



1450 Second Street, Cornwall ON, K6H5Z8

Tel: 613-933-8410

Website: <http://slss.ucdsb.on.ca>

Facebook: <https://www.facebook.com/SLSaints>

Twitter: [@StLawrenceUCDSB](https://twitter.com/StLawrenceUCDSB)

2023-2024

St. Lawrence Secondary School PARENT AND STUDENT HANDBOOK

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”

Martin Luther King, Jr.

“When educating the minds of our youth, we must not forget to educate their hearts.”

Dalai Lama

“All means all.”

David McDonald
UCDSB Trustee for Ward 8 (Cornwall)

Our Mission: Every day we strive to provide support and opportunities for students to become engaged in their learning environment.

Our Vision: To engage every child to reach his or her potential.

SLSS Values: We value respect for all, success for all students, a safe learning environment, positive relationships, diversity and multiculturalism

Principal: *Josh Harrison*
Vice-Principal: *Natasha Mentore*
Vice-Principal: *Stephane St. Denis*

Parent and Student Handbook

Communication between parents, students, teachers and the community is very important to overall success of our students. This handbook, for both parents and students, is provided as a source of general information about St. Lawrence Secondary School. Another communication tool is the internet. The school's website can be found at <http://slss.ucdsb.on.ca>. The school's Facebook page can be found at <https://www.facebook.com/SLSaints>. General school information, current events, the annual Course Calendar and extra-curricular activity information 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 SLSS and two, to provide some insight into what we do and why we do it. At St. Lawrence Secondary 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.

SLSS Student Principles

As proud students of St. Lawrence Secondary School, we believe in the following:

- **Always keep respect in mind**
- **Keeping our focus on improvement**
- **Getting involved in school life**
- **Honouring positive conflict resolution**
- **Always being ambassadors for our school**

Be mindful...

- Bring a note, have your guardians call the school or use My Family Room when you are absent.
- Use computers in an acceptable way as per the computer and internet user agreement.
- Do not leave valuables in the change rooms. Keep expensive items at home. Do not share your locker number.
- Follow our emergency response plan (ERP). Absolute cooperation is expected for all drills, training, and actual emergency situations.
- Lockers are not to be shared or switched. They need to be registered with the office, and only school locks can be used. Locks are the property of the school and must be left on the lockers at the end of the year.
- We have a safe and effective bullying reporting system that includes summarizing your experiences at the main office.
- Skateboard, longboard, hoverboard, wheelie, in-line skates, and heely use is not permitted within the school must avoid congested areas for use for safety purposes.
- Some students and staff have allergies including allergies to scents. Spraying perfume, cologne and deodorant in an inappropriate manner is strictly forbidden.
- Access our food baskets in an appropriate manner and during appropriate times.
- Be proud of our overall school environment. Recycle and keep it clean.

St. Lawrence Secondary School – Bell Schedule

Timetable and Day Rotation

Secondary

Intermediate

7:45-8:00 a.m.	Student Arrival	7:45-8:00 a.m.	Student Arrival
8:00-9:00 a.m.	Period Block A	8:00 – 9:00 a.m.	Class Block A
9:00-9:05 a.m.	Break	9:00 – 10:00 a.m.	Class Block B
9:05-10:05 a.m.	Period Block A (Repeat)	10:00-10:30 a.m.	Break
10:05-10:15 a.m.	Nutrition Break	10:30-11:30 a.m.	Class Block C
10:15 -11:15 a.m.	Period Block B	11:30-12:30 p.m.	Class Block D
11:15-12:05 p.m.	Lunch	12:30 – 1:10 p.m.	Lunch
12:05-1:05 p.m.	Period Block C	1:10 – 2:10 p.m.	Class Block E
1:05-1:10 p.m.	Transition	2:10 p.m.	Dismissal
1:10-2:10 p.m.	Period Block D	2:20 p.m.	Buses depart
2:10 p.m.	Dismissal		
2:20 p.m.	Buses Depart		

School Year Calendar

For an understanding of school days, holidays, and PA Days, parents, guardians, and students can access the UCDSB School Year calendar at the following link: [2023-2024 UCDSB Year Calendar](#)

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						
M	T	W	T	F	S	S
4	5	6	7	8	9	10
H						PA
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2023						
M	T	W	T	F	S	S
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H						
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2023						
M	T	W	T	F	S	S
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29	30					

DECEMBER 2023						
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JANUARY 2024						
M	T	W	T	F	S	S
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29	30	31				

FEBRUARY 2024						
M	T	W	T	F	S	S
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29						

MARCH 2024						
M	T	W	T	F	S	S
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APRIL 2024						
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MAY 2024						
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JUNE 2024						
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29	30					

JULY 2024						
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29	30	31				

AUGUST 2024						
M	T	W	T	F	S	S
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22	23	24	25	26	27	28
29	30	31				

PARTICIPATION IN ACTIVITIES

Participation by students in extra-curricular activities is strongly encouraged and is a privilege. This privilege can be removed from students who are having problems with their attendance, their behaviour, and/or with their academic progress. An activity fee will be charged to students participating on school teams. Any student who misses part of the day prior to an extra-curricular event or on the day of the event may not be allowed to participate. SLSS has a Solid Citizen policy which governs participation in extra-curricular activities. This policy will be distributed to any student participating in an extra-curricular activity.

Months ►	September/October	November/December	January/February/March	April/May/June
Elementary (Grade 7/8) Activities	<ul style="list-style-type: none"> • Intramurals • Terry Fox • Soccer • X-country running 	<ul style="list-style-type: none"> • Volleyball • Christmas activities 	<ul style="list-style-type: none"> • Basketball • Winter Carnival 	<ul style="list-style-type: none"> • Badminton • Track and Field • Softball • End of year activities
Elementary/Secondary Activities	<ul style="list-style-type: none"> • Student Council (all year) • Saints Who Care (all year) • Interact (all year) • Yearbook (all year) • Stage Crew (all year) • Music Bands (all year) • Envirothon (TBA) 	<ul style="list-style-type: none"> • Santa Claus Parade • Improv (until Jan/Feb) • Remembrance Day • Christmas Concert 	<ul style="list-style-type: none"> • School Drama Competitions • School Reach 	<ul style="list-style-type: none"> • Spring Music Concert
Secondary (Grade 9-12) Activities	<ul style="list-style-type: none"> • Girls Basketball • Boys Volleyball • X-country running • Golf2 	<ul style="list-style-type: none"> • Girls Volleyball (until February) • Boys Basketball (until February) 	<ul style="list-style-type: none"> • Badminton (until March) 	<ul style="list-style-type: none"> • Soccer • Badminton • Track and Field

AWARDS

At SLSS students are recognized in all aspects of school life. We believe in rewarding students for their positive work ethic and strong moral character. Various awards that are given out annually include:

Principal's Award
Recognition Awards

Athletic Award
Awards of Distinction
Arts Award

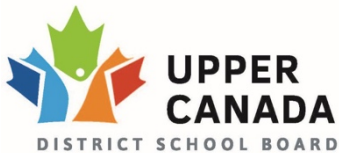
Character Always Awards

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 St. Lawrence Secondary 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, and to learn to be responsible for her or his 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.



UCDSB Student Code of Conduct

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

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, 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, marijuana 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

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 his or her 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 himself or herself, 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 her or his own actions.

E. Parents

Parents 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 fulfill 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 District School Board. 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.

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 is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

- “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 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, Character Education Assemblies, Safety Plans for Students, Anti-Bullying Programs, Good Citizen modeling, Celebration and Recognition Assemblies, and Classroom discussions.

St. Lawrence Secondary School (UCSDB)



St. Lawrence Secondary School students are expected to adhere to the UCDSB Safe Schools Policy. 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 identification, physicality and abilities are treated with dignity and respect.

CODE OF CONDUCT

At SLSS, each student has a right to an education. To ensure that right and to promote a positive learning environment, the school has developed the following Code of Conduct.

The Code of Conduct clearly defines and emphasizes for students, parents/guardians and teachers the following:

- a sense of self-worth and self-discipline in students
- a partnership between the school and the home
- indicators of appropriate student behaviour
- a series of realistic and effective consequences or sanctions for inappropriate behaviour
- a caring and nurturing environment

STUDENT RESPONSIBILITIES

- to seek education according to their particular needs, abilities and ambitions
- to respect each other's right to learn
- to make St. Lawrence Secondary School a positive place to learn
- to recognize and respect the rights of others (teachers, peers, and members of the community)
- to understand that individuals are responsible for their own actions, and that consequences may result
- to respect all students regardless of differences
- to remember that their conduct and speech reflect the reputation of the school
- to remember that respect and courtesy are hallmarks of a SLSS student
- to remember that our school is a 'hands off' school

GRADE 7 AND 8 WING & STAIRWELLS

Grade 9-12 students will not be permitted to access the 7 and 8 wing or stairwells at any time throughout the school day unless granted permission by school staff.

FAILURE TO MAINTAIN THE CODE OF CONDUCT

When a student fails to maintain the Code of Conduct and inappropriate behaviour occurs, disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive. This action may take several forms, determined by the nature and seriousness of the situation. The school applies early and ongoing intervention strategies to help prevent inappropriate behaviours and provide students with appropriate supports. The range of interventions, supports and consequences are developmentally appropriate and provide opportunities for the student to focus on improving their behaviour.

St. Lawrence Secondary School Dress Code

- sunglasses are not permitted to be worn in the school unless there is a medical condition that has been verified by school administration
 - Racism, violence, offensive language, or any other form of prejudice are not acceptable
 - T-shirts will be on loan from the office as needed.

- note that a specific dress code pertaining to footwear, jewelry or clothing may be required in certain areas of the school such as shops, gyms, fitness centre, and/or labs for safety reasons

The BIG 10 Rules

The Big 10 rules have been created to help review **new rules**, to help **new students** to the building (rules may be different in other schools), and to remind **all of our students** of some of the everyday rules that help keep our environment a safe and welcoming place.

The Big 10 are not the only school rules. The School Code of Conduct, detention rules, classroom rules, and other rules can be found in this document and/or posted throughout the school.

The **Code of Conduct** applies while Saints are on school property, off-property (during instructional time), school buses, and while attending school-sponsored activities such as field trips, dances and sports events here and at other schools. All members of the Saints' School Community whether students, staff, parents or volunteers, are expected to read and adhere to our code of conduct.

Here are your BIG 10 Rules:

1. **For secondary students, personal smartphones, tablets, iPads, etc.** are not to be seen, heard, or used during instructional time unless part of the lesson as directed by the teacher. **Cameras/video devices** can only be used on school property when approved by staff for school activities. Otherwise, they should not be seen. **For Intermediate students, smartphones, tablets, iPads, etc. are not permitted within the classroom environment and are to be kept in lockers or at home.**
2. Avoid **restricted areas** which includes remaining inside during transitions.
3. Horseplay and **rough play** are not permitted.
4. Grade 7/8/9/10/11 students are not permitted to have **tobacco/lighting vaporizing devices; they are not permitted inside the 'designated smoking area'** (on Second Street in front of SLSS). Cigarettes, lighting devices and vaporizers cannot be supplied to others by our grade 12 students.
5. Staff and administration use progressive interventions for any **negative resolutions to conflicts** and/or with those who promote conflict.
6. Always keep respect in mind. It's absolutely unacceptable for students to engage in direct personal **disrespect** to other students, staff, or visitors to the school.
7. Incidents **off property** during and after the instructional day can be dealt with by school administration.
8. **Locks and lockers** (one per student) are school property and are assigned to the students. Locks are to remain on the lockers at the end of the school year as they are the property of SLSS. School bags, jackets and hats are to be kept in lockers.
9. Follow classroom rules established by staff.
10. Follow our dress code.



School Policies: What You Need to Know!



PHOTOGRAPHS AND RECORDING AUDIO/VIDEO

On SLSS property, students, guardians and community members are not permitted to record audio/video or take pictures of students, staff, or school visitors 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.

SMOKING, VAPING, AND TOBACCO



According to the Smoke-Free Ontario Act (2017), students under the age of 19 years of age are not permitted to be in possession of tobacco, tobacco products and/or related paraphernalia, or electronic cigarettes/vapes at school at any time. If a student is found with these items in their possession, they will be confiscated and disposed of by the school staff. Progressive Discipline will be applied. We discourage smoking/vaping by any SLSS student. If a student is found to be smoking/vaping on school property (including in vehicles in the parking lot) the Tobacco Enforcement officer may be contacted, and

consequences will be enforced. Buying and selling of tobacco products and/or related paraphernalia, or electronic cigarettes/vapes is strictly forbidden on school property and will result in progressive discipline and the contacting of Tobacco Enforcement.

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 board property.

Nut Allergies

As many of you are aware, some students and staff at our schools have been diagnosed with severe allergies to peanuts, peanut butter and nut products. In some cases, even trace amounts of peanut butter and/or nut products could jeopardize the life of a child/person with this allergy. It would be appreciated if you could avoid sending peanut butter or products containing nuts of any kind to school.

STAIRWAYS

Grades 7 and 8 students are to use either the stairway by the gymnasium (northwest side of the school) or at the end of the main mall hallway. Grades 9-12 students are to use either the stairway by the main entrance at the front of the school or the one by the staff room (southwest side of the school). This will help to minimize disruptions to classes. The only exception to this rule will be if a teacher is accompanying their class to a computer lab, library learning commons area, cafetorium, etc.

LEARNING COMMONS

The Learning Commons area is a quiet and respectful environment for students to study or to complete schoolwork. Senior students who have a study period who wish to use the Learning Commons may do so only for study or schoolwork purposes. All other students who choose to remain in the school during their study period are to report to the cafetorium. They may not loiter in the halls, stairwells, or locker areas. Students who are not using the Learning Commons in an appropriate and respectful manner may be asked to leave by school staff. During the lunch hour secondary students may use the Learning Commons for schoolwork, board games, computer access, or quiet socialization. Students who are disruptive to the Learning Commons environment may be asked to leave by school staff. Continued disrespect of the rules and expectations of the Learning Commons may result in the loss of the privilege of use for a period of time as determined appropriate by administration.

CHANGES IN PERSONAL INFORMATION

All address changes and phone numbers need to be verified by a parent/guardian unless over the age of 18 years of age. If a student is living independently, documentation supporting the change of address of phone number will need to be provided to the school.

WEAPONS, FIRECRACKERS, MATCHES, LIGHTERS AND LASER POINTERS

The possession and/or display of weapons (e.g. knives, guns, replica guns or any item that could be utilized as a weapon to threaten or cause harm to others) on school property are strictly forbidden. Such possession would result in immediate suspension and could result in consideration for expulsion. The public display or use of lighters or matches on school property is prohibited.

CARS AND PARKING

Students must park and lock their cars in the East SLSS parking lot. All SLSS students must adhere to all provincial traffic laws and must drive responsible to and from school. Reckless driving around school grounds will not be tolerated and could result in a withdrawal of driving privileges. Vehicles are not to be parked on school property overnight.

SKATEBOARDS/IN-LINES SKATES AND SHOES WITH WHEELS

Students are not permitted to use skateboards, in-line skates or shoes with wheels in school and need to avoid use in crowded areas on school property to support with safety. Students with rollerblades or wheels built into the bottom of their shoes are to remove the wheels before entering school property.

BIKES ON SCHOOL PROPERTY

Students who live within biking distance of the school are welcome to bring their bike 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 bike helmet if they are riding their bike on school property or taking part in a school-related cycling activity. Students are strongly encouraged to lock their bicycles to the bike rack that is located at the front entrance. The school and UCDSB are not responsible for stolen or damaged personal property.

VISITORS

St. Lawrence Secondary School grounds and premises are for the use of registered students and staff. Visitors to the school, including parents, guardians, and former students are required to report to the main office.

DAMAGE TO SCHOOL PROPERTY

Students should report all damage of school property to the main office as soon as possible. Students are responsible for damages to or loss of school property and should expect to pay for repair or replacement (property, books and facilities).

LEAVING SCHOOL PROPERTY

Grade 7 and 8 students will not be allowed to leave the school premises during the day. Grade 9-12 students are permitted to leave school property at lunch. However, if they are late a number of times coming back from lunch, this privilege could be taken away.

Lunch Time Boundaries

GRADES 7 AND 8

Grade 7 and 8 students eat in the cafeteria during Lunch Time. Students are not permitted upstairs without being granted permission. During the recess portion of the lunch hour, all students are expected to report outside to the designated areas (paved area, back field). If students are kept indoors due to inclement weather, the designated areas will be determined and indicated to students by school staff.

GRADES 9-12

Grade 9-12 are not permitted to be upstairs during the lunch hour unless they have been granted permission and are supervised by a staff member. The grade 7 and 8 wing is **OUT of BOUNDS** to Grade 9-12 students at all times. Grades 9-12 students will not be permitted to access the 7 and 8 wing at any time throughout the school day unless granted permission by school staff. Only students with study periods following the break or students going to their coop placement are allowed to leave the building.

STAIRWAYS

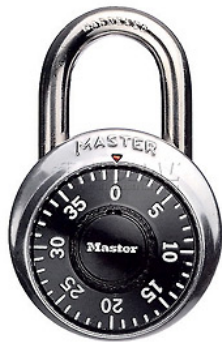
For safety reasons, stairs are NOT to be used as a seating area or as an eating area.

WASHROOMS

No loitering in washrooms will be accepted. Washroom use must be limited to the time needed for personal use. No eating or drinking in washrooms is permitted. Cafeteria can be used to support eating needs

Locks/Lockers

All students will be assigned a locker and a lock. Students must use the locker and combination 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 available to all students attending SLSS. 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 and should not be used to store valuables of any kind. SLSS and the Upper Canada District School Board are not responsible for lost or stolen articles. If a lock is lost or damaged, a replacement cost of \$10.00 may be applied.



St. Lawrence Secondary School - EMERGENCY CODES

“Lockdown” – Used only for immediate threats to safety (eg. Active shooter)

Over the P.A. system you will hear **“Emergency, Initiate Lockdown, Initiate Lockdown, Initiate Lockdown” - All staff and students please move yourself to a secure location immediately”**

During Class

All Staff and students should remain in their classrooms.

If staff and students are outside of their classroom they should go into the nearest classroom.

- Staff need to look quickly in the halls adjacent to their classrooms to ensure the halls are cleared.
- Classroom doors and windows are to be locked.
- Staff and students are to remain away from the windows and doors until further notice and take cover if available - If gunshots are heard, everyone should get on the floor.
- Stay away from doors and windows - Turn lights out and close blinds
- Beware of sight lines
- QUIET !
- Make classroom look, feel and sound empty
- No contact with office **unless information about suspect/incident/bomb/fire**
- No cell phone usage within the classroom
- Remain in secure location until the “all clear” is received via the PA
- Teachers need to take attendance of everyone in the classroom

Before/ After School/ Lunch/ Breaks

- If students are in the building they should run for cover - into the nearest room, away from windows and doors and get on the floor.
- If staff and students are outside, they should run for cover behind the nearest solid structure – DO NOT re-enter the building

ALL staff and students should remain in their safe location until they are notified by the office.

“Hold and Secure” – the threat is outside and is not school related

- All exterior doors are to be locked

Over the P.A. system you will hear **“Emergency, Initiate Hold and Secure Procedures, Initiate Hold and Secure Procedures, Initiate Hold and Secure Procedures” All students please return to your classroom/office immediately and All SET (School Emergency Response Team) members please report to the office”**

- Staff and students should remain with their class in whatever location their class is located (eg. classroom, gym, outside, computer lab, music room or library).
- If staff and students are outside of their classroom they should go into the nearest classroom/office.
- Staff need to look quickly in the halls adjacent to their classrooms to ensure the halls are cleared. If students are in the office, guidance or cafeteria they should remain there unless instructed otherwise.
- **All classrooms/areas should remain quiet and wait for a further announcement from the office.**

Before School - All students report to first period

At Breaks/lunch - All students report to their next class

After School - all students report to their last class

“Shelter in Place” – weather or environmental situation

Over the P.A. system you will hear **“Emergency, Initiate Shelter in Place, Initiate Shelter in Place, Initiate Shelter in Place – All students go to your classrooms immediately and all SET Team members report to the office”**

During Class

- Students should remain with their class in whatever location their class is located (classroom, gym, outside, computer lab, music room or library).
- Unassigned staff report to the office
- 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. The teacher should then call the office to let them know where they are and take attendance.

Before School - All students report to first period, SET and unassigned first period staff to the office

At Breaks/Lunch - All students report to their next class, SET and unassigned staff to the office

After School - all students report to their last class, SET and unassigned staff to the office

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. You must cooperate fully with school officials and fire fighters. A similar procedure is to be followed in all emergency evacuations.



Taking Medication at School

St. Lawrence Secondary School and 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 and St. Lawrence Secondary School 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.
3. Medications stored at school, for self/school administration, must be appropriately labeled (in original container) with the student's name, medication name, amount required, frequency, proper storage of medication, expiration date, and include any special instructions regarding side effects or emergency procedures. Medication must be stored in a secure and designated location to avoid loss or tampering.

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

NOTE: Students are not permitted to transport or keep medication with them for safety reasons. The exception here is an epi-pen or asthma inhaler if students have a signed permission form to carry their epi-pen or asthma inhaler in school. For more information in regards to medication, please contact the main office.

STUDENT HEALTH – SUPPORTING STUDENTS WITH MEDICAL NEEDS

PARENTS/GUARDIANS OF CHILDREN WITH MEDICAL NEEDS

As the primary caregiver for your child, parents/guardians are expected to be active participants in supporting the management of your child's medical needs (eg. Anaphylaxis, Asthma, Diabetes, Epilepsy, or other medical requirements) while they are in school. At a minimum, parents/guardians should:

- **inform the school of your child's medical needs and co-create the Plan of Care for their child with the principal or the principal's designate;**
- educate your child about their medical condition(s) with support from their child's health care professional, as needed;
- guide and encourage your child to reach their full potential for self-management and self-advocacy;
- communicate changes to the Plan of Care, such as changes to the status of your child's medical condition(s) or changes to your child's ability to manage the medical condition(s), to the principal or the principal's designate;
- confirm annually to the principal or the principal's designate that your child's medical status is unchanged;
- initiate and participate in annual meetings to review your child's Plan of Care;
- supply your child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied;
- seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate.

STUDENTS WITH MEDICAL NEEDS

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care. Students should:

- take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management;
- participate in the development or review of their Plan of Care;
- carry out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies);
- set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parent(s) and health care professional(s);
- communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school;
- wear medical alert identification that they and/or their parent(s)/guardian(s) deem appropriate;
- if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

Concussions

St. Lawrence Secondary School and 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](#) & [Concussion Procedure 4001.1 Appendices](#) 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.

Progressive Discipline and Promoting Positive Student Behaviour Policy

The goal of this policy is to support a safe learning and teaching environment in which every student can reach his or her full academic and character potential. St. Lawrence Secondary School will consistently take appropriate action to address behaviours that are contrary to the school code of conduct (in compliance with the Board and Provincial Codes of Conduct).

PROGRESSIVE DISCIPLINE

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and builds upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the school are clear and developmentally appropriate. When inappropriate behaviour occurs, our disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive, and will include learning opportunities to help students make good choices in the future. School staff and administration will consider the particular pupil and circumstances, including any mitigating factors, the nature and severity of the behaviour, and the impact on the school climate.

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, will 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.

PROMOTING AND SUPPORTING POSITIVE STUDENT BEHAVIOUR

SLSS acknowledges the need to provide a safe and caring school environment, maximizing the learning potential and ensuring a positive school climate for all members of the school community through the implementation of the following proactive, positive practices:

- Program modifications, accommodations
- Differentiated Instruction & Differentiated Assessment
- Student Success Programs and Strategies
- Specialized Class placement and individual timetabling
- Positive encouragement and reinforcement
- Encouraging students to engage in extra-curricular and school community activities
- Character Education
- Individual, peer and group counselling
- Conflict resolution
- Bullying and violence prevention programs
- School, Board and community support programs
- Use of Special Services Counsellor
- Meetings with Board Behaviourist

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/administration
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

The next steps involve the Administration/Student/Teacher/Parent:

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

Suspension/Expulsion:

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 culture and climate, a principal will consider whether that pupil should be suspended or be recommended to the Board Expulsion Committee.

Activities for which suspension must be considered under section 310 (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
- 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
- Fighting/Violence
- Use of Profanity/Swearing

Activities for which expulsion must be considered under section 310(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
- 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, they are suspended from their 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 **Chad Brownlee** at 613-346-9626 (ext. 4271) or toll free at 1-800-267-7131 ext. 4271.

Attendance

NOTIFICATION OF ABSENCES

All student absences need to be confirmed with the school by a parent/guardian as early as possible. Parents/guardians can use MyFamilyRoom (www.myfamilyroom.ca), texting (613) 246 – 0543 or call the school at (613) 933-8410 to let the school know of any absences.

If no contact is made with the school, the attendance will indicate an unexcused absence (or late) and a detention may be issued. Truancy and tardiness will negatively impact the learning of a student as well as the student's test results or term work.

Safe Arrival Program/Attendance Procedures

The Safe Arrival program mandates that we contact the parents/guardians of all students absent in Grades 7 and 8. Please let the school know the reason for your child's absence. You can use MyFamilyRoom *(www.myfamilyroom.ca), texting (613) 246 – 0543 or call the school at (613) 933-8410 let the school know of any absences.

LEAVING PART WAY THROUGH THE DAY

If a student plans to be absent during part of the school day, a parent/guardian must contact the attendance secretary prior to the start of morning classes. An attendance slip will be issued indicating that the student is to be excused at the time indicated by the parent. This attendance slip will be presented to the teacher at the time the student is excused. Students are required to visit the attendance secretary prior to leaving the school grounds.

If dismissal plans for a student change during the day, please contact the school as soon as possible to advise of the change. At all times, anyone picking up a child at school is required to enter the school through the main entrance. Please report to the main office, identify yourself and advise the office assistant that you are picking up the student.

LATE FOR CLASS

To support student learning, and to prevent the interruption of others' learning, it is important for students to arrive to class prepared and on time. Students who arrive after the bell will be marked late by their classroom teacher. Students who arrive late or who are absent on an ongoing basis will be referred to the Principal or Vice-Principal and a plan will be developed to aid the student in improving their attendance, which may include, among others strategies, detentions or in-school exclusions. Parents/guardians will be contacted regarding patterns of excessive lateness and absenteeism (i.e. such as continuous lates or absences for a specific class and/or time (i.e. first period in the morning, after lunch, etc.).

TRUANCY

Any truancy can lead to the use of progressive discipline and Student Success Team support. Continual neglect may lead to exclusions/suspensions and/or involvement with the Board Special Services Counselor.

DETENTIONS

Elementary and Secondary detentions can be assigned by teachers and administration and will be served during respective lunch periods. Students may sit quietly, or complete schoolwork during their detention. Students are not permitted to talk, to use cellphones, or listen to their music during detention time. Skipping assigned detentions may lead to in-school exclusions or suspensions.

General Information



GUIDANCE/STUDENT SERVICES

Many services are provided to students at SLSS on an appointment basis. Students may make appointments to work with the Guidance Counsellor in the Student Services department. In addition to obtaining career and personal counselling, students will find information about senior high school, college and university courses, employment opportunities, scholarships and financial aid for post-secondary education.

SPECIAL EDUCATION SERVICES

Our Special Education staff works with teachers, students, and parents to develop IEPs (Individual Education Plans) and review these plans to ensure that the support students require is in place. Please contact the school to inquire about support for your child or to reach the Special Education Team.

STUDENT SUCCESS TEAM

The student success team works with teachers to support students who may find themselves at risk of being academically successful. Some intervention strategies that support students include: Individualized support, customized timetables, credit rescue, credit recovery, tracking and monitoring, extra time to complete work, remedial Literacy and Numeracy.

COURSE LOADS

- Students are required to have earned 24 credits before a study period (spare) is permitted in their timetable.
- A study period is intended for study, review, and research. Student Services and the cafetorium are available for these purposes. Students must not be in the halls or at their lockers during this time.

TIMETABLE CHANGES

- Students are encouraged to attempt each course as per their timetable each semester. Many courses or categories of courses are compulsory. As a result, timetable changes, at times, are not possible and other times limited. Most compulsory courses are taken in grades nine and ten. There are a variety of elective courses at all grade levels.
- Course changes after the deadline dates can only be administration initiated/approved;
- Consult with guidance counsellor for final dates to drop courses in each semester.
- Students who have not officially dropped a subject by these dates, either through Guidance or

Administration, will receive a final mark;

- If a student withdraws from a senior level course after five instructional days following the issue of the first provincial report card, the percentage grade at the time of withdrawal will be reported on the student's official transcript;
- Course changes made by students under the age of 18 years require parental approval; Students requesting a course change should see a Guidance Counsellor.

RIGHT OF ACCESS TO PUPIL RECORDS

Under the Freedom of Information and Protection of Privacy Act, the Principal has the responsibility to inform pupils, parents and guardians of their right of access to pupil records, which is as follows:

- Every pupil is entitled to examine his or her record.
- A parent or guardian of a pupil who has not reached the age of eighteen is entitled to examine the pupil's record.
- Principals and teachers of the school have the right of access for the improvement of instruction of a pupil.
- Requests for access to records should be made to the Principal.
- A pupil's record is not available to any other person unless consent is given by the parent when the student is under 18 or the student when over 18.
- A parent or guardian of a pupil eighteen years of age and over requires the written consent of the student to access the student's record and any other information about the student.

ASSESSMENT, EVALUATION AND REPORTING

UCDSB Staff are committed to supporting all students in reaching their educational potential. We believe students must have opportunities to achieve success according to their interests, abilities and goals. While we have defined high expectations and standards for graduating, we provide a range of course offerings that allow students to learn in ways that suit them best and enable them to earn their diplomas.

Our fundamental goal of assessment and evaluation is to improve student learning. The Ontario Curriculum and Growing Success are the basis from which teachers develop courses, assess and evaluate each student's demonstration of learning. Teacher observation, student-teacher conversations, and student products are three pillars (triangulation) upon which assessment and evaluation are built. Learning Skills and Work Habits are reported separately but are important to all students during their educational journey and are the foundation upon which success is built.

Final summative evaluation task dates for students are known in advance. Medical certificates are required for illnesses which prevent a student from participating. Any other special circumstances requiring a student to miss a final evaluation task must be approved by the administration in advance. Formative and summative tasks are designed to measure student progress, allow teachers to provide feedback to improve learning and eventually determine a student's final standing. Upon a return to class after a legitimate absence, students need to be prepared to work with teachers to complete missed requirements.

Students must take responsibility to attend classes, complete/submit tasks according to agreed-upon timelines with their teachers. Taking responsibility makes students accountable to themselves and others and helps prepare them to meet the requirements of employers or of post-secondary education institutes. Failure of time on task restricts/removes a teacher's ability to properly assess/evaluate. Demonstrate your learning of overall curriculum expectations and earn credits. Be on time, be on task!

HEALTH SERVICES

Students may request a consultation with the nurse. Appointments may be made in the Guidance office.

ACCIDENT OR ILLNESS

Any accident that occurs on school property should be reported immediately to the main office. In the case of a serious accident, parents will be contacted and emergency services provided. If students become ill during the school day, they must report to the main office so that care can be provided and parent(s)/guardian(s) notified. Parents are to ensure that their child's emergency contact (a name and number other than themselves) is accurate.

LOST AND FOUND

The school and UCDSB cannot take responsibility for personal property that is lost or stolen. Students are encouraged to label their personal property so lost items can be returned to their proper owners. Valuables such as money, electronic devices, jewelry and expensive clothing should never be left unattended. Students should not leave valuables in classrooms, the gymnasium or the change rooms. All missing property should be reported to the main office as soon as possible to promote the successful tracking and return of the missing item(s). Students who find things that do not belong to them should take found items to the main office. Glasses, jewelry, wallets, smartphones, MP3 players and other electronic devices will be kept locked in the office area until they are claimed. All other items will be taken to the lost and found box located in the guidance department. At the end of each semester, the lost and found box is emptied.

USE OF COMPUTERS


Each student must submit a computer use agreement signed by their parent/guardian as well as themselves. This agreement gives students the privilege to use the computers and have access to the internet in the school. The computer privileges of any student can be revoked if a student does not follow proper computer protocol and policy. Parent(s)/Guardian(s) will be notified if this occurs.

Use of Personal Electronic Devices in the Classroom and School



Secondary - Specifically, St. Lawrence Secondary School utilizes a "Traffic Light Strategy" (please see below) regarding personal smart phones, tablets, and other electronic devices in the classroom and other areas in the school. In general, the use of these devices is based on the teacher and/or staff member overseeing the event. During the event, a coloured circle will be displayed that indicates if personal device use is acceptable during this time. The unauthorized use of a smart phone, tablet 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 will be asked to keep the electronic device at home.

Intermediate - Please note that personal electronic devices are not permitted within the Intermediate Classroom environment and must be stored in lockers or at home. The unauthorized use of a smart phone, tablet 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 will be asked to keep the electronic device at home.




Can I use my device?

Use of student-owned device not permitted in classroom

Use of student-owned devices may be permitted in classroom – check with teacher

Use of student-owned device permitted in classroom for instructional use



TRAFFIC LIGHT STRATEGY



Photographs and Recording Audio/Video

On school property, students, guardians/parents and communities members are not permitted 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 will be followed.

CAFETORIUM

The school cafetorium is open and available for student use throughout the school day. Hot and cold meals are available. Students must dispose of their garbage and recycling in the indicated bins. Inappropriate student behaviour in the cafetorium may result in the removal of the privilege of using the cafetorium for a period of time.

HEALTHY SNACKS

SLSS is a Breakfast for Learning School, which means that all students are welcome to access fruit and other healthy snacks that are located throughout the school.

BOOKBAGS AND JACKETS

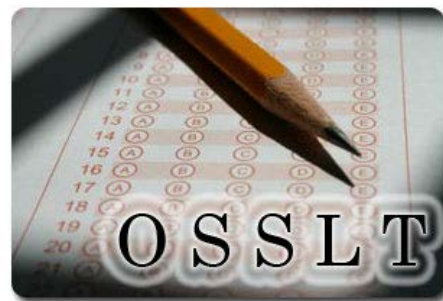
School bags and jackets are not permitted in the classrooms. School bags and jackets are to be kept in students' lockers during the school day.

What is the Ontario Secondary School Literacy Test (OSSLT)?

All eligible students must pass the Ontario Secondary School Literacy Test in order to earn a Secondary School Diploma. This test is designed by the Ontario Education Quality and Accountability Office (EQAO) and is administered to Grade 10 students in March or April each year. There is no limit to the number of times a student may retake the test.

Accommodations may be made only for students with an Individual Education Plan (IEP) and in accordance with EQAO policies. A student whose IEP indicates that the student is not working towards a Secondary School Diploma may, with parental consent and the approval of the principal, be exempted from writing the test.

Students who have been unsuccessful in passing the Literacy Test on at least one attempt may be eligible to complete the designated Ontario Literacy Course on a recommendation from the Principal. Students who successfully complete the Ontario Literacy Course will meet the provincial literacy requirement for graduation.



Community Involvement Hours



Students are required by the Ministry of Education to complete a minimum of 40 hours of community involvement activities as part of their diploma requirements during their years in the secondary school program. Students should discuss their plan for completing these hours with a guidance counselor to ensure that all of the hours completed can be counted toward the requirement. Copies of the required forms are available in the student services office. All completed forms are to be returned to student services by the last day of May in order to have the information processed before final report cards are issued. Graduating SLSS students must have their community service hours completed in order to attend Prom.

Community Services

The following are some of the organizations that provide services within the school:

- Canadian Mental Health Association
- Cornwall Community Hospital
- Cornwall Community Police Service
- Eastern Ontario Health Unit

Students may request an appointment in Guidance to access any of these organizations.



Graduation

Graduating students are to inform the guidance department of their intention to attend graduation. Students and parents/guardians should listen for important details and updates during the daily announcements starting in March. Students, who are out on a COOP placement, should ask their COOP teacher for details, or call guidance, or check the school website. The first graduation meeting will take place in April. There will be a graduation walk-through in early June.



Requirements for Ontario Secondary School Graduation Diploma

Grade 9	Grade 10	Grade 11	Grade 12	5 th Year Optional
English	English	English	English	
Math	Math	Math		
Science	Science	Science or Technology (AC3)		
Geography	History	Additional English, Social Studies, Humanities (AC1)		
Art	Civics & Careers	Physical Education, Art, Business Studies (AC2)		
Physical Education				
French				
Technology				
<ul style="list-style-type: none"> 30 credits – (18 Compulsory Credits {shaded} and 12 Optional Credits) Literacy Test or OLC 40 Community Service Hours 				

Transportation

Transportation to all students in the Upper Canada District School Board is provided by the Student Transportation of Eastern Ontario consortium. STEO provides detailed guidelines for parents and guardians regarding the transportation of students. Information is posted on the STEO website at www.steo.ca. Parents/guardians should be aware that school bus drivers can only pick up and drop off riders at one regular daily stop. Drivers cannot make changes to stops without authorization. Transportation for all non-school related functions is the responsibility of parents/guardians. Transportation cannot be provided for sleepovers, a homework project, to complete community service hours or for an after-school job. These requests cannot be permitted for safety reasons.

Bus Cancellations

School bus cancellations due to inclement weather can be found on the School Board website at www.ucdsb.on.ca (click on the school bus icon on the right hand side) or on the STEO website (www.steo.ca). You may also listen to the local radio in the morning to hear about bus cancellations. This information is usually available by 6:15 a.m. To contact STEO directly please use the following number: 1-855-925-0022. Their office hours are 8:30 a.m. to 4:30 p.m. Monday to Friday.

