

Seaway District High School

Parent & Student Handbook 2023-2024



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Principal

Mr. Trent Carter-Edwards

(trent.carter-edwards@ucdsb.on.ca)

Vice Principal

Ms. Shannon Fenlong

(shannon.fenlong@ucdsb.on.ca)

LAND ACKNOWLEDGEMENT

THE COMMUNITY OF SEAWAY DISTRICT HIGH SCHOOL IS SITUATED UPON THE TRADITIONAL ANISHANABEK AND HAUDENOSAUNEE TERRITORIES. WITH GRATITUDE AND RESPECT, WE ACKNOWLEDGE THE SIGNIFICANT CONTRIBUTIONS INDIGENOUS PEOPLES HAVE, AND CONTINUE TO MAKE, ON THESE LANDS. THIS LAND HAS ALWAYS BEEN A PLACE OF LEARNING AND TODAY WE CONTINUE THAT TRADITION.

Seaway District High School
Parent and Student Handbook
2023-2024

Communication between parents, guardians, students, teachers and the community is very important. This handbook, for parents, guardians and students, is provided as a source of general information about Seaway District High School. Another communication tool is the Internet. The school's website is at <http://seaway.ucdsb.on.ca>. The school's Facebook page is at <https://www.facebook.com/SeawayDHS>. General school information, current events, the annual Course Calendar and other important material can be found on both the website and the Facebook page.

This document has been created with you in mind. Its purpose is twofold. One, to outline some of the regular processes and procedures for the day to day operation of SDHS and two, to provide some insight into what we do and why we do it.

At Seaway District High School, we strive to promote a culture of learning: a culture that challenges our students and staff to be lifelong learners, to be curious, to explore, to think critically, and to apply all of our learning to the wider community. We are a school that learns.

We also value character education ... emphasizing on a daily basis the UCDSB character virtues of **caring, courage, empathy, fairness, generosity, honesty, perseverance, resilience, respect, and responsibility**. We believe in cultivating good citizenship in all of our students – to encourage them to be kind, to look out for others, and to value diversity.

Please take the time to read through this handbook – and feel free to reach out to us at Seaway if you have any questions or suggestions. Together we will continue to achieve excellence in all that we do ... we are SPARTANS!!

Trent Carter-Edwards

Trent Carter-Edwards (he/him)

Principal



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MISSION

We prepare all students
for a successful life

VISION

Creating Futures, Leading
and Learning for all

VALUES

Caring, Courage, Empathy,
Fairness, Generosity, Honesty,
Perseverance, Resilience,
Respect, Responsibility





SEAWAY DISTRICT INTERMEDIATE/HIGH SCHOOL



Grades 9-12

BELL SCHEDULE

Grades 7-8

TIME	PERIOD	TIME	PERIOD
8:00	Block A	8:00	CLASSES
60 MINUTES		100 MINUTES	
9:00	5 MINUTE IN-CLASS BREAK (leave class only for washroom use/water bottle filling)	9:40	Recess (20 min) / Snack in Classroom (10 min)
9:00 9:05		30 MINUTES	
9:05	Block B REPEAT	10:10	CLASSES
60 MINUTES		100 MINUTES	
10:05	10 MINUTE BREAK NUTRITION/WASHROOM/WATER BOTTLE FILLING/LOCKER ACCESS	11:50	Recess (20 min) / Lunch in Cafeteria (20 min)
10:05 10:15		40 MINUTES	
10:15	Block C	12:30	CLASSES
60 MINUTES		100 MINUTES	
11:15	LUNCH	2:10	CLASSES
11:15		100 MINUTES	
50 MINUTES	TRAVEL TIME LOCKER ACCESS	70 MINUTES NON-INSTRUCTIONAL	300 MINUTES INSTRUCTIONAL
12:05		300 MINUTES INSTRUCTIONAL	
12:05	Block D		
60 MINUTES			
1:05	Block E		
1:05			
1:05 1:10	Block E		
60 MINUTES			
2:10			
70 MINUTES NON-INSTRUCTIONAL	300 MINUTES INSTRUCTIONAL	70 MINUTES NON-INSTRUCTIONAL	300 MINUTES INSTRUCTIONAL



225 Central Avenue West
Brockville, Ontario K6V 5X1
613-342-0371
or 1-800-267-7131
www.ucdsb.on.ca

**SCHOOL YEAR CALENDAR
2023-2024**

SEPTEMBER 2023					OCTOBER 2023					NOVEMBER 2023					DECEMBER 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1 PA	2	3	4	5	6			1	2	3					1
4	5	6	7	8	8	9	10	11	12	4	5	6	7	8	4	5	6	7	8
H	1	2	3	4	H	5.1	1	2	3	3	4	5.1	1	2	2	3	4	5.1	1
11	12	13	14	15	18	17	18	19	20	13	14	15	16	17	11	12	13	14	15
5.1	1	2	3	4	4	5.2	1	2	3	3	4	5.2	1	2	2	3	4	5.2	1
18	19	20	21	22	23	24	25	26	27 PA	20	21	22	23	24 PA	18	19	20	21	22
5.2	1	2	3	4	4	5.3	1	2	3	3	4	5.3	1	2	2	3	4	5.3	1
25	26	27	28	29	30	31				27	28	29	30		25	26	27	28	29
5.3	1	2	3	4	3	4				2	3	4	5.4		H	H	H	H	H

JANUARY 2024					FEBRUARY 2024					MARCH 2024					APRIL 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1 PA	2					1	1	2	3	4	5
H	H	H	H	H	5	6	7	8	9	4	5	6	7	8	H	4	5.2	1	2
8	9	10	11	12	12	13	14	15	16	5.3	1	2	3	4	8	9	10	11	12
2	3	4	5.4	1	1	2	3	4	5.1	11	12	13	14	15	3	4	5.3	1	2
15	16	17	18	19	18	19	20	21	22	H	H	H	H	H	15	16	17	18	19
2	3	4	5.1	1	H	1	2	3	4	18	19	20	21	22	3	4	5.4	1	2
22	23	24	25	26	25	26	27	28	29	5.4	1	2	3	4	22	23	24	25	26
2	3	4	E	E	5.2	1	2	3		25	26	27	28	29	3	4	5.1	1	PA
29	30	31								5.1	1	2	3	H	29	30			
E	E	E													2	3			

MAY 2024					JUNE 2024					JULY 2024					AUGUST 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7	1	2	3	4	5				1	2
		4	5.2	1	5.2	1	2	3	4	6	7	8	9	10					
6	7	8	9	10	10	11	12	13	14	11	12	13	14	15	6	7	8	9	10
2	3	4	5.3	1	5.3	1	2	3	4	16	17	18	19		12	13	14	15	16
13	14	15	16	17	17	18	19	20	21	22	23	24	25	26	19	20	21	22	23
2	3	4	5.4	1	5.4	1	2	E	E						26	27	28	29	30
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26	19	20	21	22	23
H	2	3	4	5.1	E	E	E	PA		28	29	30	31		26	27	28	29	30
27	28	29	30	31															
1	2	3	4	PA															

<p>Instructional Days: First Day of School: September 1, 2023 First Day of School for Students: September 5, 2023 Last Day of School: June 27, 2024 Last Day of School for Students: June 26, 2024</p> <p>Secondary: Sem. 1: September 1, 2023 – January 31, 2024 Sem. 2: February 1, 2024 – June 27, 2024</p> <p>Examination Days: Sem. 1: January 25, 2024 – January 31, 2024 Sem. 2: June 20, 2024 – June 26, 2024 Designated on calendar as "E"</p>	<p>Winter Holiday Break: December 25, 2023 – January 5, 2024</p> <p>March Break: March 11, 2024 – March 15, 2024</p> <p>Statutory Holidays: September 4, 2023 – Labour Day October 9, 2023 – Thanksgiving February 19, 2024 – Family Day March 29, 2024 – Good Friday April 1, 2024 – Easter Monday May 20, 2024 – Victoria Day Designated on calendar as "H"</p>	<p>Professional Activity (PA) Days: September 1, 2023 October 27, 2023 November 24, 2023 February 1, 2024 April 26, 2024 May 31, 2024 June 27, 2024</p>
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**ELEMENTARY SCHOOL
SCHOOL YEAR CALENDAR
2023-2024 – 5 Day Cycle**

SEPTEMBER 2023					OCTOBER 2023					NOVEMBER 2023					DECEMBER 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1 PA	2	3	4	5	6	1	2	3							1
4 H	5	6	7	8	8 H	9	10	11	12	4	5	6	7	8	4	5	6	7	8
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
18	19	20	21	22	23	24	25	26	27 PA	20	21	22	23	24 PA	18	19	20	21	22
25	26	27	28	29	30	31				27	28	29	30		25	26	27	28	29
5	1	2	3	4	3	4				2	3	4	5		H	H	H	H	H

JANUARY 2024					FEBRUARY 2024					MARCH 2024					APRIL 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1 H	2 H	3 H	4 H	5 H				1 PA	2					1	1 H	2	3	4	5
8	9	10	11	12	6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
15	16	17	18	19	12	13	14	15	16	11	12	13	14	15	15	16	17	18	19
22	23	24	25	26	19	20	21	22	23	18	19	20	21	22	22	23	24	25	26
29	30	31			26	27	28	29		25	26	27	28	29	28	29			
2	3	4			5	1	2	3		5	1	2	3	H	2	3			

MAY 2024					JUNE 2024					JULY 2024					AUGUST 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7	1	2	3	4	5				1	2
8	9	10	11	12	10	11	12	13	14	8	9	10	11	12	6	7	8	9	10
15	16	17	18	19	17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
22	23	24	25	26	24	25	26	27 PA	28	22	23	24	25	26	19	20	21	22	23
29	30	31 PA								29	30	31			26	27	28	29	30
1	2	3	4																

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Board Approval: February 22, 2023

Ministry Approval: April 19, 2023

Safe Arrival Program for Grade 7 & 8

The Safe Arrival program mandates that we contact a student's parent/guardian each day a student is absent. Please let the school know the reason for your child's absence. You can call the school, leave a message on the answering machine or use MyFamilyRoom (www.myfamilyroom.ca) to let the school know of any absences. If your child is being picked up at school as a planned absence, please call the school before hand to let us know when you will be coming to get them, and then call us again when you arrive in our parking lot. Grade 7 and Grade 8 students are **NOT** permitted to leave school grounds at lunch or recess to walk into town or to visit local convenience stores, restaurants, etc.

If dismissal plans for a student change during the day, please contact the school as soon as possible to advise us of the change. This allows us to notify students and teaching staff without interruption to classroom instructional time. In the event that your child must be picked up unexpectedly, please contact the school to advise of this need, indicating the time of pick up and who will be picking up the student.

There are occasions throughout the year when students believe they will be picked up at dismissal rather than ride the bus home. In order to avoid unnecessary worry for parents, guardians, and caregivers, our policy is that students will be sent home on their regular bus if they do not have a note or a parent/guardian phone call has not been received.

A student arriving late for school must have their parent/guardian contact the school at 613-652-4878 or come in with their child.

As a bus safety measure, vehicles are restricted from entering and parking in the bus loading zone during morning dropoff and afternoon dismissal. Vehicles are not permitted to enter or exit the parking lot while buses are in the bus loading zone. Parents/guardians must use the parking lot across from the school and call to let us know you are here (if necessary).



Ontario Attendance Policy

Ontario Schools, Kindergarten to Grade 12: Policy and Program states:

- "Regular attendance at school is critical for the student's learning. To encourage regular attendance by students, schools will ensure that students and their parents are informed about the school's policy on attendance. Where, in the Principal's judgment, a student's frequent absences from school are jeopardizing his or her success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance."

Seaway DHS Attendance Policy

At Seaway, regular attendance is vital to the learning process. Students who are absent from class for any reason are responsible for the material covered in that period. Students in grade 12 are expected to have at least 3 credit courses per semester unless approved by administration (special circumstances). Students who are returning for a fifth year or diploma students must carry at least 3 credit courses per semester unless approved by administration (special circumstances). Ministry regulations involving a 34 credit threshold and exceptions will be communicated.

It is every student's responsibility to attend each and every one of their classes, and report to their classes on time.

In the event that a student is absent for one or more classes on any given day, the student **MUST** have a parent/guardian call or bring in a note no later than the next day in order to explain why the absence has occurred. Students who are 18 or older need a valid reason for being absent and must notify the main office or administration by knocking on the exterior door of the office. Office staff will signal them to come in. A maximum of 5 absences per semester will be accepted from 18-year old students. After 5 occurrences, these students will be contacted by administration to follow up.

In any other case, the absence will be classified as unexcused, and an action plan will be implemented (see Truancy).

Parents/guardians are asked to refrain from signing out their child from one class to work on another class assignment in the school. If a child is signed out from school, they are expected to be **off school property** until signed back in at the main office. Students are to remain in the classroom to which they are assigned unless access is granted to the Resource Room (Secondary Room 111; Intermediate Room 205) by their classroom teacher in consultation with the Resource Room teacher.

Students with an unsupervised study period ("spare") or with an online course may choose to work in the cafeteria, Student Services, or the Learning Commons. They may also work in another teacher's room if they are granted permission by that teacher and are not disruptive to the rest of the class.

Truancy

Truancy is an unexcused absence from school. Student may be assigned **DETENTIONS** by the classroom teacher or by administration for unexcused absences. Below is the progressive intervention model used at Seaway District High School:

Level of Intervention	Student Behaviour	Actions
Level 1	One to Three Unexcused Absences	<ol style="list-style-type: none"> 1. Phone call made to Parents/Guardians from Classroom Teacher / Office Staff. 2. Conversation with Student and Classroom Teacher, possibly involving Administration. 3. Detention may be assigned by the Classroom Teacher.
Level 2	Multiple Unexcused Absences	<ol style="list-style-type: none"> 1. Referral to SST, case conference with Student, Classroom Teacher, and Administration to devise intervention strategies. 2. Multiple detentions may be assigned by the Classroom Teacher and/or detention/suspension by Administration. 3. Potential removal of extracurricular activities (temporary or for the remainder of the season).
Level 3	Consistent Truancy	<ol style="list-style-type: none"> 1. Meeting with Special Services Counsellor (SSC), Administration, and Parent/Guardians to consider alternative strategies or referral to an alternative instructional location.

Additional interventions/consequences may also be applied at the discretion of Administration.

Lates



At Seaway, we believe it is important for students to be on time for class in order to create the best possible atmosphere for learning. We value consistency when dealing with issues surrounding lateness. With this in mind all classes will follow the same procedures when addressing lateness.

If students are late with parental approval (note or phone call) they will report directly to class. If the student is in grade 7-8, the teacher will phone the office to correct the attendance record from absent to late. If the student is in grade 9-12, the teacher will make the adjustment in their own attendance records. Below is the progressive intervention model used at Seaway District High School for students who are late to class:

Level of Intervention	Student Behaviour	Actions
Level 1	Up to 3 Lates	<ol style="list-style-type: none">1. Working with the student, teachers will assign an appropriate consequence (e.g. a detention may be assigned that reflects the number of minutes the student was late).
Level 2	Beyond 3 Lates	<ol style="list-style-type: none">1. Parents will be contacted.2. Administration will meet with the student to develop an improvement plan which may include detention/in-school exclusion/suspension.
Level 3	Chronically Late	<ol style="list-style-type: none">1. Progressive discipline will be applied and if the improvement plan is not followed by the student, the student could be assigned to the ABLE program.



Detention Policy

If students are assigned detentions, they will serve them when directed to do so by their Classroom Teacher or by Administration. If a student skips or misses a detention a progressive discipline model will be followed.

Departure During School Hours

We understand that it is common practice for grade 9-12 students to leave the school grounds during school hours (e.g. lunch period). Expectations for students who leave the school during approved school hours (lunch) are to return to school and to be in class on time. Students are encouraged to not leave school property during the morning 10 minute break; if they choose to do so, and are late for class, then the progressive discipline policy will be followed. At any time, this privilege may be withdrawn by the school if students are not compliant with bell times and frequently return late to class. While off-property, students are expected to demonstrate good citizenship.

If you need to pick up your child early from school, or if you wish them to be dismissed early, please contact the school to inform our main office staff, and they will be able to provide next steps from there. Students who are normally walkers can be sent home with parent permission if they need to be dismissed prior to the school bell; if they are bus-takers they will need to be picked up. Students dismissed early from school will not be permitted to take the bus home; alternative transportation arrangements must be made.

Illness

If a student presents as ill in the classroom, hallways, cafeteria, school grounds, etc. staff will ensure that the student is safely brought to our wellness/isolation room and parents will be contacted. Next steps will depend on individual cases.



Seaway Spartan Policy Regarding Extracurricular Activities

Rationale: Students are encouraged to participate in Seaway District High School's extracurricular activities and to represent our school. They are expected to respect the Code of Ethics as well as the expectations concerning attendance, behaviour, and effort in order to be enthusiastic team members and good ambassadors for our school. To represent our school is a privilege. Therefore, students are expected to adhere to the requirements of the Seaway Spartan Policy to maintain this privilege.

Students involved in extracurricular activities, field trips, and special school events GENERAL EXPECTATIONS:

ATTENDANCE/PUNCTUALITY

Regular attendance is important. A student participating in extracurricular activities (including field trips and special school events) will be under review after five unjustified absences from class. Students who are chronically late for classes will also be put under review. A student will not be allowed to participate in extracurricular events or activities which take place on the day that he or she is absent from school unless permission is granted by the Principal. If the student engages in behaviour for which a suspension is levied, the student will not be allowed to participate in extracurricular activities as soon as the suspension is assigned, not when it begins. For example, if a student meets with the administration on a Tuesday and is given a three day suspension starting the next day, that student cannot participate in a sporting event on the Tuesday.

BEHAVIOUR

Respecting teachers and other students is important. A student will be under review for all unacceptable behaviour reported by teachers to the Principal as cause for suspension e.g. fighting, vandalism, theft, etc. Students involved in extracurricular activities are expected to show respect and proper behaviour when visiting other schools. Incidents at other schools will be treated as seriously as those which occur at Seaway DHS. Under the above-mentioned circumstances, the student may lose the privilege of participating in extracurricular activities and disciplinary consequences may be applied.

EFFORT

Students are expected to maintain maximum effort to assure academic success. When students foresee absences due to involvement in extracurricular activities, it is their responsibility to check with their subject teachers concerning tests, assignment due dates, and completion of work required. Students who are behind in their work are also at risk of not being allowed to participate in events.

Dress Code

A student's appearance reflects their commitment to promoting a positive and inclusive environment. Students are expected to be dressed in an appropriate manner. Teachers will consult with the school Principal if they have concerns about student dress.



Personal Electronic Devices

In recognition of their differing interests, abilities, personalities and learning preferences, the Upper Canada District School Board encourages its students to select and use the supplies, equipment, devices and other resources they need to learn effectively at school and at home.



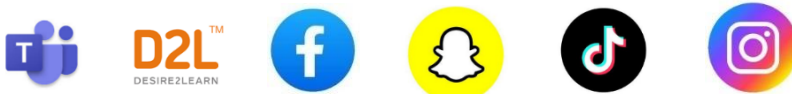
Smart phones, cell phones, and other electronic devices are to be used in class **at the discretion of the teacher and school administration**. The unauthorized use of a cell phone or an electronic device in class may result in the teacher asking the student to put the device in their locker, keep the device at home or ask for it to be given to the teacher for safe keeping. This item may be sent to the office and returned to the student at the end of the day. If this happens on numerous occasions the student may be asked to keep the electronic device at home.

Grade 7s and 8s will be expected to keep their smart phones/cell phones in their lockers unless they are given direct permission by the classroom teacher or the Principal/Vice-Principal.

No one is allowed to record audio/video or take pictures of staff or students at any time or anywhere unless they have the permission of the Principal/Vice-Principal and all of the people in the photograph, video or sound recording. Taking a picture or recording someone without their permission could be an invasion of privacy and might lead to suspension, expulsion, criminal charges, or a civil lawsuit. NOTE: If a student violates any policy stated above the device could be confiscated and the possible consequences listed above may be followed.

Appropriate Use of Technology – School & Social Media

Students learning remotely / taking e-learning courses via D2L or Microsoft Teams are expected to use this on-line technology, in addition to all forms of social media and other virtual media, in a responsible, respectful and lawful manner, which must be in compliance with all relevant federal and provincial legislation, as well as the school's and school board's Code of Conduct.



Smoking, Vaping, Tobacco and Cannabis on School Property

In our pursuit to encourage and promote healthy lifestyles for all our students, tobacco/vape/cannabis products* are not permitted anywhere on school property or within 20 m of school property. Using or having visible tobacco/ vape/cannabis products on or near school grounds may result in progressive discipline, including:



- Intervention by school staff
- Letter/Communication home warning
- School Consequences
- Fines handed down by the Provincial Enforcement Officer



Providing tobacco or vapour products (including sharing, selling or giving) to anyone under age 19 may result in an additional fine handed down by the Provincial Enforcement Officer. Underage possession of cannabis products or paraphernalia may also be referred to local police.

*Using a tobacco/vape/cannabis product is defined as inhaling, burning, vaping, chewing, spitting or a carrying a lit or unlit cigarette, pipe, hookah, e-cigarette, vape, smokeless tobacco or other related apparatus or product. If students are caught using, selling or distributing tobacco products (e.g. smoking, chewing tobacco, cannabis or other), e-cigarettes or vaporizers on school property it will be confiscated, and the Tobacco Enforcement officer may be contacted, and consequences will be enforced.

NOTE: The Smoke Free Ontario Act provides an exemption for the use of tobacco products for "...the traditional use of tobacco that forms part of Aboriginal culture and spirituality." An Indigenous person has the right to use tobacco for traditional Indigenous cultural or spiritual purposes. In such cases, the Principal or appropriate Superintendent must be informed in advance to confirm whether or not any special measures may be needed to be introduced to support the ceremony or practice within the school setting or on UCDSB property.

Alcohol and Restricted Substances

Possessing, arriving under the influence of, consumption of, and selling of alcohol and/or restricted substances on school property or off school property during the school day is strictly forbidden and will result in an immediate suspension.

Weapons, Firecrackers, Matches, Lighters

The possession and/or display of weapons and firecrackers on school property are strictly forbidden. Such possession may result in immediate suspension. The public display or use of lighters or matches on school property is prohibited. In the interest of student and staff safety, water pistols, toy guns and laser pointers are not permitted on school property.

Transportation



Student Transportation of Eastern Ontario provides detailed guidelines for parents/guardians regarding the transportation of students; this information is posted on the STEO website at www.steo.ca. Please be aware that school bus drivers can only pick up and drop off riders at one authorized regular daily stop. Drivers cannot make changes to stops without authorization from the Transportation Department. Transportation for all non-school related functions is the responsibility of parents/guardians. Unacceptable behaviour or vandalism on the bus will lead to progressive discipline and could result in a loss of bus riding privileges.

Cars and Parking

Students who drive must park and lock their cars in the lot across from the school on Beach Ave. Parents/Guardians and school visitors can park their cars in the back lot by the main office entrance. Cars parked in reserved parking areas will be towed. Expenses incurred as the result of towing will be the responsibility of the vehicle owner. Vehicles are not to be parked on school property overnight unless permission has been granted by the Principal. The school/board will not take any responsibility for damages incurred to any vehicle on school property. If you park on school property, this is done at your own risk.

Bicycles/Longboards/In-Line Skates/Scooters/Skateboards

Students who live within distance of the school are welcome to bring their bike, longboard, in-line skates, scooter, or skateboard to school. As a safety precaution, students are reminded that wearing a certified bike helmet is a great piece of safety equipment to minimize the risk of head injury. Students are required to wear a helmet if they are taking part in a school-related cycling activity. Students are not to ride/use any of the aforementioned forms of transportation on school property, including the bus loading area and the front entrance of the school. The school and UCDSB are not responsible for stolen or damaged personal property.

Lockers & Locks



All students will be assigned a locker and students must use the combination/key lock that they are assigned by the school. If a lock that has not been issued by the school is found on a locker it will be removed, no questions asked. The Principal or Vice-Principal has the right to search any student's locker. Lockers are provided to all students attending Seaway DHS. Students are reminded that they are not to share their locker or their combination with any other student. The locker is to be kept clean at all times. Students are to keep bookbags and jackets/coats in their lockers; they are **not** permitted in class. Seaway DHS and the Upper Canada District School Board are not responsible for lost or stolen articles. Locks will be provided for grade 7 – 12 students free of charge. However, if a lock is lost or damaged, a replacement cost of \$5.00 may be applied.

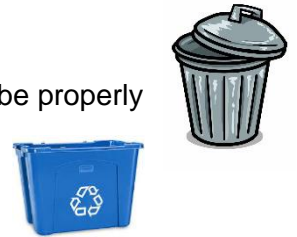


Hallways

Students should not be roaming in the hallways during class time. Secondary students are to stay out of Intermediate areas. Students may not linger in the hallways/stairwells during break/lunch. Lunch may not be eaten in the hallways/stairwells, but rather in the cafeteria or outdoors.

Food & Beverages

Out of respect for our learning environment and custodial staff, all waste needs to be properly disposed of into garbage cans or recycling bins.



Posters

Only posters and notices approved and signed by an administrator are permitted in the school. These will be placed about the school as indicated by administration.

Gymnasium / Fitness Centre Regulations



The gymnasium and fitness centre are out of bounds unless a teacher is present and supervising. The gym offices and equipment rooms are out of bounds to students **at all times**. There is to be no food or beverages (except water in a labelled bottle) in the gym or fitness room. All valuables should be left secured in your locker. The school will not accept any responsibility for any lost or stolen articles.



Student Timetables

Each student is expected to follow their timetable as prepared by the school. A student may not discontinue or change a course without first consulting with the guidance counsellor. Limited course changes are available through an appointment with the guidance counsellor.

Guidance Services



Guidance appointments are made with Guidance staff. Students and parents are welcome to discuss any concerns they may have regarding courses or school careers with a counsellor.

Ontario Student Code of Conduct

As a school we believe that every student has the right to learn and every teacher has the right to teach. To support this philosophy, all members of the Seaway District High School family are expected to:

- Be courteous and considerate towards others
- Resolve conflict in a mature and responsible manner
- Use language and conduct which demonstrates respect for others

Effective discipline is not about punishment or even consequences. It is about learning to make good decisions. Our aim is for each student to acquire self-discipline / self-regulation, and to learn to be responsible for her, his or their behaviour. To this end, the teachers, support staff, and administration will work with students to develop the skills and values necessary to be positive contributors to our community and to make responsible decisions.

A complete copy of this Code can be picked up at the Ministry website at www.edu.gov.on.ca.



UCDSB Student Code of Conduct

The Upper Canada District School Board Code of Conduct is based on the foundation of the Character Always initiative, and has been developed to promote and support respect, civility, responsible citizenship and to provide the framework for policies related to student discipline, bullying prevention, student and staff safety, respectful working and learning environments, and workplace harassment.

Standards Of Behaviour

A. Respect, Civility, and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, gender expression, sexual orientation, age, or disability
- Respect the rights of others

- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons 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 or at another person in a position of authority

B. Safety

All members of the school community must not:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic weapons or illegal drugs
- Give alcohol to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of, 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 a school

Roles And Responsibilities

A. The Upper Canada District School Board will:

- Develop policies to set out how schools will implement and enforce the provincial Code of Conduct and all other rules developed which are related to the provincial standards that promote and support respect, civility, responsible citizenship and safety;
- Review those policies regularly with students, staff, parents, volunteers, and the community;
- Seek input from school councils, Parent Involvement Committee, Special Education Advisory Committee, parents, students, staff members, and the school community;
- Establish a process that clearly communicates the provincial and school board Codes of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;

- Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- Provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

B. Principals/Vice Principals

Principals & Vice Principals provide leadership in the daily operation of a school by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- Holding everyone under their authority accountable for their behaviour and actions;
- Empowering students to be positive leaders in the school and community;
- Communicating regularly and meaningfully with all members of their school community.

C. Teachers and Other School Staff Members

Under the leadership of principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of self-worth;
- Empower students to be positive leaders in their classrooms, school, and community;
- Communicate regularly and meaningfully with parents;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- Prepare students for the full responsibilities of citizenship.

D. Students

Students are treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn;
- Shows respect for self, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;
- Follows the established rules and takes responsibility for their own actions.

E. Parents/Guardians

Parents/Guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents/Guardians fulfil their role when they:

- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Help their child be neat, appropriately dressed, and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child's absence or late arrival;
- Show that they are familiar with the provincial Code of Conduct, the Board's Code of Conduct, and school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their child.

F. Community Partners and the Police

The Upper Canada DSB is committed to enhancing and developing partnerships with community agencies and members of the community by establishing protocols which will establish clear linkages and formalize the relationship between the board and its partners. These partnerships will respect all applicable collective agreements.

The police play an essential role in making our schools and communities safe. The police investigate incidents in accordance with the protocol developed with the Upper Canada DSB. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

The Upper Canada District School Board Code of Conduct and its Policy 124, Code of Conduct, will be reviewed annually by the Safe Schools Cabinet.

Seaway District High School Student Code of Conduct



Seaway District High School School students are expected to adhere to the UCDSB Safe Schools Policy and Student Code of Conduct. This policy will be enforced as well as the Anti-Racism and Sexual Discrimination Policy. All students regardless of race, colour, creed, sexuality, gender, gender identity, gender expression, physicality and abilities are treated with dignity and respect.

Bullying

Bullying or cyber-bullying will not be tolerated. The intention of the school is to provide a positive and safe learning environment that will improve students' academic, social, physical and emotional growth.

The Definition of Bullying:

- “bullying” means aggressive and typically repeated behaviour by a pupil where,
 - a. the behaviour (physical, verbal, electronic, written or other means) is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual, and
 - b. the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;
- Cyber-bullying - bullying by electronic means – includes but is not limited to:
 - a. creating a web page or a blog in which the creator assumes the identity of another person;
 - b. impersonating another person as the author of content or messages posted on the internet;
 - c. communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

NOTE: Under the police board protocol, the police will be notified if students are found to be sharing intimate images with each other.

Reporting Bullying :

- Students must report any type of bullying behaviour to a trusting adult (verbally or in writing) whether it occurs inside or outside of the school. The trusting adult must then ensure that the Principal is contacted and informed of the bullying
- All staff must report any incident of bullying in writing to the Principal.
- Safe School strategies will be monitored and reviewed each term to ensure all strategies are effective.
- The School will conduct a School Climate survey every two years and report findings to the Safe Schools Team.

Bullying Consequences:

There are many possible interventions and consequences for bullying. A number of these can be found under the Progressive Discipline section and the Suspension and Expulsion section of this handbook.

Bullying Prevention and Awareness Strategies:

Schools should have their own methods to help prevent bullying and to make students more aware. Some of these could include: Guest speakers for students, staff, and community members, individual or group counselling, Character Education Assemblies, Safety Plans for Students, Anti-Bullying Programs, Good Citizen modeling, Celebration and Recognition Assemblies, and Classroom discussions. Contact the school to find out more information about this topic.



Progressive Discipline

It is the policy of the Upper Canada District School Board, with respect to progressive discipline, to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial and Board Codes of Conduct.

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices.

For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or their demonstrated abilities. The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07. The continuum of interventions in our progressive discipline model begins at the classroom level between the teacher and the student and then includes the student's parent/guardian.

Interventions may include but are not limited to:

Teacher-student meeting	Community service
Contact with parents	Conflict mediation
Verbal reminders	Peer mentoring
Written reflective assignments	Referral to counselling
Problem-solving activity	Meeting with parent
Time-out	Meeting with parent/student/admin.
Quiet area to work	Referral to community agency
Removal from class	Withdrawal of classroom privileges
Update call to parent	Restitution for damages
Office referral/detentions	Restorative practices
Home consequences	Other interventions deemed appropriate

Some possible next steps involving the Administration/Student/Teacher/Parent:

Update call to parent	Meeting with parent
Suspension/Expulsion	Withdrawal from class
Meeting with student and teacher	Conflict Mediation
Alternative to suspension	Referral to community agency
Referral to support staff	Community Service
Withdrawal of school privileges	Restitution for damages
Restorative practices	Reflection activities

When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Student Discipline Procedures, the nature and severity of the behaviour, and the impact on the school climate.

Suspensions and Expulsions

When a principal determines that a pupil has committed one or more infractions on school property, during school-related activities or events, and/or in circumstances off of school property, where the infraction has an impact on the school climate, a principal will consider whether that pupil should be suspended or be recommended to the Board Expulsion Committee.

Note: If a pupil is suspended, they are suspended from school and from engaging in all school-related activities. The student cannot be on any school property within the UCDSB without explicit permission from the school principal.

Activities for which suspension must be considered under section 306(1) of the Education Act

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, illegal and/or restricted drugs
- Being under the influence of alcohol, illegal or restricted drugs
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- Bullying
- Any act considered by the principal to be injurious to the moral tone of the school
- Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community
- Any act considered by the principal to be contrary to the Board or school Code of Conduct
- Opposition to authority
- Habitual neglect of duty
- Committing physical assault on another person that does not require treatment by a medical practitioner.
- Use of profanity/swearing
- Possessing cannabis, unless the pupil is a medical cannabis user
- Being under the influence of cannabis, unless the pupil is a medical cannabis user

Activities for which expulsion must be considered under section 306(1) of the Education Act

- Possessing a weapon, including possessing a firearm or knife
- Using a weapon to cause or to threaten bodily harm to another person

- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons, illegal or restricted drugs
- Committing robbery
- Giving alcohol to a minor
- Bullying if: i) The pupil has previously been suspended for engaging in bullying, and ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity for which a suspension may be imposed that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others
- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the board or to goods that are/were on Board property
- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper
- An act considered by the principal to be a serious violation of the Board or school Code of Conduct
- Where the student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious breach of the Board or school Code of Conduct
- Giving cannabis to a minor
- Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct
- Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct

Note: If a pupil is suspended, he/she is suspended from his or her school and from engaging in all school-related activities. The student cannot be on any school property within the UCDSB without the permission from the school Principal.

VIOLENT THREAT RISK ASSESSMENT PROTOCOL

The Upper Canada District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals use progressive discipline to help them take responsibility for their actions, change their behaviour, and learn from their mistakes.

When student behaviour poses a potential threat to safety or causes serious harm, the Community Violence Threat Risk Assessment Protocol (VTRA) helps principals take further steps to protect the well-being of our students. The protocol helps schools respond quickly to threatening incidents such as: possession of a weapon or replica weapon, bomb threat or plan, verbal, written or electronic (Internet, text) threats to kill or injure oneself or others, or other threats of violence, fire setting.

The Community VTRA outlines how a school responds immediately to threatening behaviour. Principals may first bring together a School Threat Assessment Team, which includes the principal/vice-principal, the designated regional lead, and police. If the situation is serious, the principal may also consult with the Superintendent responsible for the school, and call in the Community Threat Assessment Team. This community team also includes representatives of community agencies who work with us to keep our schools safe, such as local police and children's mental health organizations. Parents and guardians will be notified if their child will be discussed through the Community Threat Assessment Protocol. If a parent/guardian cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding the Upper Canada District School Board Community Violence Threat Risk Assessment Protocol, please contact Superintendent Marsha McNair at 613-342-0371 or toll free at 1-800-267-7131.



EMERGENCY PROCEDURES

“Lockdown”

There is an imminent threat to staff and students inside the school

- All Staff and students should go to the nearest classroom/room.
- Staff and students are to remain away from doors and windows and out of the line of sight from the windows and doors
- If staff and students are outside the school, they should run for cover behind the nearest solid structure or seek safety and security in a spot off of school grounds – they should NOT re-enter the building unless absolutely necessary for protection
- Classroom doors and windows are to be locked
- REMAIN QUIET!!! - Make the classroom look, feel and sound empty.
- No contact with office unless information about suspect/incident/bomb/fire.
- No cell phone usage within the classroom.
- Ignore the fire alarm unless there is clear evidence of a fire and an immediate threat to student safety
- Washroom: If a student is in a washroom and can't go to another room immediately and safely during a lockdown they should enter a stall, lock the stall door and climb up on the toilet so their feet cannot be seen while remaining quiet.
- ALL staff and students should remain in their safe location until they are removed by the police.

“Hold and Secure”

The potential threat is outside the school

- All exterior doors are to be secured
- Staff and students should remain with their class in whatever location their class is located and secure themselves within the room.
- If staff and students are outside of their classroom (outdoors, hallway) they should go into the nearest classroom/office.
- Classroom activities can resume within reason.
- If students are in the washroom or hallway they should return to their class immediately.
- No one is allowed in or out of the room until the code is cancelled.

Before School - All students report to first period immediately

At Breaks/Lunch - All students report to their next class immediately

After School - all students re-enter the school and report to their last class of the day immediately.

“Shelter in Place”

This is a non-violent threat in the community or a weather situation that could place students at risk

- Students should remain with their class in whatever location their class is located
- If students are in the washroom or hallway they should return to their class immediately.
- If students are in the office, guidance or cafeteria they should remain there unless instructed otherwise
- If students are outside they should re-enter the building with their teacher and go into a classroom.

Before School - All students report to their first period class immediately.

At Breaks/Lunch - All students report to their next class immediately.

After School - all students re-enter the school and report to their last class of the day immediately.

Fire Drills

When an alarm is sounded, the building is evacuated. Each classroom has a fire exit instruction sign posted near the door which directs students to the appropriate exit.



When the alarm sounds, students must file out in a calm and orderly manner while moving with their class, move away from the building once outside. Attendance will be taken outside once the class is a safe distance from the school. Students must cooperate fully with school officials and with fire fighters. A similar procedure is to be followed in all emergency evacuations.

Medical Issues

The Upper Canada District School Board will not administer prescribed medication for students without the authorization of a licensed physician and the medication must be received within a properly labelled pharmacy bottle.

The administration of prescription and/or non-prescription medication to a student is the responsibility of the student's parent(s)/guardian(s). Treatment regimes should, where possible, be adjusted to avoid administration of medication (prescription/non-prescription) during school hours. The Board recognizes that there may be exceptional cases where a student must have medication administered during regular school hours. Students are not permitted to self-administer without the appropriate supervision and authorization on file. In order for students to take medication or have medication administered at school the following steps must be followed:

1. The Authorization for the Administration of Medication form must be completed and signed by a licensed physician and/or the parent(s)/guardian(s). This form will need to be completed for every new school year and/or for each medication which requires administration by the school. Should there be a dosage change for any medication a new form must be submitted.
2. All prescribed medication must be received within a pharmacy bottle and the label on the bottle must provide instruction on how to administer such medication. The pharmacist medication information sheet must also be provided with the Authorization for Administration of Medication form. Non prescribed medication must be in its original packaging.

The Authorization for the Administration of Medication Form can be obtained from the main office.

NOTE: Students are not permitted to transport or keep medication with them for safety reasons. The exceptions are epi-pens, asthma inhaler, and diabetes kits; students are to have signed documentation from their parent/guardian to do so as a part of their plan of care. For more information in regards to medication please contact the main office.

Supporting Students and Children with Prevalent Medical Conditions – Policy 112

Effective September 2018 all school boards in Ontario are required to develop plans of care for students living with Asthma, Anaphylaxis, Diabetes, Epilepsy and any other serious medical condition. Schools must complete the plans of care with parents/guardians within the first 30 days of school. Families are asked to work with the school to develop these plans and to review as necessary in order to keep your child safe while at school.

Asthma Policy (Ryan’s Law)

- The school asks that all parents/guardians or students notify the school if their child has been diagnosed with asthma.
- An individual student asthma management plan must be created for each student diagnosed with asthma, based on the recommendation of the student’s health care provider. It is the obligation of the pupil’s parent/guardian and the pupil to ensure that the information in the pupil’s file is kept up-to-date with the medication that the student is taking;
- The school will ensure that all students have easy access to their prescribed reliever inhaler(s) medications. A pupil is permitted to carry his/her asthma medication if the pupil has his/her parent’s or guardian’s signed permission. This form is available in the main office. If the pupil is 16 years or older, the pupil is not required to have parent/guardian permission to carry his/her asthma medication.
- If a school staff believes a student is suffering from an asthma attack they may administer medication, even if there is no preauthorization to do so. For more information about the board policy on Asthma please click on the following [Asthma Procedure 4003.1 link.](https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=AZFLJH56C9B5)

Anaphylaxis (Sabrina's Law)

- Anaphylaxis is a serious allergic reaction. It has the potential to be life-threatening, especially if the student also has asthma.
- The school asks that all parents/guardians or students notify the school if their child is allergic to anything that could cause them to have a serious allergic reaction.
- The most common triggers include peanuts, tree nuts, shellfish, fish, milk, eggs, soy, sesame seeds, wheat, insect stings, drugs, and latex.
- Sulphite is often added to processed foods and beverages and can trigger an allergic reaction in sulphite-sensitive people.
- Exercise-induced anaphylaxis (often in conjunction with a food allergy).
- Students at risk for anaphylaxis should always carry an epinephrine auto-injector called an EpiPen® and know how to use it properly.
- If the parent/guardian does not want their child to carry an EpiPen with them at all times the school will ask that the parent/guardian provide the school with an epi-pen so that it could be used in the case of an emergency with their child.
- Parents, guardians and the school must work together to help students learn how to avoid the things to which they are allergic.
- Students should wear special identification such as a MedicAlert® bracelet which provides medical personnel with important information.

As many of you are aware, some students and staff at our school have been diagnosed with severe allergies to both ground nuts (peanuts) and tree nuts (almonds) as well as products of both (peanut butter, Reese's Pieces, etc.). In some cases, even trace amounts of nut butter and/or nut products could jeopardize the life of a person with this allergy. It would be greatly appreciated if you could avoid sending products containing nuts of any kind to school.

In addition, some students and staff have allergies to scents. The spraying of perfume, cologne and deodorant in an inappropriate manner is strictly forbidden.

Your cooperation in this regard could save a life! Your efforts are appreciated.



Concussions (Rowan's Law)

The Upper Canada District School Board (Board) recognizes concussions as a serious injury which requires appropriate follow-up measures to reduce risk of potential additional injury. Concussion awareness, prevention, identification and management are a priority for the Board.

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.

It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner as soon as possible on the same day.

If a student has a suspected concussion whether it is school related or not it is imperative that the school be made aware so that a Return to Learn/Return to Physical Activity Plan can be developed in collaboration with the school, home and medical practitioner. Please view the UCDSB concussion procedure and appendices at the following links [UCDSB Concussion Procedure 4001.1](https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=9YWGMK447CFA) & [Concussion Procedure 4001.1 Appendices](https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=BJ3JX44F3E98) to view important information and all of the steps that must be followed and the forms that must be used if a student has a suspected concussion or concussion.

<https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=9YWGMK447CFA>

<https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=BJ3JX44F3E98>

