

# DUNDAS VALLEY SECONDARY SCHOOL

310 Governor's Road, Dundas, Ontario L9H5P8

Phone: 905.628.2203 | Fax: 905.627.2904



# STUDENT / PARENT HANDBOOK

2018 - 2019

# **DUNDAS VALLEY SECONDARY SCHOOL**

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**DUNDAS VALLEY SECONDARY SCHOOL  
STAFF LIST  
SEMESTER 1 - SEPTEMBER 2018**

MRS. G. CIPRIANI, PRINCIPAL ([gciprian@hwdsb.on.ca](mailto:gciprian@hwdsb.on.ca)) VM 256  
 MRS. C. PILLININI, VICE PRINCIPAL ([cpillini@hwdsb.on.ca](mailto:cpillini@hwdsb.on.ca)) VM 257  
 MS. K. KINDREE, VICE PRINCIPAL ([kkindree@hwdsb.on.ca](mailto:kkindree@hwdsb.on.ca)) VM258

NAME	EMAIL	VOICEMAIL
ADAMS, Ms. Diane	<a href="mailto:dadams@hwdsb.on.ca">dadams@hwdsb.on.ca</a>	512
ANDREWS, Ms. Melanie	<a href="mailto:mandrews@hwdsb.on.ca">mandrews@hwdsb.on.ca</a>	500
ARNOLD, Mr. Calvin	<a href="mailto:carnold@hwdsb.on.ca">carnold@hwdsb.on.ca</a>	546
BADGER, Mr. Steve	<a href="mailto:sbadger@hwdsb.on.ca">sbadger@hwdsb.on.ca</a>	506
BERTRAN, Ms. Chantel	<a href="mailto:cbertran@hwdsb.on.ca">cbertran@hwdsb.on.ca</a>	554
BIELBY, Mr. David	<a href="mailto:dbielby@hwdsb.on.ca">dbielby@hwdsb.on.ca</a>	522
BLACKMAN, Ms. Alecia	<a href="mailto:ablackma@hwdsb.on.ca">ablackma@hwdsb.on.ca</a>	511
BRANKOVIC, Mr. Paul	<a href="mailto:pbrankov@hwdsb.on.ca">pbrankov@hwdsb.on.ca</a>	564
CLAPIZ, Mr. John	<a href="mailto:jclapiz@hwdsb.on.ca">jclapiz@hwdsb.on.ca</a>	510
COCKBURN, Ms. Marita	<a href="mailto:mcockbur@hwdsb.on.ca">mcockbur@hwdsb.on.ca</a>	537
COLLINS, Ms. Carrie	<a href="mailto:ccollins@hwdsb.on.ca">ccollins@hwdsb.on.ca</a>	515
COUTURE, Mrs. Kim	<a href="mailto:kcouture@hwdsb.on.ca">kcouture@hwdsb.on.ca</a>	541
CURTIS, Mr. James	<a href="mailto:jcurtis@hwdsb.on.ca">jcurtis@hwdsb.on.ca</a>	566
DAVEY, Mr. Steve	<a href="mailto:sdavey@hwdsb.on.ca">sdavey@hwdsb.on.ca</a>	531
DAVIDSON, Ms. Fiona	<a href="mailto:fdavidso@hwdsb.on.ca">fdavidso@hwdsb.on.ca</a>	526
DOBBIN, Mr. Scott	<a href="mailto:sdobbin@hwdsb.on.ca">sdobbin@hwdsb.on.ca</a>	519
DUMITRU, Ms. Crystal	<a href="mailto:cdumitru@hwdsb.on.ca">cdumitru@hwdsb.on.ca</a>	576
DUPUIS, Ms. Lisa	<a href="mailto:ldupuis@hwdsb.on.ca">ldupuis@hwdsb.on.ca</a>	518
FORSTER, Mrs. Rhonda	<a href="mailto:rforster@hwdsb.on.ca">rforster@hwdsb.on.ca</a>	517
FOX, Mr. Paul	<a href="mailto:pfox@hwdsb.on.ca">pfox@hwdsb.on.ca</a>	549
GARDINER, Mr. Bob	<a href="mailto:rgardine@hwdsb.on.ca">rgardine@hwdsb.on.ca</a>	514
GARDNER, Mr. Noah	<a href="mailto:ngardner@hwdsb.on.ca">ngardner@hwdsb.on.ca</a>	527
GELDER, Mr. Richard	<a href="mailto:rgelder@hwdsb.on.ca">rgelder@hwdsb.on.ca</a>	524
GIBSON, Ms. Tania	<a href="mailto:tgibson@hwdsb.on.ca">tgibson@hwdsb.on.ca</a>	534
GRECO, Ms. Alison	<a href="mailto:agreco@hwdsb.on.ca">agreco@hwdsb.on.ca</a>	509
GUTHER, Mr. Tony	<a href="mailto:tjguther@hwdsb.on.ca">tjguther@hwdsb.on.ca</a>	544
HAZARD, Ms. Erin	<a href="mailto:ehazard@hwdsb.on.ca">ehazard@hwdsb.on.ca</a>	523
HENDERSON, Ms. Kathleen	<a href="mailto:khenders@hwdsb.on.ca">khenders@hwdsb.on.ca</a>	262
JARMAN, Ms. Georgia	<a href="mailto:gjarman@hwdsb.on.ca">gjarman@hwdsb.on.ca</a>	516
KEHL, Ms. Tina	<a href="mailto:tkehl@hwdsb.on.ca">tkehl@hwdsb.on.ca</a>	540
KILBY, Mr. Scott	<a href="mailto:skilby@hwdsb.on.ca">skilby@hwdsb.on.ca</a>	525
KRIVANKOVA, Ms. Kat	<a href="mailto:kkrivank@hwdsb.on.ca">kkrivank@hwdsb.on.ca</a>	552
KRUIS, Mr. Ed	<a href="mailto:ekruis@hwdsb.on.ca">ekruis@hwdsb.on.ca</a>	530

LANE, Mr. Mark	<a href="mailto:marklane@hwdsb.on.ca">marklane@hwdsb.on.ca</a>	570
LAWSON, Mr. Bruce	<a href="mailto:flawson@hwdsb.on.ca">flawson@hwdsb.on.ca</a>	532
LAWSON, Mrs. Jennifer	<a href="mailto:jlewisla@hwdsb.on.ca">jlewisla@hwdsb.on.ca</a>	260
LENART, Mr. Brian	<a href="mailto:blenart@hwdsb.on.ca">blenart@hwdsb.on.ca</a>	533
LONEY, Ms. Grace	<a href="mailto:gloney@hwdsb.on.ca">gloney@hwdsb.on.ca</a>	503
MACDONALD, Ms. Deborah	<a href="mailto:dmacdona@hwdsb.on.ca">dmacdona@hwdsb.on.ca</a>	529
MARSHALL, Ms. Dianne	<a href="mailto:dimarsha@hwdsb.on.ca">dimarsha@hwdsb.on.ca</a>	559
McCONACHIE, Ms. Stephanie	<a href="mailto:smcconac@hwdsb.on.ca">smcconac@hwdsb.on.ca</a>	550
McKERRACHER, Mrs. Anita	<a href="mailto:amckerra@hwdsb.on.ca">amckerra@hwdsb.on.ca</a>	508
MEYER, Mr. Dan	<a href="mailto:dmeyer@hwdsb.on.ca">dmeyer@hwdsb.on.ca</a>	261
MISITI, Ms. Rosanne	<a href="mailto:rmisiti@hwdsb.on.ca">rmisiti@hwdsb.on.ca</a>	504
MONTEITH, Mr. Jason	<a href="mailto:jmonteit@hwdsb.on.ca">jmonteit@hwdsb.on.ca</a>	535
PAVIC, Ms. Katrina	<a href="mailto:kpavic@hwdsb.on.ca">kpavic@hwdsb.on.ca</a>	504
POPOVICH, Mr. Dan	<a href="mailto:dpopovic@hwdsb.on.ca">dpopovic@hwdsb.on.ca</a>	536
RADIX, Mr. Jim	<a href="mailto:jradix@hwdsb.on.ca">jradix@hwdsb.on.ca</a>	557
ROOT, Mr. Michael	<a href="mailto:mroot@hwdsb.on.ca">mroot@hwdsb.on.ca</a>	558
SAMSON, Mr. Mike	<a href="mailto:msamson@hwdsb.on.ca">msamson@hwdsb.on.ca</a>	538
SMITH, Mr. Mike	<a href="mailto:msmith@hwdsb.on.ca">msmith@hwdsb.on.ca</a>	542
SMITH, Mr. Todd	<a href="mailto:trsmith@hwdsb.on.ca">trsmith@hwdsb.on.ca</a>	543
TOTH, Mr. Pieter	<a href="mailto:ptoth@hwdsb.on.ca">ptoth@hwdsb.on.ca</a>	547
WARREN, Ms. Jennifer	<a href="mailto:jwarren@hwdsb.on.ca">jwarren@hwdsb.on.ca</a>	548
WARRICK, Mr. Brad	<a href="mailto:bwarrick@hwdsb.on.ca">bwarrick@hwdsb.on.ca</a>	555
WEARE, Mr. John	<a href="mailto:jweare@hwdsb.on.ca">jweare@hwdsb.on.ca</a>	567
WHITE, Mr. Nick	<a href="mailto:nwhite@hwdsb.on.ca">nwhite@hwdsb.on.ca</a>	501
WOOD, Ms. Gillian	<a href="mailto:gwood@hwdsb.on.ca">gwood@hwdsb.on.ca</a>	545
YOUNG, Mr. Paul	<a href="mailto:payoung@hwdsb.on.ca">payoung@hwdsb.on.ca</a>	569

## **Dundas Valley Secondary School VISION STATEMENT**

***At DVSS we are creating “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 honouring all stakeholders’ voices so that our school vision is based on the people we serve and the people with whom we team and with whom we work.

***Let us ask ourselves: What do I need to learn and create in my classroom/school so that we, as 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 create our new reality as a new school?

How might students feel empowered 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 21<sup>st</sup> Century learners 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.

## PROCEDURES FOR OPENING DAY

**TUESDAY, SEPTEMBER 4, 2018**

\* We will run a Day 1 timetable on Tuesday, September 4, 2018 and Day 2 on Wednesday, September 5, 2018.

### DUNDAS VALLEY SECONDARY SCHOOL REGULAR DAILY SCHEDULE

REVISED: August 23, 2018

**DAY 1 / DAY 2:** If the calendar date is an “**odd**” number (e.g. 1<sup>st</sup>, 13<sup>th</sup>, 25<sup>th</sup>, etc.), then it will be **DAY 1**.  
If calendar date is an “**even**” number (e.g. 2<sup>nd</sup>, 14<sup>th</sup>, 26<sup>th</sup>, 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: 8:25 - 9:02 B: 9:02 - 9:40
2	1	09:45 a.m. - 11:00 a.m.	A: 9:45 - 10:23 B: 10:23 - 11:00
<b>LUNCH</b>		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

## 1. PARENT / GUARDIAN INVOLVEMENT

As students enter their Secondary School years, it is a wonderful opportunity for them to take on more personal responsibility for their learning. Dundas Valley Secondary School (DVSS) promotes this opportunity through an empathetic culture of respect and learning through lens of Human Rights. However, all students need support to be successful, and we believe in the educational partnership between the school, the student and their parent/guardian. Listed below are some of the ways that you can support your student while they attend DVSS.

- Subscribe to DVSS's website to get the latest news and information.
- Review the Student Handbook with your child before the start of the school year.
- Review reports with you child at the preliminary, mid-term and final reporting periods.
- Attend Student/Parent/Teacher Conferences.
- Join School Council
- Attend co-curricular events such as sports, plays, music nights, etc.
- Volunteer as a driver for a team or field trip, or to chaperone.
- Visit the school website regularly to check for updates, including the Student Services Section.
- Encourage your student to use the Hub to access information and announcements.
- Contact your student's teachers to ask questions, provide supports and insights, and express concerns.

## 2. HOMEROOM / CLASSROOM ROUTINES

- a. Students will not be admitted to class without an official timetable authorizing entry into the class.
- b. 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. **LOCKERS WILL NOT BE ASSIGNED WITHOUT FIRST RECEIVING A COMBINATION FOR THE LOCK.** Please be patient while locker assignments happen the first week of classes. Students will be issued their own locker and will not be permitted to share lockers.
- c. 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 the school for the day. Changes will be made if spaces are available in classes or if there are errors in your timetable, provided the student has already earned the appropriate pre-requisite credit for the course change requested. Until these situations are clarified and changed by Guidance, you **MUST** follow your original timetable. Failure to follow your original timetable put your course change request in jeopardy.
- d. 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 numbered text is not returned to the teacher on completion or withdrawal from the course, you may be responsible for the replacement cost of the textbook.

### **3. REQUIREMENTS FOR PUPILS FROM THE EDUCATION ACT - REGULATION 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).



#### **4. STUDENT ATTENDANCE**

Student achievement is closely aligned to regular attendance at school. Since great emphasis is placed on a student's day-to-day work, regular attendance is essential.

##### **CLASSROOM ATTENDANCE**

1. Attendance will be taken at the beginning of each class.
2. Any students not in their seats/in the classroom before the National Anthem (during the 1<sup>st</sup> Timeframe of the day or at the beginning of subsequent classes) are to be marked late.
3. Students who arrive more than 15 minutes late to class following Opening Exercises or the start of each period will be sent to the Main Office to sign in.
4. Students are to be marked absent whenever they are not in class regardless of reason.
5. Any time a student is unexplainably absent, a parental/guardian note is required in the Main Office 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.
6. If a student is not maintaining regular attendance and their absences are unexplained, a pyramid of interventions will be implemented which may involve teacher, parent/guardian, Guidance, Social Work and Administrative input and support. Consequences may be assigned if an improvement in school attendance is not maintained.

#### **5. CODE OF CONDUCT**

Dundas Valley Secondary School promotes an empathetic culture of respect and learning through the lens of Human Rights. 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, equity, respect, responsibility, empathy and must be modeled by all. A positive school exists when all members of the community feel safe, welcome and accepted.

All students, teachers, staff members and parents/guardians have the right to be safe, and to feel safe, in their school community. With this right, comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives such as Student Success, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

The HWDSB uses policies and protocols to help everyone in the school community understand expectations and right. Many of these policies and protocols relate directly to the Code of Conduct, such as Equity and Diversity, Equity and Inclusive Education, Progressive Discipline and Promoting Positive Student Behaviour, Respectful Learning and Working Environment, Bully Prevention and Intervention, as well as others. All of these are used as the foundation of Dundas Valley Secondary School Code of Conduct and can be found on the Board website.

When inappropriate behaviour occurs, a range of interventions, supports and consequences that are developmentally appropriate will include opportunities for students to learn from mistakes, and a focus on improving behaviour will be utilized. Participation in co-curricular activities, such as sports, clubs, dances, prom, educational excursions (field trips), etc. is an opportunity available to students. In some circumstances, the privilege to participate in these activities may be revoked as a consequence for inappropriate behaviour. Other consequences may include detentions, short-term suspension, long-term suspension, or expulsion.

## **Standards of Behaviour**

The provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents, volunteers, teachers and other staff members – whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on school climate.

Specific standards of behaviour are required. These include:

### **Respect, Civility, Responsible Citizenship –**

All members of the community must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and opinions
- Treat one another with dignity and respect at all times and especially when there is disagreement
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, disability, etc.
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially people in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher/staff member or at another person in a position of authority

### **Safety –**

All members of the school community must not:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic weapons or illegal drugs
- Give alcohol to minors
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school

### **Roles and Responsibilities –**

Each member of the school community has a role to play in the Code of Conduct.

#### **Student Roles and Responsibilities**

- 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 the school day that would leave an impact on the school climate
- Follow the established rules and take responsibility for their own actions
- Demonstrate steady progress in course completion in all courses

### Parent/Guardian Roles and Responsibilities

- 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 the school's rules
- Encourage and assist staff in dealing with disciplinary issues involving their child

### Teacher / School Staff Roles and Responsibilities

- Help students work to their full potential and self-worth
- Empower students to be leaders in class, school and the community
- Communicate regularly and meaningfully with parents/guardians
- Maintain consistent standards of behaviour with all students
- Demonstrate respect for all members of the school community
- Prepare students for the full responsibilities of citizenship
- Model the character attributes of the Hamilton-Wentworth District School Board

### Principal Roles and Responsibilities

- 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
- Ensure programs that promote respect, responsibility and civility are part of the curriculum

### 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>

## **6. 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) A positive school culture and effective learning environment exists for all students in the school.

Each teacher is responsible 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.

### **OFFICE REFERRALS BY A STAFF MEMBER**

If a student’s behaviour is inappropriate, he/she may be referred to the Main Office.

- a) The teacher will contact the Main Office to notify office staff a student is being referred. The student may remain in the office for the rest of the period. The student is expected to complete an Incident Form prior to being seen by a Vice Principal.
- b) The Vice Principal will review the situation and take action or may wait to speak to the classroom teacher before determining the next steps.
- c) Depending on the severity of the situation, a Vice Principal may contact a parent/guardian to advise them of the referral and the consequences.

## 7. Learning Skills & Work Habits:

The development of effective Learning Skills and Work Habits is crucial for your success at DVSS. Furthermore, this transferable skill set will help you beyond secondary school regardless of your pathway in Apprenticeship, College, Community, University or the Workplace. Use the graphic below to help you self-assess and reflect on areas for improvement. You'll see these same Learning Skills and Work Habits on each of your report cards.

### RESPONSIBILITY

- I bring the required materials to class.
- I complete & submit work on time.
- I am in class when the bell rings.
- I show respectful behaviour.
- I follow all established class rules.

### ORGANIZATION

- I have organized notes.
- I manage class time effectively.
- I plan how I will complete a task.
- I use an agenda or some other tool to track due dates.
- I prioritize tasks.

### INDEPENDENT WORK

- I work quietly & efficiently.
- I use class time for class work.
- I complete tasks without reminders.
- I avoid distractions (cell phones, etc.)
- I am not a distraction to others.

### COLLABORATION

- I am an equal contributor.
- I listen to others without judging.
- I provide positive & helpful feedback.
- I cooperate with others.
- I encourage peers to be involved.

### INITIATIVE

- I seek help when needed.
- I start tasks without being asked.
- I am engaged in class discussions.
- I challenge myself to improve.
- I continue learning outside of class.

### SELF-REGULATION

- I assess my strengths & weaknesses.
- I look for ways to improve my work.
- I set goals & make a plan to achieve it.
- I ask for help when I need it.
- I look for feedback to improve.

## **8. STUDENT EVALUATION**

### **ASSESSMENT AND EVALUATION PROCEDURES**

- a. All students are informed through a Course Information Sheet/Course Outline about methods of assessment and evaluation for each course at the commencement of classes in September and February. 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>

### **CREDITS**

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

### **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 are 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. Should 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 counsellor before being approved by the Principal or Vice Principal.

### **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. two-credit CO-OP mark will count 2X)

### **FINAL EVALUATIONS/EXAMINATIONS**

- 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 reason 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.

### **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.

- 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.

## **9. OTHER STUDENT-RELATED PROCEDURES**

### **ASSEMBLY PROCEDURES**

1. During entry and dismissal, teachers should observe that their classes proceed in an orderly manner. **TEACHERS ARE TO SIT WITH THEIR CLASSES.**
2. Assembly programs are greatly affected by audience behaviour. Good manners and considerate attention will enhance the reception of a program. Students are expected to remove hats and to put electronic devices away and turn them off or on silent mode during an assembly. Students who persistently misbehave will be escorted to the office and remain there until intervention by one of the Vice-Principals.

### **ACCIDENTS AND ILLNESS**

In case of accidents, the office will be notified 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, staff will contact 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.

In the case of illness, students should report to the office or be accompanied to the office by a teacher or 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.

### **CLASSROOM AND BETWEEN CLASS ROUTINES**

1. Students are allowed travel time to change classes. At the end of the schedule time for the period, classes will be dismissed on the teacher's instruction once the class has officially ended. Students should move in an orderly manner between classes.
2. 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.

### **SCHOOL EQUIPMENT ON LOAN**

Textbooks – Students may be issued a textbook for their class. 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.

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.

Lost or misplaced iPads and accessories should be reported to Ms. Dupuis in the Learning Commons.

### **LOST AND FOUND**

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

### **MEDIA CONSENT**

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. Classrooms have



changed dramatically with the introduction of digital tools. In keeping with 21st century learning priorities, the board provides students with Google Apps for Education, access to the HWDSB App Catalogue, email and a calendar, as well as the Ministry of Education Virtual Learning Environment. In addition, students may also use online tools and social media such as wikis, blogs, podcasts, Skype, YouTube, Twitter, and other web apps, websites, and tools as deemed appropriate by the classroom teacher. Students receive age appropriate instruction on digital citizenship and the safe use of technology. For more information on our policies and directives governing 21<sup>st</sup> century learning, see Policy 7.3 21st Century Learning and Technology, along with the Privacy Directive, Ownership and Authorship Directive, and the Identity, Credibility and Positive Participation Directive. These policies and directives are easily found by using the search function on the board website ([www.hwdsb.on.ca](http://www.hwdsb.on.ca)).

Students at HWDSB will use the internet at school and will learn how to make use of the tools that we provide in order to learn, create, share, and collaborate. They will participate in online spaces that are visible within the classroom, and possibly within the school and other sites across the board.

### **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.

### **SMOKING**

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

## 10. 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](#)

## 11. SCHOOL CASH ONLINE

School Cash Online is an easy to use and safe way to pay for your students' school fees. Now, with a few clicks, you can pay for items such as a yearbook, class trips and so much more from your own home. To register your student, simply go to the School Cash Online link on the HWDSB website or click on the link below.

[School Cash Online](#)

## 12. HWDSB EXCURSIONS/STUDENT TRIPS

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> )

- a) Trips relating to program shall take precedence over trips for enrichment.
- b) The Principal shall be sensitive to keeping the number of intrusions on subject time of other departments to an absolute minimum.
- 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.

### **13. 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.

### **14. VOLUNTEERS IN SCHOOLS**

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.

[Volunteers in Schools](#)

[Volunteer Handbook](#)

### **15. HWDSB CONCUSSION 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.

Please refer to [HWDSB Concussion Procedure](#) for the entire policy.

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.

### **16. SCHOOL COUNCIL**

As a school council member, you can help your council discover new and exciting ways to contribute to the education of students in your school. Education is a partnership involving parents, students, teachers, principals, school boards, government, and the community. Your involvement in the council gives you the opportunity to strengthen that partnership, and to be a part of a dedicated team working to ensure a high quality of education and an accountable education system for the children of Ontario.

If you are a parent/guardian and are interested in participating as a member of school council, please refer to the school website calendar for dates and times of school council meetings.

[School Council Handbook - A Guide for Members](#)

## **17. 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, television stations (CHCH), or on the HWDSB website ([www.hwdsb.on.ca](http://www.hwdsb.on.ca)).

When buses are cancelled because of bad weather, announcements are made on local radio stations and on CHCH 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.

## **18. 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
- Child Abuse
- Community Emergencies
- Custody and Guardianship
- Damage and Vandalism
- Drugs and Alcohol
- Evacuation Procedures
- Fire
- Harassment
- Hazardous Substances and Gases
- Plant Emergencies
- Police
- Threats
- Trespassing
- Weapons
- Weather

## **19. DUNDAS VALLEY EMERGENCY EVACUATION PLAN - PHASE 1**

**AIM:** To evacuate Dundas Valley Secondary School

**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 outlined 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 or an announcement to evacuate the building

- teachers and students should gather their personal belongings from the immediate area only to take with them (NO locker visits)
- teachers and students exit the room and close the door behind them
- students must remain with their classroom teacher at all times at the assembly point
- students and teachers may enter the building only at the direction of school administration / Emergency Responders

## **20. 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, students will remain with their classroom teachers and move to the evacuation site in a safe and orderly manner.

**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.

**IN THE EVACUATION CENTRE:**

1. Students are required to follow the direction of teaching and administration staff.
2. STUDENTS ARE NOT PERMITTED TO LEAVE THE EVACUATION SITE. Students are to remain with teachers / staff at all times until the end of the evacuation.

**RELEASE OF TEACHERS AND STUDENTS:**

No teacher or student may leave without permission of the Principal. When clearance by Emergency Responders is provided, direction will be given about leaving the evacuation site.

**MEDIA:**

All media matters must be referred to the Principal. Students are asked not to make comments, nor to answer questions posed by the media. Please do not send photos or make comments via social media sites.

## **21. FIRE DRILL EVACUATION PROCEDURE**

Instructions to Students :

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 / drill.
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 you get 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 exit the building safely.
7. Go to the assembly point designated by your teacher. Students must report to their classroom teacher or designate for attendance and stay with the classroom teacher until instructed to do otherwise.

## 22. LOCKDOWN PROCEDURE

### *Prior to a lockdown:*

- All HWDSB schools will practice the lockdown procedure each semester.

### *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.
2. Students and staff must immediately clear all open areas and proceed to the nearest unlocked classroom or safe room. **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. 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 binds/curtains
  - d) Students should 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 / staff. 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.
4. An accurate list of all persons in the classroom/secure area should be recorded and kept securely until Emergency Responders request the information.
5. 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. Other If this is the case, consider locating to areas adjacent to exterior walls that have doors leading to the outside
6. 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.
7. 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. Ie. 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.
8. 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)

- 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.)

- 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