reporting is as per Growing Success and Board practices.
- Tools such as Gradebook may be used to organize evidence collected to help determine a grade.
- Tools such as Gradebook assist teachers to use professional judgment; a grade is determined, and is not represented simply by calculation of an average.

Further:

- Assessments directly connected to curriculum strands are recorded and organized by Overall Expectations (OE's) ensuring that current curriculum is being taught and assessed/evaluated.
- Accurately assessing students according to OE's allows teachers to communicate to students and parents what next steps are needed to improve outcomes.
- Credit Recovery Profiles are much easier to complete and will be accurate because learning and achievement are recorded and reported by OE's. Student success will increase when students and teachers can narrow their focus on the OEs to be recovered.
- Tools such as Gradebook allow teachers to quantify and qualify their professional judgment and values all evidence of learning. Students come to understand that everything they do, say and create is potentially evidence of learning.
- This evidence of learning can be collected in a variety of ways; however, the Power School Gradebook tool is required in secondary for entry of marks to generate a report card for each student.

“For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students’ achievement of the overall expectations. A student’s achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations...” Growing Success p. 38

“The report card grade represents a student’s achievement of overall curriculum expectations, as demonstrated to that point in time. Determining a report card grade will involve teachers’ professional judgment and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.” Growing Success p. 39

“The teacher gathers and records evidence of student achievement of the overall expectations at or near the end of a period of learning, determines the most consistent level of student performances in demonstrations of achievement of the overall expectations, with special emphasis on more recent evidence.” Section 1.2 of the HWDSB “Determining Report Card Grades Directive – Policy 7.1”

"Professional judgment: Judgment that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction." Growing Success p. 152

If you have any questions, PLEASE see your department head or assistant head and/or administration.

2. CREDITS

- a. Students are granted credits if they receive 50% or higher in each course in which they are registered.

3. COURSE CHANGES

- i. Students are expected to take the following minimum course load:
- ii. Grade 9 and 10 – 8 courses per year
- iii. Grade 11 – 7 courses per year
- iv. Grade 12 – 6 courses per year
- v. NOTE: Minimum of 6 courses is required for the HWDSB Honour Roll (Principal's Honour List) in grades 11 and 12, 7 courses for grades 9 and 10.
- vi. Students may drop courses during the semester if they have more than the minimum course load stated previously. Where students wish to drop courses which would put them below the minimum course load, they must have the prior permission of the Principal and may be assigned a compulsory study period.
- vii. Requests to add, change or drop courses must have evidence of consultation with the student, the parents, the teacher, and a counselor before being approved by the Principal or Vice Principal.

4. HWDSB HONOUR ROLL CRITERIA

Grade 9 - 80% in 7 courses taken from HWDSB course offerings during the school year.
Grade 10 - 80% in 7 courses taken from HWDSB course offerings during the school year.
Grade 11 - 80% in 6 courses taken from HWDSB course offerings during the school year.
Grade 12 - 80% in 6 courses taken from HWDSB course offerings during the school year.

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:

6 credits (480 marks) 480 = 80% 477=79.5%

- Gr. 12 U, M, C, E or O courses
- awarded as a GRADUATE or POST-GRADUATE
- qualifying courses may be completed over more than 1 year

- any course shall be multiplied by its credit value (i.e. CO-OP mark will count 2X)

5. FINAL EVALUATIONS/EXAMINATIONS

While it is not essential to have a written final exam for any course in Gr. 9 – 12, **it is necessary for all students to participate in some form of final evaluation during the exam schedule.**

- a. No formal examination in Grades 9, 10 and 11 may be written outside of the scheduled examination days without permission from the Principal. Please note that not all courses may require a formal final examination. Please see Administration for clarification.
- b. All exams must be written on the day that they are scheduled. Only students with substantiated medical reasons may be exempted. Queries about this policy should be directed to the Administration. Teachers are NOT to make arrangements for alternative writing days, please refer all requests directly to the Administration.

Based on a review of HWDSB policy and Growing Success (Ministry of Education, 2010), the final grade is determined as follows:

“This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.”

(Growing Success, p. 41)

In addition, Growing Success emphasizes the value and accuracy of collecting evidence for evaluation from three different sources, which also applies to the final 30%:

“Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.” (p. 39)

Collected at or near the end of the course, the triangulated data reduces the reliance on exam day results as the best indicator in determining a final grade.

The good news...a final exam is an option to support you in your professional judgment to determine a final grade but not essential, nor is it essential for an exam to be the sole mechanism to determine the final evaluation in any given course.

Please see the Admin team if you wish to discuss further or have any questions or concerns.

EXAMINATION INFORMATION

In an attempt to minimize conflicting information, this section is provided for general information ONLY. Please refer to the following information when issued prior to Examinations:

- (1) Examination Supervision Schedule
- (2) End of Semester Memo

EXAMINATIONS

· Adhere to timelines on the End of Semester memo issued

6. QUIET DAYS

- a. There are no co-curricular activities preceding exams as indicated by the Staff Calendar.

- b. There are no tests given during Quiet Days in those subjects which are examined in the formal exam period.
- c. Tests may be given at any time in those subjects that are NOT part of the formal exam schedule.
- d. All “normal” homework and class assignments continue during Quiet Days.
- e. New work may be taken up during Quiet Days.

Quiet Days are intended to allow students to concentrate on their classroom work and prepare for final evaluations/exams – without unnecessary interruptions to classes or distractions to their time.

ASSEMBLY PROCEDURES

1. Upon a signal from the office, teachers will take their class to the assembly. Books and other supplies should be left LOCKED in the room, unless requested otherwise.
2. During entry and dismissal, teachers should observe that their classes proceed in an orderly manner. **TEACHERS ARE TO SIT WITH THEIR CLASSES.**
3. Assembly programs are greatly affected by audience behaviour. Good manners and considerate attention will enhance the reception of a program. Staff is expected to be vigilant to ensure that those around them behave in a manner that will reflect positively on the whole group. Teachers are expected to sit with, control their students and maintain classroom management during assemblies. Before leaving your classroom for the assembly, ask students to remove hats/hood and to turn off and refrain from using any personal electronic devices (cell phones, iPads, etc.) Students who persistently misbehave should be escorted to the office and remain there until one of the Vice-Principals deals with the student.
4. Assemblies will normally be conducted using the following procedures:
 - a) all assembly program requests must be approved by the Principal
 - b) any person organizing an assembly shall meet with the Principal at least two weeks before the assembly to present a detailed agenda and to discuss operational items in relation to the assembly.
 - c) The teacher in charge MUST check the appearance of the gym prior to any students being called down over the P.A. system as well as ensure the gymnasium is clean and returned to its original state at the end of the assembly (chairs folded and put away, PA system unhook and put away, garbage picked up, etc.)

OTHER PROCEDURES IN RELATION TO STUDENTS

ACCIDENTS AND ILLNESS

In case of accidents, notify the office IMMEDIATELY. Seriously injured students **SHOULD NOT** be moved. The office will notify the first aid personnel and parents. In the case of serious accidents or serious health problems, do not hesitate to dial 911.

The first aid teacher or a teacher who witnesses an accident must complete an online Accident Form within 24 hours of the incident and provide a hard copy to the Main Office

OSBIE for students (osbie.on.ca/incident-reports/) user name: SG221 password: HW221

In the case of a student who reports that he/she is ill, take him/her to the office or send him/her with another student. Minor illnesses may be looked after in the office. Other cases may require that the student be sent home, after the parents have been notified. In both cases, the student must report to the office FIRST.

Staff who become personally ill or are involved in an accident during the day that requires that they leave the building for treatment MUST notify the office BEFORE leaving so that arrangements can be made to cover classes.

CLASSROOM AND BETWEEN CLASS ROUTINES

1. Students are allowed travel time to change classes. At the end of the schedule time for the period, dismiss classes promptly and in an orderly manner for the next teacher. Do not allow a class to just leave your classroom – dismissal should be on the teacher’s instruction once the class has officially ended. DO NOT DISMISS STUDENTS FROM CLASS EARLY. Students should move in an orderly manner between classes.
3. Hall traffic should be kept to an absolute minimum.
4. Teachers are to ensure that classes are seated, quiet and attentive during all announcements.
5. At the conclusion of your use of a room, lock the door. At the end of the day, ensure that windows are closed, the lights are turned off, and the door is locked before leaving.
6. Floors, desktops and tables should be free of garbage at the end of each class.
7. Teachers can help students to take proper care of the building, furniture, equipment and materials and to promote pride in the appearance of Dundas Valley. Graffiti or other forms of vandalism must be reported immediately to the Administration.

LOST AND FOUND

Found articles are to be left with a secretary in the office. They may be reclaimed there.

STUDENT FEES

Policy Directive for Policy 7.7 Student Fees

RATIONALE:

A student’s school experience is enriched by participation in a variety of activities and opportunities “beyond” the classroom. Therefore, it may be necessary for schools to request that students/their families offset the costs associated with some of these experiences through student fees. Once enrolled, a student must have the opportunity to participate in school experiences regardless of personal economic barriers that may exist.

[Policy Directive 7-7 Student Fees](#)

Purpose:

Hamilton-Wentworth District School believes that students are entitled to an education that ensures they achieve their full potential and that all students must be able to participate in all aspects of their school experience regardless of personal economic barriers that exist.

[Policy 7-7 Student Fees](#)

HWDSB EXCURSIONS/STUDENT TRIPS

HWDSB - Policy No. 6.4

Field trips shall be approved by the Principal in accordance with the following guidelines as per the HWDSB policy <http://www.hwdsb.on.ca/wp-content/uploads/2012/05/Educational-Excursions.pdf>

Trips relating to program shall take precedence over trips for enrichment.

- a) The Principal shall be sensitive to keeping the number of intrusions on subject time of other departments to an absolute minimum.
- b) One month's notice shall normally be given for a field trip. Teachers should notify the VP and Office Administrator via email to request coverage for classes if it is required, as soon as the trip has received authorization.
- c) Field trips will not be approved for the first two weeks or last two weeks of any semester.
- d) Teachers may revoke a student's opportunity to participate in an enrichment field trip if progress or behaviour is not satisfactory.
- e) All chaperones/supervisors for all trips and teams must be approved in advance by the Principal. No substitutions will be allowed without the expressed permission of the Principal.
- f) All overnight trips must have a parent and student meeting to explain trip expectations.
- g) All trips must provide a written list of expectations for students. The list/letter must be pre-approved by the Principal.
- h) Your children, unless they are students at Dundas Valley, are not permitted on school trips. It is your responsibility to look after the Dundas Valley students.

CLARIFICATIONS & EXPECTATIONS

HWDSB Excursions Planning Checklist

2.8– Any change in itinerary should be communicated to the principal of the school.

2.14 – Ensure that the refund process is clear and is communicated to parents/guardians before the excursion occurs. Teachers or other staff are not responsible for personally providing refunds, and may need to help facilitate the refund process should an excursion be cancelled.

2.23 – We expect students to be directly supervised at all times. Discussions between teacher and principal about what this looks like should happen prior to the excursion during the planning stage.

4.9--- All schools have a first aid kit available for excursions. First aid kits should be checked quarterly by a first aider and the principal and restocked if necessary. (First Aid Inspection Card)

Identification for Transportation by Approved Carrier Form

This form is part of the Educational Excursions Policy and Procedure. It is intended to be used by teachers planning an excursion for all students, both elementary and secondary. The form is completed with student names before the excursion begins and a copy is left with the principal at the school.

PROCEDURES FOR ARRANGING A STUDENT TRIP

HWDSB - Policy No. 6.4 Educational Excursions

<http://www.hwdsb.on.ca/wp-content/uploads/2012/05/Educational-Excursions.pdf>

Complete all necessary forms which can also be found on the my.hwdsb.on.ca website or in the folder on SharePoint/Team Sites for Dundas Valley Secondary School in the folder, "Educational Excursion Forms & Information".

ONTARIO PHYSICAL EDUCATION SAFETY GUIDELINES

<http://safety.ophea.net/safety-plan/165>

Curricular, Interschool and Intramural Activities

The Ontario Physical Education Safety Guidelines, managed by OPHEA, represent the minimum standards for risk management practice for school boards. They focus the attention of teachers, intramural supervisors and coaches on safe practices, in every activity, in order to minimize the element of risk. The Safety Guidelines include concussion protocols to help prevent and identify suspected concussions and manage a student's safe return to learning and physical activity. Teachers must refer to and implement safety guidelines as per OPHEA when planning student activities/excursions.

VOLUNTEERS IN SCHOOLS

HWDSB – Policy 1.8 Volunteer Policy & Volunteer Procedure

All volunteers in HWDSB schools **MUST** provide a new Vulnerable Sector Screening every three years. Volunteers must also sign a current offence declaration each year, in between Vulnerable Sector Screening updates. We want everyone at HWDSB to be safe in our buildings and the updated Vulnerable Sector Screening is one way we can protect our students. This includes coaches, classroom volunteers, volunteer drivers, etc.

If someone is interested in volunteering, please refer them to Anne Waldie in the Main Office for the applicable Volunteer Forms.

[Volunteers in Schools](#)

[Volunteer Handbook](#)

HWDSB CONCUSSION PROCEDURE

HWDSB - Policy 5.5 Concussion Policy & Procedure

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) recognizes the importance of health, safety and overall well-being of its students and is committed to taking steps to reduce the risk of injury. The Board recognizes that children and adolescents are among those at greatest risk for concussions and that while there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities. Research demonstrates that concussions can significantly impact a student's cognitive abilities, and their physical and emotional health. Close monitoring and proper management of a concussion ensures the best outcome for the student's return to school and then physical activity.

Increasing awareness of conditions to prevent and identify symptoms related to concussions will support the proper management of concussions, reducing increased risk.

If a student reports to you, or you suspect he/she has suffered a concussion at school or within the community, please refer them to the Main Office immediately so we may ensure the Concussion Procedure is followed.

SCHOOL EQUIPMENT ON LOAN

SUBJECT TEACHER RESPONSIBILITIES FOR ISSUING TEXTBOOKS

Please follow these procedures:

- a) When issuing texts, always record information required on the *Textbook Loan Record Form*
- b) Make note of the condition of the book before giving it to the student
- c) Have the student sign for each book issued
- d) Sign your name or initials next to each student's name
- e) **Stress to students** that once the texts are issued to them, they are financially responsible for the specific **numbered** text assigned to them
- f) File a copy of the Textbook Loan Record form with your department head or in the designated place for your department. This form must be kept up to date as students are added or deleted from the course.

LOST TEXTBOOKS

Students who lose their textbooks during the school year may be required to pay a fee based on the replacement cost and condition of the books issued.

Students who lose books may be required to pay the assessed value directly to the Main Office before obtaining another copy. Please discuss individual situations with the Administration as needed. Additional replacement books should be recorded on the Textbook Loan Record form as indicated above.

DEPARTMENT HEAD RESPONSIBILITIES FOR COLLECTING TEXTBOOKS

Inform all members of your department of the following:

- a) where to place collected texts for storage
- b) how to report to you the number and condition of textbooks collected

SUBJECT TEACHER RESPONSIBILITIES FOR COLLECTING TEXTBOOKS

Please follow these procedures:

- a) Where there is no formal exam, collect textbooks from students on the last day of class.
- b) Assess any damage to textbooks and inform department head.
- c) Be on hand at the final examination in your courses to collect textbooks from your students who write the exam.

- d) Place all textbooks collected in the storage area designated by your department head.
- e) Teachers are responsible for making contact with students via phone call and advising them of the lost textbook and the potential replacement cost. If a textbook has not been returned by the end of the semester, complete the Lost Textbook form and submit to the Accounts Secretary and Vice Principals, along with the name and homeroom of each student. Be sure to indicate the title of the text, its assessed cost, and the date(s) / time(s) you contacted the student. The Main Office will assist you in following up with delinquent students.

HWDSB iPads

All Grade 9 and 10 students will be issued an HWDSB iPad for their use for learning activities during the school year. All students and parents must sign a consent and user agreement form prior to iPad distribution. The expectation is students will use the iPad for educational purposes only and will return all components of the device (ie. Case, iPad, charger cube and cable) in good working order prior to the end of the school year. Further, students are expected to bring the HWDSB device to school on a daily basis fully charged and ready to use.

If a student reports their HWDSB iPad is missing or stolen, please report this to Administration.

WITHDRAWALS AND LATE ARRIVALS

Students who withdraw from school partway through the semester, for any reason, must collect the clearance sheet from the Guidance Office and sign out with each subject teacher by returning their textbooks.

Students who enroll partway through the semester will obtain their textbooks from their subject teacher in the same manner as at the beginning of each semester.

ABSENCE OF ADMINISTRATORS

Whenever the Principal is absent from the school, the Vice-Principals are in charge. If both the Principal and Vice-Principals are absent, a teacher will be designated as in charge (TIC).

PROCEDURES DURING INCLEMENT WEATHER

BOARD POLICIES

In general, every effort will be made to keep the schools open. Where closing of school appears to be unavoidable or advisable, the closing shall be at the discretion of the Director of Education. The decision to temporarily close a school to permit early dismissal rests with the Superintendent of Education. The failure of transportation arrangements or the early withdrawal of students to meet emergency transportation situations shall not in itself constitute sufficient reason to close a school.

PROCEDURES

Where the Superintendent of Education deems it necessary to notify parents and students of the closure of the school or a change in the transportation situation, this notification will be relayed to the appropriate local radio stations (ie CHML), television stations (CHCH), and/or on the HWDSB website (www.hwdsb.on.ca), HWDSB twitter feed @HWDSB as well as on the banner of your HWDSB email home page .

When buses are cancelled because of bad weather, announcements are made on local radio stations and on local television. At all other times when the school is open, regardless of attendance, staff are to proceed to offer as full a program as possible or engage in activities associated with their professional duties.

EMERGENCY PROCEDURES

Because each school has its own differences of architecture, geography, staff and students, and because of the unique nature of each emergency, uniform procedures to cover all situations cannot be planned in advance.

The Board has developed policies/procedures/memorandums covering the following topics:

- Accidents
- Assault (Threats – Personal, Harassment)
- Authorized School Trips
- Bomb Threats
- Child Abuse
- Community Emergencies
- Custody and Guardianship
- Damage and Vandalism
- Drugs and Alcohol
- Evacuation Procedures
- Fire
- Harassment
- Hazardous Substances and Gases
- Lockdown/ Hold and Secure/Shelter in Place
- Plant Emergencies
- Police
- Threats
- Trespassing
- Weapons
- Weather

The Principal is able to access these policies/procedures/memorandums and this information can be shared with staff as needed.

INSTRUCTIONS TO STAFF IN CASE OF BOMB THREATS

At no time during the visual search or evacuation should the word “bomb” be used, and there should be no discussion among staff or students regarding a bomb.

If a student informs you that there is a bomb in the building, then that student should immediately be brought to the office to share the information with Administration. Please escort the student to the office or call for someone to come to you.

In the event of a telephone call issuing a bomb threat, the procedure listed below is to be followed:

1. In all likelihood, such a phone call will be received by a secretary or an Administrator. However, should any other member of the staff receive such a call, they should proceed as follows: **Inform the office of such a call immediately.** *Stay composed, do not panic.* Listen to details and do not interrupt the caller. Try to establish the age of the caller, identify any background noise, and the emotional state of the caller. Try to find out as much information as possible, i.e. Where the bomb may be located and when the bomb may detonate, what might cause the bomb to explode, why it was planted, who placed it, etc. If it is possible, complete the Bomb Threat Intake Report Procedures Form while the caller is on the line. This information will be very helpful for Police.
2. On receipt of a phone call or information of such a phone call from a staff member, the Main Office/Administration will inform the Police and put the following announcement over the P.A.: **“ALL FORM 100s ARE DUE AT THE OFFICE NOW”**
3. Following this P.A. announcement, all staff will quietly perform a **visual scan** of their immediate vicinity. If a suspicious object is sighted/located, inform the Main Office immediately. ***Do not attempt to pick up or move the suspicious object.***
4. All staff on prep period and/or those without assigned classroom duties will report to the office immediately to assist with and/or follow duties as instructed by the Principal or Vice-Principals.
5. The search of the school building/grounds will be visual and any unidentified object should not be touched.
6. The Principal or Vice-Principals or caretaker-foreman will assist the Police in any further search for a package or in the investigation of any package reported by the staff.
7. The decision to evacuate the building will be made by the Principal in consultation with the Police and Superintendent. If the Principal or designate determine the need to evacuate, staff and students are to do so.
8. Upon hearing the announcement ***“This is an emergency that requires immediate evacuation; please take your personal items that are with you now, do not go to lockers or other areas to retrieve items”***, all staff and students are to leave the building taking personal items (bags, phones, coats, devices, etc.) from their immediate location (desk, classroom, etc.) **ONLY**. Staff and students are **NOT** to go to lockers, prep areas etc. to retrieve belongings.
9. Such an evacuation will be carried out as in the same manner as a Phase 1 Evacuation (fire drill). It is expected that staff and students will meet at their designated locations to have attendance taken. ***All staff are to ask students not to use their cell phones.*** Staff are to visually scan/be aware of the exit route and meeting place watching for suspicious devices/packages. If spotted, stop, take an alternate route and notify Administration.

At no time during the visual scan or evacuation should the word “bomb” be used, and there should be no discussion among staff or students regarding a bomb.

10. Once outside staff and students are to wait for direction from the Police or Principal in regards to next steps—ie. Re-entry to the building once it is safe to do so, Phase 2 Evacuation (moving students to SWO), etc.

DUNDAS VALLEY EMERGENCY EVACUATION PLAN PHASE 1

AIM: To evacuate Dundas Valley Secondary School quickly and safely.

ALARM: P.A. system, sounding of Fire Alarm system, whistles, texts, word of mouth, etc.

REASONS:

1. Fire, threat of fire or explosion
2. Threat of dangerous chemicals or fumes
3. Threat involving combustibles and/or explosives
4. Any other situation involving a potential threat or harm to life

EVACUATION ROUTES:

1. Same as fire evacuation routes (posted in each room and in Fire Safety Plan).
2. Assembly points will be areas outside, well away from the building at various exit points.

PHASE 1 EVACUATION - TEACHERS AND STUDENTS:

On hearing the alarm

- teachers are to ensure classroom windows are closed
- teachers will gather classroom attendance forms
- teachers and students should gather their personal belongings from the immediate area only to take with them (NO locker visits)
- teachers and students will exit the room and close the door behind them---leave the door unlocked
- use the primary evacuation route, if possible
- teachers and students will meet at and stay at the assembly point
- teachers will take attendance and send this information to an administrator/designated teacher at the front of the school
- teachers without an assigned class are to assist other teachers/administration in student control while exiting the building
- After all students are safely out of the building, teachers without classes are to report to the Principal/Designated teacher at the front of the school

PHASE 1 EVACUATION - OFFICE ASSISTANT INSTRUCTIONS

On hearing the alarm, Office Staff will evacuate with

- Emergency Evacuation Kit
- Portable Laptop/ Communication Device

Once out of the building, the office staff will report to the Principal/Designated Teacher.

FIRE DRILL EVACUATION PROCEDURE

In preparation for fire drill evacuations, the following information should be shared with students in each of your classes:

1. The fire alarm is a loud repeating bell sound.
2. When the fire alarm goes, assume there is a fire and that it is not a practice.
3. Walk quickly; do not run, toward the designated exit.
4. The first TWO students to reach any doors are to open them and hold them open until all students have passed through, and then close the doors and proceed out.
5. When an exit is blocked, use the alternate exit indicated on the Fire Exit plan posted in your classroom near the door.
6. When outside, stay with your class and teacher but keep moving away from the school until there is plenty of room for those behind you to get well out and away from the building.
7. Go to the assembly point designated. Stay at this point until an Administrator/staff member provides further instructions.

Instructions to teachers:

1. Ensure that each classroom has a sign and a map indicating the exit route in case of fire. An alternate route should also be designated. Please inform an Administrator if a sign is not posted near the exit for the classroom.
2. Ensure that you review fire drill procedures with each class.
3. Identify and designate the exterior assembly point for each class.
4. When the alarm goes, ensure that all windows are closed, encourage students to take their personal items with them, but **DO NOT ALLOW** students to go to their lockers. Close the door as you exit the classroom. Leave the door unlocked. Be sure to take classroom attendance forms with you.
5. Meet students at the designated assembly point.
6. Take attendance and send it to the designated teacher(s) at your evacuation meeting spot. The designated teacher(s) will forward attendance from their area to the Administration and designated staff at the front of the school. Ensure students remain at the designated assembly point during the evacuation.
7. Wait for further instructions from the Principal.
8. Teachers without an assigned class are to assist other teachers/administration in student control while exiting the building. After all students are safely out of the building, teachers without classes are to report to the Principal/Designated teacher at the front of the school.
9. Designated teachers from each evacuation meeting area are responsible for communicating with and responding to the Principal, when asked, that their area is "Clear". The principal will then announce "All Clear" after each teacher has reported in and students will then return to the building when it is safe to do so. Staff are asked to please help supervise the "designated" teacher's class if it is needed.

SIGNS: Each classroom must have a sign located above the primary entrance/exit door indicating the exit route in case of fire. Please inform the Administration if a sign is missing/not posted above the entrance/exit for the classroom you are assigned to.

Meeting Places and Designated Teachers

Front Lawn by Flagpole – Samson, Popovich, Hazard
Athletic Field – Monteith, Fox, Warren
Back Campus Lawn – Macdonald, Davidson
Circle Parking Lot Lawn – Lane, Gardner, Davey
Visitors Parking Lawn – B. Lawson, Burleigh
Front Entrance – J. Lawson, Waldie, Meyer

DUNDAS VALLEY EMERGENCY EVACUATION PLAN PHASE 2

AIM: To occupy the evacuation center
Primary: Sir William Osler School 905-628-1588

REASON: If it is impossible to re-enter the school, the Principal in consultation with Emergency Responders and the Superintendent will decide whether to occupy the evacuation center or take other steps appropriate to the emergency.

PROCEDURE:

1. On instruction to do so, all teachers will accompany their classes to the evacuation site.
2. Teachers with no class assignment will report immediately to the Principal for assignment of duties.

ROUTE TO Sir William Osler: From DVSS: Walk along Governor's Road to lights at Bridlewood Drive. Teachers/Staff will monitor intersection as students cross the street and proceed to the school.

NOTIFICATION TO PARENTS:

A message will be communicated to parents by the Superintendent through local radio stations, HWDSB website, social media, etc. that an evacuation has taken place and which location has been occupied.

DUTIES IN THE EVACUATION CENTRE:

1. Students will be grouped by: grade/period teacher (dependent on the time of day). It is suggested that students be separated into grade "corners" of the evacuation site. Teachers of the grade/period are to report the corresponding "corner" and await further direction.
2. **Grade/period teacher will take attendance and maintain student order in the evacuation site. DO NOT GIVE PERMISSION OR ALLOW STUDENTS TO LEAVE THE EVACUATION SITE.** Teachers are to supervise students assigned to them until the end of the evacuation is.
3. Grade/ period teachers will follow direction given to them by the Administration and/or Designated teachers
4. Designated teachers will assist Administration in tasks such as:
 - a. Securing all entrances/exits of the evacuation site
 - b. Monitoring washrooms
 - c. Collecting attendance from each of the grade/period "corners"
 - d. Assisting students with Special Needs, medical conditions, etc
 - e. Working with SWO staff at the evacuation site to ensure safety for both DVSS and SWO students
 - f. Communicating with staff at the evacuation site as updates become available
 - g. Communicating with the Principal/Vice Principals as necessary
 - h. Communicating and following an orderly process to release students into the care of their parent/guardian which is to include parental/guardian signed permission or other reasonable approvals for student excusal
 - i. Monitoring the grounds of the evacuation site to ensure stragglers are brought into the evacuation area and/or that SWO students are able to access playgrounds, etc. safely
 - j. Support colleagues needing assistance with student behavior, washroom breaks, etc.
 - k. OSSTF branch reps are to inform Principal/Vice Principals of any immediate staff concerns of well-being.

RELEASE OF TEACHERS:

No teacher may leave without permission of the Principal. All staff (unless otherwise instructed) are to make their way to the evacuation site to supervise students and support fellow staff members.

AUTOMOBILES AND BUSES:

Buses may be used by the Principal upon arrangement with the Board's transportation officer as emergency shelters.

Only the Principal may authorize the use of an automobile during the emergency.

Do not give permission for students to leave the area, or wait in their cars.

REPORTING:

The following will report to the Principal at the DVSS site:

- Vice-Principals
- Head Secretary
- Head Caretaker
- All teachers on prep

The following will report to the Vice-Principal/Designate at the evacuation site:

- Grade/Period Teachers
- Designated Teachers
- EAs and Support Staff
- All other secretaries
- All other caretakers
- Parents/Visitors/Guests in the building at the time of evacuation

MEDIA:

All media matters will be referred to the Principal. Make no comments, answer no questions. Please do not send photos or make comments via social media sites.

INFORMATION TO PARENTS:

The Principal will inform parents of the school emergency evacuation plan.

PHASE 2 EVACUATION – OFFICE STAFF INSTRUCTIONS:

1. Present the Emergency Evacuation Kit to the Administrator/Designate at the evacuation site and support with the distribution of attendance forms.
2. Assist in the collection/collation of student attendance.
3. Follow duties as assigned.

LOCKDOWN PROCEDURES

Prior to a lockdown:

- ❑ Review procedures with each class – you may want to discuss them further with each class
- ❑ All HWDSB schools will practice the lockdown procedure each semester. Dundas Valley will notify staff in the weekly memo the date and time of the drill. Please allow time for discussion (i.e. Debrief of procedure, etc.) following the drill when possible.
- ❑ Students should be educated beforehand as to why it is important to stay quiet and switch off their cell phones in the event of a lockdown. Cell towers can become jammed and emergency personnel unable to access them when students are using their phones. Emergency personnel will need all available bandwidth.
- ❑ Consideration should also be given to develop strategies for ways in which staff/students are to assist each other in coping with extended lockdowns or “hold and secure” situations. For example having access to emergency medications for prevalent medical conditions such as anaphylaxis, diabetes, asthma, epilepsy, etc. Staff/students who take medications for these conditions should consider well in advance of a potential lockdown how supports may be put in place should the need arise.

During a lockdown:

1. Lockdown begins as soon as you hear the pre-recorded CD play which announces the lockdown....or you are alerted by word of mouth, or over the PA that there is a lockdown needed. Any adult who receives information requiring a lockdown should initiate it immediately.
2. Students and staff should immediately clear all open areas (halls, cafeteria, washrooms, etc.) and proceed to the nearest unlocked/open classroom or secure area. **Staff/students outside of the building should not re-enter the building (unless the threat is an external one) and seek immediate safety and shelter in a secure location.** Staff/students seeking shelter outside of the building should attempt to inform authorities or others of their “secure” location only if it is safe to do so.
3. Teachers should check their immediate area (as long as it is safe to do so) and quickly assist in gathering students in the halls and open areas into secure areas, and then shut and lock the door from the inside.
4. Once inside classrooms/secure areas staff and students should make the area appear vacant by doing the following :
 - a) Once the door is closed and locked, **DO NOT OPEN IT FOR ANY REASON.**
 - b) If there is a window in the classroom door, consider covering the window (if it is safe to do so), otherwise stay away from doors and windows.
 - c) Turn off the lights and close blinds/curtains
 - d) Students should be directed to sit on the floor around the perimeter of the room and out of view.
 - e) Students should remain absolutely quiet at all times.
 - f) No one should use his/her cell phone unless directed to do so by the teacher. Ringers/volume buttons on phones should be turned off.
 - g) Take cover if available (get behind something solid)
 - h) If a door cannot be locked consider barricading/blocking the doorway. Barricading can sometimes provide additional protection against an intruder.
5. An accurate list of all persons in the classroom/secure area should be recorded by the teacher and kept on his/her person.

6. When unable to get to a secure area, staff and students in open areas should get under tables, behind furniture and consider evacuating the building entirely as this may be the best option in some scenarios. If this is the case, consider locating to areas adjacent to exterior walls that have doors leading to the outside
7. Washrooms cannot be locked, therefore it is not advisable for staff/students to seek shelter in a washroom. If staff/students are caught in the washroom and it is not safe to leave, the stall door should be locked and individuals should sit on/climb up on the toilet with their legs up and out of sight.
8. In the event the fire bell is pulled once the lockdown has been initiated, staff and students shall NOT respond as they normally would during a fire alarm but remain locked in the room if it is safe to do ie, If there is no smell of smoke or fire in the immediate area, stay in the classroom/secure area Staff and students must always be aware of other dangers such as fire, and be prepared to respond accordingly in order to ensure their own safety. I.e. If there is the smell of smoke or fire, attempt to seal the bottom of the classroom door from the inside (e.g. with wet paper towels, coat, etc) and wait for further directions from police or fire department.
9. In the event of a prolonged situation, or in a situation where the threat has been contained, Police may initiate a controlled evacuation of the school. Police will make the decision as to whether a controlled evacuation of a school under lockdown is a viable option and the Police will direct the evacuation process. This will normally be done on a room to room basis, with evacuees being escorted by police to the evacuation location. Staff and students are to follow the direction of the Police in a controlled evacuation.
9. In a practice drill, the end of the drill will be announced from the office by an Administrator indicating the drill is over.

In the case of a real lockdown, Emergency Services Persons (Police, Fire) will make the decision to end the lockdown. Staff and students are to remain in their secured area until notified by Police. A room-to -room visit from the police will release staff and students from their classrooms. Be patient as this may take some time. Do not open the door, and/or leave the secure area until Police open the door from the outside.

HOLD and SECURE PROCEDURE

(School most likely to be notified by Hamilton Police Services)

HOLD AND SECURE

- Is used when the school is secured due to an ongoing situation outside and NOT RELATED to the school that requires all persons to remain inside the building (ie, Bank robbery)
- The school continues to function normally, with the exterior doors locked until the situation is resolved and school is notified by the Police that Hold and Secure is over
- All movement in and out of the school is restricted
- Staff members will be posted at all exits to ensure no one leaves the building
- In rooms with exterior facing windows, close blinds and dim lights
- Continue normal operations within the building
- Movement within the school (ie. Breaks, lunch, dismissal time, etc.) will be directed by Administration
- Students will NOT be permitted to leave the building

SHELTER IN PLACE PROCEDURE
(May be recommended by Police, Fire, EMS, etc.)

SHELTER IN PLACE:

Is used for an environmental, or weather related situation, where it is necessary to keep all occupants within the school to protect them (ie. Chemical spills, extreme weather, explosions, blackouts etc.)

- People enter and remain in the building with the doors and windows closed
- Staff should shut off all fans, including heating and air conditioning units to prevent outdoor air from entering the building
- Normal operations may continue within the building
- Movement within the school (ie. Breaks, lunch, dismissal time, etc.) will be directed by Administration
- Students will NOT be permitted to leave the building

PROCEDURE FOR STAFF ABSENCE

Reporting Unplanned Absences

Contact SFX at 1-844-251-6724 (toll free) or hwdsb.eschoolsolutions.com before 7:00 am

Please request a substitute ONLY if you are away for:

- 01 - ILLNESS PERSONAL**
- 03 - FUNERAL IMMEDIATE FAMILY**
- 04 - FUNERAL OTHER RELATIVE**
- 05 - FUNERAL FRIEND**
- 06 - PERSONAL LEAVE (MUST BE APPROVED BY ADMINISTRATION)**
- 07 - RELIGIOUS HOLIDAY**
- 09 - DISCRETIONARY LEAVE (MUST BE APPROVED BY SUPERINTENDENT)**
- 10 - PATERNAL DAY**
- 11 - JURY DUTY / SUBPEONA (DOCUMENTATION REQUIRED)**
- 12 - UNION / FEDERATION BUSINESS**
- 16 - LEAVE WITHOUT PAY (SUBJECT TO HR APPROVAL)**
- 22 - REMEDY DAY (MUST BE APPROVED BY ADMINISTRATION)**

For all other absences, please request NO SUBSTITUTE required.

Lesson Plans should be at the school **by** 7:30 a.m. using one of the following **two** methods:

1. Fax (905-627-2904)
2. E-mail: Please be sure to email the following people your lesson plans:
 - Anne Waldie
 - Kara Kindree/Corie Pillinini
 - Your department head(s)

If it is **after** 7:00 a.m., you **must** call the school 905-628-2203 (Ext. 255) **FIRST** and either **speak with Anne or leave a message**, **SECONDLY** log your absence into SFX, and **THIRDLY**, submit lesson plans as indicated above.

Reporting Planned Absences (field trip / sport events / conferences, etc.)

When you are going to be absent from school due to coaching or approved field trips/meetings/conferences, etc., please email Anne (Gail and Corie also) with all of the pertinent information as soon as you are aware of the event - classes to be covered / assignment information, etc. for the day(s) of the planned event.

Do NOT call SFX

Leave lesson plans with Anne Waldie and your department head prior to your absence

Absence for Partial Class or a Single Period Only

Do NOT call SFX

If unplanned, call the school (**Voicemail #255**), and then leave lesson plans **as indicated above**.

If planned, email Anne as soon as possible, and leave lessons with her prior to your absence.

PERSONAL LEAVE DAYS

Only **two** teachers can be approved per school per day. Do NOT enter a PLD into SFX without approval from Administration. In all cases, please email Anne (Gail and Corie) at least 48 hours in advance of your requested date. You will be notified if the request has been approved/denied.

REMEDY DAYS FOR PERMANENT TEACHING STAFF EMPLOYED IN 2016/17 SCHOOL YEAR

Except in emergency situations, the Teacher will endeavor to provide the principal with a written request, seventy-two (72) hours in advance of the leave.

Requests for a paid day off shall not be denied provided that, if necessary, there are expected to be enough available occasional staff to cover for absent employees. They are also subject to reasonable system and school requirements.

Teachers taking a paid day off shall be required to provide appropriate work for each of their classes and other regular teaching and assessment responsibilities, including but not limited to, preparation of report cards.

Paid days off will not include the first week of the school year and days needed to support student assessment periods and parent reporting.

Once approved, teachers are responsible for coding the approved leave in the SFX system using leave Code "22 - Remedy Day".

IMPORTANT INFORMATION FOR STAFF

1. EMPLOYEE SUPPORT AND WELLNESS

The Board is committed to providing a healthy, safe, accessible and supportive workplace for all employees. The Employee Support and Wellness Team provides return to work/accommodation services and a workplace health program for all employees. The Board has a team of dedicated professionals who stand ready to help with health related issues and concerns.

Lifeworks, the Board's Employee Assistance Program (EAP), is a confidential resource available to all employees and their immediate family. EAP provides supports that can assist with everyday issues and concerns. Lifeworks can be reached at www.mohawkssi.com or by calling 1-888-521-8300.

[Lifeworks Overview](#)

[Lifeworks User Guide](#)

[Total Attendance Support Information Brochure](#)

2. ANNOUNCEMENTS

All teachers are to ensure that students in class and in the hallway are still and quiet during O Canada. Regular opening exercises commence at the start of the school day which may include any special announcements for the day. Daily announcements are posted on the HUB, Twitter and the TV screens around the school.

Use of the P.A. at any other time must be authorized by an Administrator

3. BUILDING AND GROUNDS

Room changes must be reported to the office in advance. Long term room changes must be discussed with the Vice-Principal. Room change information is vital in case of emergencies – please do not move your class without letting the office know!

Please do not leave keys lying around on desks and do not lend them to students. Your assistance in maintaining security and preventing theft is appreciated.

Dundas Valley is surrounded by green space. Please assist in keeping litter in its proper containers. Encourage students to keep the school area tidy.

4. ONLINE SCHOOL CASH

Staff should avoid collecting money from students for field trip, activities, etc. Please remind all students/parents/caregivers/guardians to pay online, using our school cash online account whenever possible. Questions regarding online accounts should be directed to Mrs. Judith Smith our accounts secretary.

From the HWDSB: “With the support of School Cash Online, we’re making paying for school related expenses easier. You can now make online payments through our school website or using your credit card. This is a win-win by making it safer and more efficient for everyone by reducing the amount of cash and cheques coming into our school. While parents will still have the option to send cash or cheques for school related expenses, we encourage you to get on board with our new service and register today and begin receiving notifications by email. If your child is moving to another HWDSB school in September, by registering now, your payment history and registration will move with you to the next school”.

Staff PLEASE encourage ALL your students to register for ONLINE payment so that you don’t have to collect any money.

5. SCHOOL GENERATED FUNDS

HWDSB - Policy 3.6 Fundraising Policy & Procedure

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that school fundraising activities can increase student engagement, support a healthy learning environment and build strong partnerships. The Board also recognizes that funds raised for school purposes are to be used to complement, not replace, public funding for education. The School Fundraising Policy Procedure is intended to provide direction to School Administrators and staff members regarding school fundraising procedures and responsibilities, and provide specific examples of what fundraising activities may or may not occur in the Board.

6. EMPLOYEE EXPENSE PROCEDURE (PCard / Reimbursement / Expectations & Procedures)

HWDSB - Policy 3.5 Employee Expense and Employee Procedure

RATIONALE:

It is the policy of Hamilton-Wentworth District School Board (HWDSB) to reimburse personnel for reasonable expenses incurred while on Board business, in accordance with the Operating Procedures. The Board is committed to ensuring sound business practices are employed; accountability for the use of public funds is maintained; the Board’s reputation and integrity as a public employer is protected; and ensuring expenses are associated with employee’s duties, support the program objectives of the organization, and maximize the benefits to the Board.

[HWDSB Employee Expense Policy](#)

NOTE: Every school has a PCard for purchases. If an employee is making a purchase, they should have pre-approval from the Principal and take a school PCard to make the purchase. For purchases under \$50, the school will use petty cash float. Please remember that Staples is Eway and the Board receives a significant discount. These items can be ordered online.

7. LEARNING COMMONS USE

When you plan to use the Learning Commons, please make prior arrangements with the teacher-librarian. Teachers are strongly encouraged to work with the teacher-librarian in planning lessons in the Learning Commons and Learning Commons use. Teachers must accompany their classes to the Learning Commons and maintain control and manage behaviours of their students.

8. MAIN OFFICE

- a) The Main Office is the secretaries' work space; please respect their work area. If you have requests, refer them to Anne Waldie, who will forward them to the appropriate secretary. The teacher computer and outgoing phone line is still available for your use at the desk on the far side of the Office. Please keep noise levels and distractions to a minimum while working at this desk.
- b) Telephones are located in departmental workspaces and in the staff lounge for your use.
- c) Staff are NOT to use the telephones on secretarial desks in the main office. If you need to make a long-distance school business call, please use the teacher phone in the Main Office.

9. PARKING LOT

Staff Parking

There are no pre-arranged spaces for staff parking unless indicated by signage. Staff may park in the lots on the East or West side of the building. Staff must place a DVSS Staff Parking Permit on the dash or visor of their car so it is visible at all times while on school property. Staff needing a pass, or an additional pass for a second vehicle should speak with Anne Waldie in the Main Office.

Student Parking

Students may park on a first come first serve basis in the lot adjacent to the tennis court on the EAST side of the campus ONLY. Please notify the Main Office if you notice students parking in the staff areas - recording a license plate and vehicle make would be helpful.

10. SMOKING

According to Provincial by-laws and HWDSB Board policy, smoking and/or vaping is not permitted anywhere on school property.

11. STAFF OPERATIONS

- a) Staff mailboxes are located in the Main Office. Please clear mailboxes frequently to leave room for mail and other information to be added. Do not instruct students to remove or add items to teacher's mailboxes for any reason.
- b) Staff will be issued a key for each of the classrooms they teach in, a key for locking classroom doors from the inside in the event of an emergency as well as a "general" staff key that allows access to common areas. Teachers will "sign out" the keys and are responsible for returning them to the Main Office if their teaching assignment changes. Staff should NEVER lend/give students school keys for any reason. Staff MUST report lost or misplaced keys to the office immediately.
- c) Workrooms should be locked and secured at all times. Do not leave valuable items unattended in unlocked classrooms or workrooms even for short periods of time.

- d) Staff photocopiers are located in various areas of the school. Please see your department head(s) to obtain the departmental code for the copiers. Please be sure to remove all paper jams from copiers and refill the paper cartridges at the end of your copying job. If a machine becomes inoperable, please report it to Judith Smith in the Main Office ASAP

12. MEDIA CONSENT AGREEMENT and RELATED FORMS

Hamilton Wentworth District School Board (HWDSB) is committed to protecting student personal information and helping to positively shape the “digital footprint” that students leave when they post personal information online.

Please refer to the folder located in Share Point called Media Consent Agreement and Forms 2017 for information titled:

**Media Consent Summary for Educators
Media Consent – Sept 2017**

**13. MINISTRY OF EDUCATION RESOURCE ON REPORTING AND RESPONDING TO INCIDENTS-
BILL 157**

If you witness a student engaging in a behavior that you believe could lead to a suspension and/or an expulsion, you are obligated to report this to administration using a Safe Schools Incident Reporting Form.

Examples of such behaviours are listed on the form. Copies of this form are available in the Main Office.

DUNDAS VALLEY SECONDARY SCHOOL REGULAR DAILY SCHEDULE

REVISED: June 8, 2018

DAY 1 / DAY 2: If the calendar date is an “**odd**” number (e.g. 1st, 13th, 25th, etc.), then it will be **DAY 1**.

If calendar date is an “**even**” number (e.g. 2nd, 14th, 26th, etc.), then it will be **DAY 2**.

Classrooms Open.....8:15 a.m.			
PERIOD		TIME	(A) & (B)
DAY 1	DAY 2		
1	2	08:25 a.m. - 09:40 a.m.	A: 08:25 - 09:02 B: 09:02 - 09:40
2	1	09:45 a.m. - 11:00 a.m.	A: 09:45 - 10:23 B: 10:23 - 11:00
LUNCH		11:00 a.m. - 12:00 p.m.	A: 11:00 - 11:30 B: 11:30 - 12:00
3	4	12:00 p.m. - 01:15 p.m.	A: 12:00 - 12:37 B: 12:37 - 01:15
4	3	01:20 p.m. - 02:35 p.m.	A: 01:20 - 01:58 B: 01:58 - 02:35

DUNDAS VALLEY SECONDARY SCHOOL

JOB #: _____

SUPPLY TEACHER: _____

Teacher supplied for: _____

DATE: _____

PERIOD	SUBJECT	ROOM	TEACHER	NOTES
_____ 08:25 – 09:02 09:02 – 09:40				
_____ 09:45 – 10:23 10:23 – 11:00				
LUNCH 11:00 – 11:30 11:30 – 12:00				
_____ 12:00 – 12:37 12:37 – 01:15				
_____ 01:20 – 01:58 01:58 – 02:35				