



# ALBERT COLLEGE

## Senior School Student Handbook

*New handbooks are completed annually in August and may be subject to change.*



2020-21

**STUDENT HANDBOOK  
2020-21**

# **Albert College Senior School**



<b>Head of School</b>	<b>Mr. Mark Musca</b>
<b>Assistant Head - Senior School</b>	<b>Ms. Dianne Purdie</b>
<b>Junior School Principal</b>	<b>Mrs. Crystal Shea</b>
<b>Chief Financial Officer</b>	<b>Ms. Jennifer Kimball</b>
<b>Director of Enrolment Management</b>	<b>Ms. Heather Kidd</b>
<b>Director of Advancement</b>	<b>Ms. Helen Walsh</b>

**160 Dundas Street West  
Belleville, Ontario  
K8P 1A6**

Telephone: 613-968-5726

Fax: 613-968-9651

albertcollege.ca

---

**\*\* Due to COVID-19 all programs, routines, and schedules may vary from what is published in this handbook. New handbooks are completed annually in August and may be subject to change.**



## **CHARITABLE GIFTS TO ALBERT COLLEGE**

Although tuition fees cover the day-to-day operating expenses such as staff salaries, maintenance, taxes and depreciation of assets etc., it is through the generosity of the Albert family of parents, alumni and friends that the College is able to undertake capital improvements and expand our financial assistance. Although always voluntary, it is hoped parents will include the College as a deserving recipient of their annual or special charitable giving.

Donations to Albert College can be made through gifts of cash, capital assets (including stocks), gifts-in-kind, bequest, life insurance and others. Albert College is a registered charity and charitable tax receipts are issued for all gifts received.

## **GENERAL INFORMATION**

### **Important Telephone Numbers**

Please include area code 613 when dialling the numbers listed below.

Reception (and after hours).....	968-5726
Fax .....	968-9651
Maintenance Cell Phone (day).....	391-8390
Health and Wellness Centre.....	968-5726 ext. 2223
Baker House and Graham Hall Cell Phone (House Director) .....	922-7491
Victoria Manor Cell Phone (evenings & wknds.) .....	921-7156
Albert College Guild Shop.....	968-5726 ext. 2265
Ambulance, Fire Department, Police .....	911
Belleville Public Library.....	968-6731
Bus Terminal (169 Pinnacle St.).....	967-4938
Canadian Imperial Bank of Commerce.....	966-2641
Central Taxi .....	962-5353
Galaxy Cinemas: (Quinte Mall).....	969-8469
Health Unit (North Park St.) .....	966-5500
Hospital.....	969-7400
Ontario Coachway .....	968-2058
Ontario Coachway Email:.....	ontariocoachway@bellnet.ca
Train Station (Via Rail) .....	1-888-842-7245
Mr. Fredericks (cell) .....	922-7491
Ms. Kidd (cell) .....	661-5237

### **Main Office**

The Main Office is open to students daily Monday to Friday from 8:00 a.m. to 4:30 p.m.

There is a safe located in the Main Office. Students should keep passports and any valuables there. It is available to students during office hours through the Finance Office.

## ACADEMICS

Albert College offers academic courses leading to the Ontario Secondary School Diploma (OSSD). Students are also granted an Albert College Diploma if they have fulfilled the requirements of the OSSD and have taken a minimum of 6 Grade 12 courses through Albert College.

Students in Grades 9 and 10 must take a full course load (a minimum of 8 courses). Students in Grade 11 must take a minimum of 7 courses. Students in Grade 12 must take a minimum of 6 courses but must graduate with a minimum of 7 Grade 12 U/M courses. Special consideration may be given to students requiring a lighter course load. Parents must make this request in writing.

Albert College recognizes student achievement through a variety of awards. A list of these awards and the criteria is available through the student's Advisor. Only courses taken at Albert College will be considered for Albert College awards.

### The Albert College Day

The Albert College Day begins with Chapel or Advisor Meeting and ends with Athletic practices. It is expected that all students will participate fully in the Albert College Day. The timetable is a rotating cycle. Courses run from either September to January or from February to June. Rules for arriving late or being absent apply to Academic classes, Study Halls, Advisor Meetings, Arts & Activities Periods and Athletic practices. If a student is absent once, or is late three or more times within one week, the student will be required to serve a detention on Friday (3:45–4:45 p.m.).

#### *Chapel*

All students and faculty are required to attend Chapel when scheduled throughout the week. Advisors will take attendance and perform uniform checks daily. If permitted to meet in the chapel as a whole school, a bell will sound at 8:25 a.m. when the dining hall closes and another bell sounds at 8:30 a.m. when Chapel begins. Doors to the Chapel will be closed promptly at the second bell. Students arriving late will not be permitted to enter the Chapel and will be required to report to the office. Parents of day students arriving late will be contacted by telephone or email by the student's Advisor; boarding students will have their House Directors notified by Advisors via email.

#### *Advisor Meeting*

On Monday and Wednesday afternoons and Thursday mornings, students meet with their Advisor. After meeting with the Advisor on Monday and Wednesday afternoons, students will have time to study and may seek extra help according to their learning strategies level (refer to section **6.4 Learning Strategies Program** for an explanation of learning strategies levels). **When meeting with teachers for extra help, students must obtain a signature in the appropriate date in the student agenda. Only students in Grade 12 with level 4 status may study in common spaces.**

#### **Learning Strategies Level 4**

After meeting with their Advisor, students in this level will be allowed to study, may attend extra help or study in the RC. Grade 12 students in this level are free to move to any available common area of the school (RC, common room, quad) or may return to their rooms if in the main building.

#### **Learning Strategies Levels 1, 2 and 3**

After meeting with their Advisor, students in these levels will remain with their Advisor to study and complete academic work or they may meet with other teachers for extra help.

In addition to weekly meetings, the Advisor will act as a counsellor to the student, monitor the student's progress, and encourage active participation in school life. The Advisor is the primary communication contact for parents and/or guardians. The Advisor will assist with goal setting through an Annual Education Plan. If particular difficulties arise, the Advisor will consult with and inform the House Director or day parents. For boarding students, the House Director will keep the Advisor informed of any particular problems that might be a factor in the student's performance.

#### *Resource Centre Study Periods (Daytime)*

The goal of the Study Period is to provide a structured, quiet study environment for students who do not take 8 academic classes and, therefore, have a study period in their timetables. Students report to the staff at the beginning of the period. Electronic musical devices, non-school related email and other electronic messaging are only permitted at the discretion of the staff on duty. Students are expected to work for the entire period. Students in Grade 12 who are at level 4 may exercise the privilege of not attending Study Halls during the day.

### *Arts & Activities and Athletic Periods*

All students are required to participate in Arts & Activities and an athletic activity each term. Students in Grade 12 may apply for a term off from one activity (arts & activities or athletics) during term 2. Only students with explicit permission from the Head of School will be exempt from their co-curricular obligations. Arts & activities and athletic practices occur throughout the week. In addition, arts & activities groups may perform in evening concerts and teams may compete on weekdays and Saturdays.

### *Evening Study Hall*

All boarding students have a two-hour study period in residence Sunday to Thursday. An appropriate learning strategies level will be determined for each student based on learning skills and marks (refer to section **6.4 Learning Strategies Program** for an explanation of learning strategies levels). Learning strategies levels will be reassessed after each reporting period.

#### **Learning Strategies Level 4 – Independent Study**

Students in this level will study quietly in their rooms without supervision (See residence section for guidelines). They may also request independent privileges from the residence staff. Students in this level may use the Art Room or Music Practice Rooms by obtaining permission from the Art or Music teachers and their House Directors.

#### **Learning Strategies Level 3 – Room Study**

Students in this level will study quietly in their rooms without supervision for one half of Study Hall and with supervision for the other half of Study Hall during which teachers and residence staff will provide support and supervision (see residence section for guidelines).

#### **Learning Strategies Level 2 – Room Study with Supervision**

Students in this level will study quietly in their rooms and teachers and residence staff will provide support and supervision during this time.

#### **Learning Strategies Level 1 – Directed Study**

Students in this level will study quietly in an area designated by the staff. Teachers and residence staff will support the students in this level and will help them implement effective learning strategies, including possible access to a learning strategies course. Students may not listen to music when studying while under direct supervision.

#### **Please Note:**

Day students should not be staying for Study Hall or tutoring in the evenings.

### **Classroom Expectations**

Students will:

- Attend classes regularly
- Arrive on time with all the required materials
- Remain working until the teacher indicates the class is finished
- Check Edsby for homework and assignments and use their agendas to record this information
- Use their best manners and address each other politely by name
- Speak one at a time and listen attentively when others are speaking
- Obtain notes and complete all missed work and assignments if they are absent from class
- Refrain from bringing gum, food, or drinks into the classroom. Water should be in a refillable bottle.
- Wear the school uniform properly
- Not use electronic communication devices for non-academic purposes

### **Use of Computers and Personal Electronic Communication Devices**

#### **In the Common Room**

- Computers and personal electronic communication devices may be used during free time (break, lunch, study periods for Grade 12 students). To minimize distractions, headphones must be used when listening to audio material.

#### **In the Classroom and the Resource Centre**

- Students may utilize computers and personal electronic communication devices in the classroom and RC for educational purposes as specified by the teacher and under the direction of the teacher.
- Teachers may choose to collect personal electronic communication devices at the start of each class and return them to the students at the end of class.
- The use of a personal electronic communication device in the classroom is a privilege. Students abusing this privilege by using the computer or other devices for non-academic purposes will lose this privilege. The computer or device may be confiscated and returned at the discretion of the teacher, usually at the end of the academic day. The student's Advisor will be informed.

- Computers and personal electronic communication devices may not be used outside the classroom during instructional time without the expressed consent of the classroom teacher.
- Personal electronic communication devices may be used to listen to music at the discretion of the teacher.

#### **In Hallways and other Non-common Room Spaces**

- Computers, cell phones and other personal electronic communication devices may not be used during the academic day.

#### **In Ackerman Hall and the Chapel**

- Personal electronic communication devices are not to be used in these spaces.
- Computers may be used for presentations or under the supervision of the teacher.
- During extra help in Ackerman Hall, computers and personal electronic communication devices may be used at the discretion of the teacher.

#### **Consequences**

- If a computer or personal electronic communication device is used when prohibited, the computer or device will be taken and returned to the student at the discretion of the teacher, usually at the end of the academic day. The student's Advisor will be informed. For a second offence, the device will be taken by the teacher, returned at the end of the academic day and both the Advisor and parents will be notified.

### **Learning Strategies Program**

A learning strategies level will be determined for each student based on learning skills for academics, arts & activities, athletics, and boarding life and marks for academic courses. These will be assessed a minimum of five times during the academic year, this may include access to a learning strategies course.

#### **Learning Strategies Level 4 (Honour Roll)**

Students who receive overall learning skills at level 4 (Excellent) according to the chart below with no overall learning skills at levels 2 (Satisfactory) or 1 (Unsatisfactory) and who obtain an overall average of level 4 (80% or above, with no failing grade) will generally be placed in level 4.

# Courses	# Excellent
11	8
10	8
9	7
8	6
7	5
6	5
5	4
4	3

#### **Learning Strategies Level 3 (Outstanding Learning Skills List but average less than 80%, with no failing grade)**

Students who receive overall learning skills at level 4 according to the chart above with no overall learning skills at levels 2 or 1 but who do not meet the overall average criteria for level 4 will generally be placed in level 3.

#### **Learning Strategies Level 2**

Students who do not meet the criteria for level 3 or level 4 will generally be placed in level 2. These students will work closely with their Advisors to develop effective learning strategies and must show sustained improvement in their learning skills.

#### **Learning Strategies Level 1**

Students whose learning skills are level 1 in any course and who require additional strategies to succeed academically may be placed in level 1. These students will work closely with their Advisors to develop effective learning strategies to improve their learning skills.

#### **Academic Probation**

A student who continues to receive learning skills of level 1 and who does not respond to extra support offered will be placed on Academic Probation. The student's parents will be contacted by the College to indicate the action plan to be followed. A remedial plan will be devised that may include some or all of the following:

- Removal of privileges (i.e. ability to sign out, free time after Study Hall, etc.)
- Mandatory extra-help sessions during free time
- Extra study sessions on Friday night and on weekends
- Removal from school teams or optional activities that may be interfering with academics
- Homework accountability procedures

Students who continue at this level after being placed on Academic Probation may appear before the Standards Committee for failing to meet the school's academic standards. They also face the possibility of not being readmitted the following year. In extreme situations, they could be asked to leave the school.

### **Learning Skills Levels**

Learning Skills levels are interpreted as follows:

- Level 4 = Excellent
- Level 3 = Good
- Level 2 = Satisfactory
- Level 1 = Unsatisfactory

These levels are assigned based on the following criteria:

#### **a. Responsibility**

- Fulfills responsibilities and commitments within the learning environment
- Completes and submits all assigned work on time
- Takes responsibility for and manages own behaviour

#### **b. Organization**

- Devises and follows a plan and process for completing assigned tasks
- Establishes priorities and manages time to complete tasks and achieve goals
- Identifies, gathers, evaluates and uses information, technologies and resources to complete tasks

#### **c. Independent Work**

- Independently monitors, assesses and revises plans to complete tasks and meet goals
- Uses class time appropriately to complete tasks
- Follows instructions with minimal supervision

#### **d. Collaboration**

- Accepts various roles and an equitable share of work in a group
- Responds positively to the ideas, opinions, values, and traditions of others
- Builds healthy peer-to-peer relationships through personal and media-assisted interactions
- Works with others to resolve conflicts and build consensus to achieve group goals
- Shares information, resources and expertise and promotes critical thinking to solve problems and make decisions

#### **e. Initiative**

- Looks for and acts on new ideas and opportunities for learning
- Demonstrates the capacity for innovation and a willingness to take risks
- Demonstrates curiosity and interest in learning
- Approaches new tasks with a positive attitude
- Recognizes and advocates appropriately for the rights of self and others

#### **f. Self-Regulation**

- Sets own individual goals and monitors progress towards achieving such goals
- Seeks clarification or assistance when needed
- Assesses and reflects critically on own strengths, needs and interests
- Identifies learning opportunities, choices and strategies to meet personal needs and achieve goals
- Perseveres and makes an effort when responding to challenges

### **Honour Roll**

The Honour Roll is published after each reporting period. A student receiving an average of 80% (and no failing grade) in all current courses taken at Albert College with an acceptable level of learning skills (Learning Strategies Level 4) will be placed on the Honour Roll.

### **Academic Policies**

#### *Attendance Policy*

Regular attendance at school is critical for the student's learning and achievement of course expectations. Absenteeism has a direct, negative effect on a student's achievement.

If the school is closed for any reason, this information will be shared on the school's website and through social media. Every effort will be made to engage students through remote learning.

**All students are expected to attend Chapel, academic classes, study periods, advisor periods, arts & activities periods and athletic practices regularly and punctually.** Students failing to meet these expectations will incur a penalty, normally in the

form of a detention after school or on the weekend. Advisors will notify parents of day students on Friday if a student is to serve a detention that evening.

A detention will be issued if a student is absent without reason once, or is late three times in one week. Detentions will be served Friday after school from 3:45 p.m.–4:45 p.m. and will be supervised by faculty on a rotational basis. Students will be considered absent if they miss, or arrive after the first 10 minutes of Chapel, an academic class, a study period, an advisor meeting, an arts & activities period, or an athletic practice. Students will be considered late if they arrive after the first 5 minutes of any of the above.

If a student serves three detentions in one term, parents will be notified and the Advisor and the student will meet with the Assistant Head - Senior School. The Assistant Head - Senior School will determine the “next steps” and may request that the student appears before the Standards Committee.

When a boarding student has a chronic attendance problem, the House Director and Advisor will help the student implement strategies to avoid future detentions. When a day student has chronic attendance problems, the Advisor will contact the parents and discuss strategies to help the student avoid future detentions.

### **Medical Absences**

Students must have a note from the teacher supervising the academic class, Study Hall, arts & activities period or athletic practice that they are scheduled to attend giving them permission to go to the Health and Wellness Centre. Except for emergencies, students should visit the Health and Wellness Centre before classes begin, at break, at lunch, or after school.

Boarders who are too sick to begin the school day must advise a member of their residence staff and receive a note permitting them to go to the Health and Wellness Centre. Students too sick to attend classes will be kept in the Health and Wellness Centre and may not stay in their rooms. Day students will be encouraged to go home.

Day students who are too sick to attend classes must have their parents contact the College prior to the beginning of the academic day.

### **Prolonged Absence**

A student who has been absent for fifteen consecutive days without the appropriate medical documentation or school approval and permission, will be asked to withdraw from the school. Contact will be made with parents/guardians regarding this process.

### **Extending a Break**

If it is necessary for a student to leave early for a break or to return late from a break, the parent/guardian must make a request in writing to the Head of School.

**After obtaining permission to extend a break, students must inform all of their teachers, their Advisor, their House Director and obtain all work that will be covered in the classes that they are missing. Any test that will be missed should be rescheduled before students leave for break, at the teacher’s discretion.**

**Recognizing our generous breaks, students leaving early or returning late is highly discouraged, however, the school is aware of difficulties with travel in the upcoming year. Please use the calendar dates to plan holidays and travel time in order to minimize lost school time. Teachers are not required to reschedule class work or tests for students who choose to be truant as work will be made available online.**

## *Assessment Policy*

### **Communication**

- Marks and learning skills are shared with students and parents/guardians several times throughout the school year.
- Assessment tools such as rubrics, checklists, along with exemplars of students’ work, assessment rationales and timelines for submitting work are shared with students prior to, or at the time of assigning an assessment activity.
- Feedback is necessary to improve student learning. Formative assessments will be used to provide direction for improvement. Feedback, in the form of action plans for improvement, will be shared with students who are not meeting course expectations.

### **Nature of Assessments**

- Assessments are varied in nature and occur throughout the year to ensure students have the opportunity to demonstrate their full range of understanding.
- Students are assessed individually. While peer assessments are useful as formative experiences and working collaboratively is an integral part of many subjects, students will be assessed solely on their own work.



### Assessing Curricular Expectations and Learning Skills

- Learning skills, including responsibility, organization, independent work, collaboration, initiative and self-regulation are assessed frequently but do not contribute to the course grade (see the late assignment policy below).
- Students are assessed according to the categories of knowledge and understanding (K), thinking (T), communication (C), and application (A). These categories are referred to explicitly on assessments and in mark records.
- When determining the final grade, the most consistent level of performance, with emphasis on more recent performance, will be used.

### Final Evaluation Assessments

- Thirty percent of the final grade will be based on a final evaluation administered towards the end of a course. This evaluation may be based on evidence from a combination of a final exam and one of the following culminating tasks: a performance, an essay, a debate, seminar and/or another method of evaluation suitable to the course content.

### Academic Honesty

- As an academic institution, Albert College intends to maintain the integrity of student work. Cheating and plagiarism are considered serious offences and will be addressed accordingly (refer to section 6.6.2.b Cheating Policy and section 6.6.2.c Plagiarism Policy).

### Late and Missed Assignment Policy

**It is an expectation of the College that students are responsible for providing evidence of their achievement of the overall expectations by completing and submitting assignments by the due dates specified by the teacher. Students must understand there are consequences for not completing assignments for evaluation or for submitting those assignments late. A teacher may choose to not accept a late assignment once the work has been evaluated and returned to the class. Late assignments will be reflected in a student's learning skills in the categories "responsibility" and "organization".** If it is difficult for a student to meet a deadline because of workload or because the student will be away from school for a school function, the student must speak to the teacher **prior to the deadline** to arrange an alternative due time/date. Suitable Make-Up Times (in order of preference):

1. During an extra-help period or study period.
2. During a day or night study period.
3. During a sport or activity time if it has been previously arranged with the faculty member in charge of the conflicting commitment.

Students with identified learning needs may be given some or all of the following accommodations: extra time; access to a computer and/or other assistive technologies; an alternate assignment; alternative opportunities to demonstrate their learning. If a student does not meet a homework/assignment deadline, the following levels of intervention will occur:

- The teacher will notify the Advisor and the parents (day student) or the House Director (boarding student) immediately and seek support of these individuals in an effort to assist the student with the completion of the work.
- Boarding students will be required to work on the late homework/assignment during Study Halls. Students owing work may NOT take a residence "P" Night (privilege). If the homework/assignment is not completed at the end of Study Hall, the student will be required to remain in their room until the work is completed and submitted to the teacher on duty. Bedtimes will be adhered to. If the work is still not completed in the allocated time, this information will be shared with the classroom teacher and the student's Advisor. Day students will be expected to complete the work and return it to their course teacher or their Advisor the next day.
- If the late homework/assignment is still not completed after these interventions, the teacher will inform the student's Advisor and the Assistant Head - Senior School. The Assistant Head – Senior School will arrange a time and place for the student to work on the assigned task. The Advisor will share this information with parents when reporting marks and learning skills.
- If the late homework/assignment is still not completed after the previously stated intervention, this will be reflected in the student's learning skills and the teacher may deduct marks up to and including the full value of the assignment but will ensure that marks deducted will not result in a percentage mark that misrepresents the student's actual achievement. The teacher will notify the student's Advisor. The Advisor will notify the student's parents and the Assistant Head – Senior School.

### Cheating Policy

If a student is found giving or receiving assistance during an examination or testing period, the teacher invigilating the test or examination will prepare a report for the Assistant Head - Senior School.

The Assistant Head - Senior School will investigate in order to determine whether or not the student cheated. If so, a zero will be recorded as the mark for the student's result. This mark will then be included in the final assessment of the student's credit mark.

In addition, the Assistant Head - Senior School will communicate with the student's parents regarding the cheating incident. The consequences for cheating may include being placed on Academic Probation and appearing before the Standards Committee. In extreme cases, the student may be asked to withdraw from the school.

#### Plagiarism Policy

Plagiarism is the presenting of someone else's ideas or work as your own. This includes presenting a peer's work as your own. Normally for major infractions, the following will apply:

Students in Grades 7 to 10 will redo the assignment and will lose 50% of the earned marks on the second attempt.

Students in Grades 11 to 12 or students in Grades 7 to 10, who plagiarize a second time, will receive a mark of **ZERO** for the assignment and will **NOT** have an opportunity to redo the assignment for marks.

This information is to be reported to the Assistant Head - Senior School and a record of the incident will be placed in the student's file. Students who are repeat offenders may be placed on Academic Probation and may be required to appear before the Standards Committee.

#### Testing Policy

No student should have more than two tests per day even if they are of different grade levels. This does not include a short quiz. Teachers are to record test/assignment dates on the Albert College Academic Calendar. Any tests/assignments on this calendar take precedence over tests/assignments not recorded on the calendar if there is a problem rectifying the overload.

It is the **student's** responsibility to immediately report any additional tests to the assigning teachers as soon as they are announced. The teacher and the student must agree on an alternate solution for the test date.

If a suitable solution cannot be arranged between the student and teacher, the student is to inform their Advisor of the situation who then helps to rectify the overload.

#### Final Evaluation Assessment Policy

Final culminating tasks/activities are held during class time towards the end of May. Examinations are held in June. The examination schedule is published in early May. Examinations are held in the gymnasium and some classrooms.

Students are generally **NOT** permitted to miss final evaluation assessments including examinations. Resolving travel conflicts is the responsibility of the student and the parents.

If a student is to miss a final evaluation assessment, including an examination, due to medical reasons, a physician's medical certificate must be presented to the Academic Office.

The College will not rearrange the examination schedule to suit individual students. In exceptional circumstances, the Assistant Head - Senior School may arrange for a student to write an examination at an earlier time but on the same day as the examination is scheduled.

### ACTIVE CITIZENSHIP

Albert College promotes Active Citizenship by embracing the core values of participation and a caring community. A number of leadership and community service opportunities exist for students to become actively involved in the civic life of the College and the community.

#### Student Leadership

##### *Prefect System*

The Prefect System is the form of student government at Albert College. It provides an opportunity for graduating students to develop positive leadership skills and to show their commitment to the College community.

Prefects should, by their actions, clearly demonstrate their dedication to the philosophy, traditions, and life of Albert College. Prefects are expected to be models of excellence for the entire College community. They should be mature individuals who show a consistent desire to do their best academically, willingly participate in co-curricular activities and show respect for all members of the school community. They help to build positive school spirit, participate on committees, help establish routines and procedures and organize student activities. Prefects are serious about their studies, helpful, respectful, honest, polite, mature and reliable.

The election of Prefects is by democratic vote (equally by all staff and students). In April, all students in their second to last year who meet the following requirements are eligible to apply for a prefect position:

- ☐ Are not on general probation
- ☐ Have been actively involved in the Albert College co-curricular program
- ☐ Have an overall average of at least **80%** and all E's and G's for learning skills

OR

- ☐ An average between 70% and 79% and consistently on the Outstanding Learning Skills list

Applicants will discuss their applications with their Advisors prior to submission. Prefects are announced following May Break. For a major breach of school regulations or a demonstrated inability to meet the expectations of the school, a Prefect will be asked to stand down.

### **2020–21 PREFECTS**

Zuri Brownie	Victoria Manor
Ross Cameron	Dining Hall
Sydney Drain	Social
Canniff Foster	Adventure
Jasper Gilbert	House League
Ruby Kawam	Chapel
Myron Krishantha	Active Citizenship
Thien Lieu	Graham Hall
Elliot Mundle	Arts
Isabella Musca	Advancement
Alina Weaver-Rodriguez	Enrolment

### *The Grade 12 Class*

The members of the Grade 12 class enjoy special privileges but they also have extra responsibilities. As senior students, they are expected to take on leadership roles, act as role models and counsel the younger students. Grade 12 students elect an executive to help run their affairs and work closely with the Grad. Class Co-ordinator, the Advancement Office, and the Guidance Office.

Grade 12 students have the responsibility for the following special events:

- ☐ Fundraising for the annual gift to the school
- ☐ Organizing functions and social events for Grade 12 students
- ☐ Attending all scheduled Grade 12 class meetings

Special privileges of the Grade 12 class:

- ☐ Grade 12 students who are at level 4 are not required to report to the Resource Centre for Study Halls during the day
- ☐ Grade 12 students (at level 4) may sign out and leave the campus during the academic day as per the Sign-Out Policy

### *Other Leadership Opportunities*

Applications for the following leadership roles are available during the first week of classes.

#### **Elected Positions:**

House League Captains  
Standards Committee (**students on General Probation are not eligible to run for or hold a position on the Standards Committee**)

#### **Selected Positions:**

Social Committee  
Arts & Activities Committee  
Tour Guides and Hosts  
Resource Centre Monitors  
Dining Hall Monitors  
Flat Seniors  
Yearbook Editor  
Camp Committee (selected in previous school year)  
Active Citizenship Committee  
Health & Safety Committee

## **Community Service/Active Citizenship**

Students who are currently in Grades 9-12 require 40 hours of community service/active citizenship in order to receive an Ontario Secondary School Diploma. Students who enter Albert College from a school outside of Ontario must complete 25 hours (entering Grade 11) or 15 hours (entering Grade 12). A record of active citizenship hours for each student is kept in the Academic Office. Albert College Active Citizenship A Pins at the 40+ hours, 70+ hours, 100+ hours and 250+ hours are awarded in recognition of significant service. The school works closely with several agencies to provide opportunities to complete the community service/active citizenship diploma requirement. If students wish to include other community service/active citizenship opportunities toward the diploma requirement, they must obtain a permission form from the Academic Office.

## **Code of Conduct**

### *Expectations*

Upholding the College's mission statement and core values (Individuality, Compassion, Integrity, Inclusiveness) is a shared responsibility. All members of the Albert College community, including students, staff, and parents, need to demonstrate their commitment to and pride in Albert College by upholding and supporting our standards.

- Students are expected to listen to their consciences and advise and counsel their peers
- Staff and senior students are expected to be supportive of the College's standards and to act as sensitive counsellors as well as good role-models
- Students are expected to follow the "spirit of the law" and not just "the letter of the law"
- Parents are expected to be supportive of the College's standards and policies

The expectation and standards of conduct for Albert College have been established to:

- Ensure that all members of the College community and the greater community, especially those in a position of authority, are treated with respect and dignity
- Promote responsible citizenship within the school and the greater community
- Maintain an environment where conflict and difference can be addressed with respect and civility
- Ensure the comfort and safety of all members of the College community
- Promote the importance of truth, honesty, co-operation, peace, and understanding
- Encourage academic excellence
- Discourage the use of alcohol, tobacco, and any controlled or illegal substances as per the laws of Ontario
- Hold individuals accountable for their actions

### *Levels of Intervention*

Violations of College standards or policies shall be dealt with on a case-by-case basis, with regard for the circumstances and nature of the offence. In determining whether a violation has been committed and what level of intervention or sanction is appropriate, the College will consider the seriousness of the offence, the intention of the student, whether the student has previously committed similar or other misconduct, and the impact of the offence on other students or the College.

Teachers, House Directors and Advisors deal with minor offences. If a student's behaviour becomes a concern and does not improve after intervention by the teacher, House Director and/or Advisor, or the student's parents, the student will be referred to the Assistant Head - Senior School.

More serious violations may progress to an appearance before the Standards Committee or Head of School (or designate).

Activities that will require an interview by the Assistant Head - Senior School and that may require the student to appear before the Standards Committee include, but are not limited to:

- Disrespectful conduct or speech
- The use or provision of alcohol, tobacco, or drugs, including cannabinoids in any form
- Theft
- Dishonesty
- Vandalism
- Bullying and intimidation
- Misuse of computers or other technology
- Repeated residence and curfew violations
- Repeated failure to meet the school's academic and co-curricular expectations
- Behaviour that is dangerous to themselves or other students

### *Standards Committee*

The mandate of the Standards Committee is to uphold the standards of Albert College by demonstrating an open, fair, and consistent process of accountability, which is understood and supported by students, staff, and parents. The Standards Committee is made up as follows:

- A chairperson (appointed by the Head of School)
- Another staff member (appointed by the Head of School)
- Three Students (one elected representative from each house – Victoria Manor, Graham Hall and Day)
- Head Prefect

Administration will determine when it is necessary for a student to appear before the Standards Committee. Except in the most serious of offences, progressive discipline will be implemented.

Parents or guardians will be notified, either through a phone call or email, prior to a student attending a Standards Committee meeting. Such notice will include the reason for the meeting and the possible outcomes thereof. Parents are entitled to make written submissions to the Committee; however, a scheduled meeting will not be delayed to accommodate parental submissions. The student before the Committee will have their House Director (Boarding Students) and Advisor present.

Immediately after the Standards Committee reaches a decision concerning a student, their recommendation is submitted to the Head of School who will review the decision and reasons therefor, along with any submissions made by the student and/or the student's parents or guardians. The Head may either confirm the decision or make an alternate finding. The final decision resides with the Head of School. The Head or the Assistant Head - Senior School will inform the parents of the decision reached. Results are also shared with staff and students in Chapel as soon as possible. In addition, the Head or Assistant Head - Senior School will write a formal letter to the parents of the affected student confirming the final decision and the letter will be placed in the student's file.

### *Levels of Accountability*

#### Campus Restriction ("Campusing")

A student is required to remain on campus and in a designated area for week days and weekends. This may also involve a work detail and/or additional sign-in requirements.

#### Directed Probation

A student is placed on probation for a specific violation of the rules. If the same rule is broken while on Directed Probation, the student may be suspended or dismissed. Violation of an unrelated rule may result in the probation being changed to General Probation. All probation expires at the end of the academic year.

#### General Probation

A student will be placed on General Probation for breaking the same rule while on directed Probation or for breaking a major school rule. Usually, being placed on General Probation will be accompanied by a suspension. While on General Probation, a student who violates any major school rule may be dismissed. Students on General Probation may also be asked to stand down from a position of leadership. All probation expires at the end of the academic year.

#### Suspension

A student may be suspended for up to 20 days for serious or persistent rule violations. The school bears no responsibility for academic work during the period beyond supplying work upon request. Students may not participate in school sanctioned events while serving a suspension.

#### Dismissal

##### (i) Withdrawal

Membership in the Albert College community is dependent upon adherence to College standards, rules and policies. Students who engage in behaviour injurious to the moral tone and reputation of the College, or who fail to comply with major school rules, or who repeatedly commit more minor violations, may be told to withdraw from the College before the end of the school year.

Students who are told to withdraw from the College will have a notation placed on their file indicating "withdrawal."

(ii) Expulsion

Students who pose a threat to the safety or security of other students, staff, or themselves may be expelled from Albert College. The following infractions may result in expulsion:

- Smoking (including electronic cigarettes/vaping) or using combustible materials, including candles, matches or incense, in an Albert College Building or on College property
- Violation of a major rule while on General Probation
- Providing or selling drugs or controlled substances to other students
- Any violation of the rules or policies that creates a threat to the safety, security, and integrity of the College community

Students who are expelled from the College will have a notation placed on their file confirming their expulsion.

**If a student is dismissed from the College, whether withdrawn or expelled, there will be no rebate of school fees owing for the year and any potential credits will be at risk.**

**The discretion to deem a dismissal from the College a “withdrawal” or an “expulsion” shall reside with the Head of School.**

### **Policies Governing Student Conduct**

#### *Uniform Policy*

Students are expected to wear the uniform at all times during the academic day. This includes in classrooms, the resource centre, in the hallways and in the dining hall. While the uniform is worn, it must be worn properly and with respect. Boarders will have their uniform checked at breakfast sign in. Advisors will also check the uniform every morning and classroom teachers will check the uniform each class.

Repeated violations of the uniform policy will result in a conference with the Advisor and parental notification. Continued infractions will result in a meeting with the Assistant Head - Senior School and may result in an appearance before the Standards Committee for failure to maintain the College's standards. Consequences for repeated violations may include loss of free time, work detail or suspension.

#### Dress #1 – Wednesdays and School trips

**\*Only required if restrictions are lifted**

**\*Uniform items must be purchased through the Albert College Guild Shop**

- Navy Beattie's school blazer, single breasted with Albert College school crest and school buttons\*
- Solid white button down oxford cloth shirt (short or long sleeve)
- Albert College crested navy vest (optional)\*
- Grey Albert College regulation pants or Black Watch Kilt\* (no shorter than 3 inches above the knee)
- Navy knee socks or leotards with kilt
- Grey or black socks with pants
- Striped green and navy school tie or graduating student tie\*
- Black **polishable** leather dress shoes, low cut, no boots or clogs, no heels
- Black belt
- No visible tattoos or body piercings (other than the ears or small nose stud)

#### Dress #2 – Monday, Tuesday, Thursday, Friday and possibly Wednesday (dependant on restrictions in place)

**\*Uniform items must be purchased through the Albert College Guild Shop**

- Grey or navy Albert College regulation pants
- Black Watch Kilt (no shorter than 3 inches above the knee)\* Only if restrictions are lifted
- Navy Albert College Bermuda shorts\*
- Solid white or pale blue button down oxford cloth shirt (short or long sleeve)
- Striped green and navy school tie or graduating student tie\* only if restrictions are lifted
- White or navy Albert College golf shirt\*
- White or navy Albert College turtleneck\*
- Albert College navy v-neck pullover\*
- Albert College navy vest (optional)\*
- Albert College crested cardigan\*
- Albert College crested navy fleece 1/4 zip pullover (optional)\*
- Albert College Hoodie\*



- Navy knee socks or leotards (no nylons) with kilt or shorts
- Grey, black, or navy socks with pants
- Black **polishable** leather dress shoes, low cut, no boots or clogs, no heels
- Black belt for pants and shorts
- No visible tattoos or body piercings (other than the ears or small nose stud)

#### Dress #3 – Formal Dinners

- Dress OR skirt and blouse OR smart pant outfit, shoulders to be covered with, at a minimum, a strap, abdomen should be covered, length (top and bottom) should ensure adequate coverage
- Suit OR jacket with dress shirt and dress pants OR sweater with dress shirt and dress pants; tie optional
- No visible tattoos or body piercings (other than the ears or small nose stud)

#### Dress #4 – Outside Academic Day and Dress Down Days

- Clothing must be washed after each wear
- Clean casual clothing in good repair with adequate coverage
- Styles and fashion are to be consistent with good decorum and reasonable taste
- No visible tattoos or body piercings (other than the ears or small nose stud)

#### Guidelines for Uniform and Other Dress

- Uniform must be washed after each wear
- Uniform must be kept clean and in good repair
- Clothes must be properly sized to fit
- Uniform dress shirts must be tucked in
- Unauthorized variations and substitutes to regulation dress are not permitted
- No hats or other non-religious head coverings
- Hair must be neat; No extreme hair colours or styles
- Students must be clean shaven
- Reasonable make-up is permitted
- Jewellery may be worn in modest amounts
- At the conclusion of the Academic Day, students must change from the College uniform or wear it properly
- Blazers, if permitted, can be removed only with the permission of classroom teachers

#### Dress in the Dining Hall

- No sweaty clothes to be worn
- No abdomens showing
- No strapless tops
- No hats, bandanas or other non-religious head coverings
- Footwear must be worn at all times (not slippers)
- No pyjamas – including breakfast sign-in
- All dress should be in good taste at the discretion of the staff on duty
- No bags, purses or coats

#### Athletic Wear

- Any athletic wear must be washed after each time it is worn
- All students are required to participate in sports and should bring suitable footwear, indoor court shoes and outdoor running shoes
- Gym clothing, tracksuits, house league shirts and team uniforms are available through the Guild Shop
- All students taking Healthy Active Living Education classes must wear regulation Albert College gym clothing that consists of an Albert College gym T-shirt, black shorts or black track pants and athletic socks
- Coaches of teams regulate the required clothing for practices and games
- Coaches of travelling teams regulate the team uniform for travel (weather and sport dependent)
- All students require a house league shirt for house league activities
- Students must travel to and from sports fixtures in their team uniform

#### *Sign-out Policy (Academic Day)*

##### Signing Out From the Main Campus

Grade 12 students (at level 4) may leave the main campus provided that they do not miss academic time and provided that they sign out on the attendance sheet at the Main Office. Grade 12 students may sign out for lunch. If students are leaving by car, the

students must have parental permission. Grade 12 students who wish to return to their dorms at Victoria Manor must sign out since they are leaving the main campus. Upon returning to the main campus, students must sign in on the attendance sheet with the exception of Victoria Manor boarders with a last period study hall, who may use the residence binder.

Students in Grades 9 to 11 may sign out for lunch with the permission of their respective House Directors or the Assistant Head - Senior School. They too must use the attendance sheet to sign in and out. This is a privilege that may be rescinded if abused. Students in Grades 7 and 8 may not sign out for lunch. Any students leaving campus for any reason during the day must sign out and in on the attendance sheet in the Main Office. **Day students (Grades 7 to 11) may not leave without parental permission.**

#### Consequences for Breach of Policy

If students leave campus during the Academic Day without permission or fail to sign out and in, a note will be placed in their file and they will:

1. On the first offence, be assigned a detention
2. On the second offence, be assigned two detentions and have their parents notified
3. On the third offence, be sent to the Standards Committee

#### Sign-Out Policy (Outside of the Academic Day)

After the end of the Academic Day and on weekends, boarders who leave the main campus must also sign out in the Residence Binder. Boarding students must also sign in, in the Dining Hall, for all meals outside of the Academic Day (please see daily routines, page 6). Failure to meet sign in/out expectations will result in being campused from 9:00 p.m. to 10:00 p.m. and required to sign the Residence Binder every 15 minutes for a period of five days.

Boarding students must remain in residence between their sign-in time and 7:00 a.m. Being absent from residence during this time without permission is a serious offence and may result in suspension or withdrawal.

#### *Vehicle Policy*

##### Boarders

Boarding students should not have vehicles at Albert College. Downtown shopping and a nearby plaza can be reached easily on foot. The city bus system and taxis allow access to the train and bus stations as well as the Quinte Mall. If parents deem a vehicle necessary, they must make a special request, in writing, to the Head of School and the following conditions will apply:

- The vehicle may be used only to travel to and from Albert College on leave weekends and/or school breaks
- All keys to the vehicle must be left with the House Director
- Vehicles must be parked in the designated student parking area
- In special circumstances the House director, in consultation with the parents, may permit other use of the vehicle

##### Day Students

Permission to drive vehicles to school is a privilege, and the privilege can be revoked if it is abused or if the following rules are not observed:

- No day students will leave the campus by car during the academic day without parental permission and signing in and out in the Main Office
- All cars must be parked in the designated student parking area
- No student will drive in a careless manner on campus or in the near vicinity of the campus
- Responsibility and liability for the driver and for other students in the car are covered by the parents' insurance policy

#### *Computer Policy*

All students are required to sign the "Student Responsibility and Accountability Agreement for Computer Use at Albert College." Highlights of the Agreement include:

- Students will not use computers and software, including social media and other such sites, to harm or cause inconvenience to Albert College staff, students or anyone associated with the College.
- Students will not use Albert College's technology resources to access, download, store and/or distribute material that is illegal or deemed objectionable by the College. This includes, but is not restricted to, pirated software, hacking software, any material that is obscene, profane, sexually explicit, racially offensive, abusive, or otherwise objectionable. The College will recognize and respect the privacy of students and their property, including a student's personal storage areas on the school network. However, the College reserves the right to inspect any network storage areas if it suspects they are being used to store objectionable materials.

- Students will not, by any means, attempt to gain access to another user's network or email accounts, including social media accounts and other personal and private credentials, or any other files, including email messages, homework assignments, or any material deemed private by the individual. Students will respect the privacy of other users.
- Students will not engage in activities that will negatively impact the overall performance of the network or Internet. This includes, but is not restricted to, streaming transmissions (Real Audio/Video), network gaming, and downloading non-academic materials. If students are unsure of the impact of certain Network/Internet activities, they must first consult with the Head of Information Technology.

The school will provide initial set-up and connection to the network. Browser software and email are provided free of charge. Subsequent service calls will be charged, including any hardware costs that may occur.

Violations of the Agreement will result in the removal of network privileges and may result in further disciplinary consequences as outlined in the Agreement.

Any use of social media or other online forums that may be deemed bullying or harassment will be dealt with according to the College's policies respecting the same.

### *Human Rights Policy*

Albert College is committed to providing an educational environment that is free from discrimination and harassment, and respects and upholds the right of every person to fair and equal treatment free from discrimination and harassment on the grounds set out in the Ontario *Human Rights Code*.

This Policy protects and applies to every student, teacher, administrator, support staff, volunteer, contractor or any other employee of Albert College.

For the purposes of this Policy, discrimination means any unfair, inequitable, or hurtful treatment of a person or persons based on any *Human Rights Code* protected ground, including race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Albert College will not tolerate any act of discrimination, and in particular will consider the following behaviours serious violations of this Policy where they are based on or motivated by a protected ground:

- Name calling, verbal or written abuse, taunts or threats
- Unwelcome remarks, jokes, slurs, or obscene gestures
- Unwanted remarks about an individual's appearance, clothing or personal life
- Unwanted touching, kissing, flirtation, sexual banter or persistent requests for a date, or threat of sexual assault
- Intimidation or physical violence
- Vandalism or displaying derogatory or offensive pictures, materials or graffiti
- Stereotyping and bias in curriculum
- Hate literature

Violations of this Policy may result in disciplinary consequences, including dismissal.

### *Violence and Harassment Policy and Procedures*

Albert College is committed to respecting the personal dignity, safety and security of all members of the College community and does not tolerate violence or harassment in any form between any individual or group of persons. To ensure the well-being of all students and staff, the College maintains a Violence and Harassment Policy and Violence and Harassment Procedures that apply where a student makes a complaint of violence or harassment against any other student, teacher, administrator, support staff, volunteer, contractor, or other employee of the College.

Under the Policy, harassment means engaging in a course of vexatious comment or conduct against any member of the College community that is known or ought reasonably to be known to be unwelcome. Harassment also includes sexual harassment, which means engaging in the above behaviours against an individual because of sex, sexual orientation, gender identity or gender expression.

Violence means the exercise or attempted exercise of physical force by a person against a member of the College community that causes or could cause physical injury to that person, or a statement or behavior that may be reasonably interpreted as a threat to exercise physical force against that person. Violence includes acts that would constitute offences under Canada's *Criminal Code*.

Any student who experiences or witnesses an act of violence or harassment by a member of the College community or on College premises is encouraged to report it to the Assistant Head - Senior School who shall direct the student on the options available under the Violence and Harassment Procedures.

The College will investigate and address all incidents and complaints in a fair and timely manner in accordance with the procedures and will respect the privacy of those concerned as much as possible.

### *Bullying*

Bullying is a form of aggressive and typically repeated 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, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property or that creates a negative environment at the school for another individual. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying adversely affects healthy relationships and affects a student's ability to learn. Bullying interferes with the school's ability to educate its students and negatively affects the school's climate. Bullying is not acceptable at Albert College or at any school-related activities, on school buses, or in any other circumstances (i.e. online). Acts of bullying will be reported to the Head of School and may lead to an appearance before the Standards Committee, suspension, or dismissal.

The Bullying Policies for Albert College are in written form and may be accessed via the AC website.

### *Tobacco and Fire Safety Policy*

For the purposes of this policy, smoking means the use of lighted tobacco products, including electronic cigarettes or "vaping". While the purchase, use, and possession of recreational cannabis is legal in Ontario for those over 19 years of age, Albert College prohibits the purchase, use, distribution or possession of any recreational cannabis substance on campus, at College sanctioned events, or at any time a student is under the care of the College. Recreational cannabis is subject to the Albert College Drug Policy, and students who violate that policy may be required to participate in the process detailed in the Student Health and Safety Policy.

Provincial Law prohibits anyone under 19 years of age from purchasing tobacco products, and there is conclusive research on the dangers and associated health risks of smoking. The College expects students to be non-users and offers proactive programs regarding smoking and will support participation in smoking cessation programs. Any identified smokers may be permitted to smoke with written permission from parents.

### **Smoking is not permitted in or on any College building or on College property or while wearing the school uniform.**

Provided that students act courteously and responsibly and are respectful of our neighbours, students may smoke while walking down Wellington St., past Wellington Cres., to the Daisy Mart or while walking down the hill towards the Tim Hortons. Students must not sit and congregate in one area, especially in neighbouring driveways or businesses (**See Smoking Boundaries map on Page 23**).

If students without parental permission are seen smoking or using any tobacco products, they will be questioned and the incident will be reported to their House Director and Advisor. The accountability will be as set out in the Tobacco and Fire Safety Policy Form and may range from loss of privileges and parental notification to an appearance before the Standards Committee and possible dismissal.

The school is mindful of its responsibility to work with students with smoking addictions and we are equally mindful that we do not want students to start smoking at Albert College. A student's honesty, attitude and effort will be taken into consideration when the consequences for violation of our no-smoking rules are enforced.

**Use of combustible materials, including candles, matches, and incense, in or on a College building or on campus without proper authorization may result in accountability as described above, up to and including dismissal. In such a case there would be no reimbursement of school fees owing for the year and any potential credits will be at risk.**

## SMOKING BOUNDARIES



### *Alcohol Policy*

Students are not permitted to possess or consume alcohol while under the care of Albert College.

The following policies apply to students when they are under the supervision of the College, whether on campus or at a College-sanctioned event. At the College's discretion, where a student's use of alcohol outside of school-supervised events is identified as an issue, the student's parents will be notified and the student may be subject to such other and further discipline as is appropriate in the circumstances.

#### Major Offences

Violating any of the following will constitute a major offence under this Policy:

1. At no time will a student keep or consume alcohol on campus or during any College-sanctioned trip or event.
2. Students who are of legal drinking age (at least 19 years of age) may not buy nor supply alcohol for minors, an act which is against the law.

#### Consequences

1. For a first breach of the Alcohol Policy, the minimum penalty will be an appearance before the Standards Committee, a one-month camping, and placement on Directed Probation.
2. For a second breach of the Alcohol Policy, the student will appear before the Standards Committee, will receive a one-month camping, will move to General Probation, or may be dismissed from the school.

In the case of day students, comparable consequences will be determined.

When deemed appropriate, a student may be suspended and counselling may be a requirement for the student's return to school.

### *Student Health and Safety Policy*

When students at the College display a pattern of behaviour that inhibits their academic potential or that indicates the possible use of illegal drugs or controlled substances, academic, residence and support staff will document factual observations and share them with the Assistant Head - Senior School. Behaviour of particular concern may include being excessively tired or not engaged in class activities; unexcused absences and lateness from Chapel, classes, activities or advisor meetings; incomplete homework or assignments; failure to participate in co-curricular activities; frequent visits to the Health and Wellness Centre; and/or absences, lateness, or sleeping in study periods.

If, in the judgment of the Assistant Head - Senior School, there are reasonable grounds to support a conclusion that a student could be using illegal substances, the following steps will be carried out:

1. The student will be counseled by the Assistant Head - Senior School and asked to explain the observed behaviour. They will also be asked if they are using substances of any kind that might be affecting their behaviour. Students may be required to undergo a drug screening test. If this test requires the student to attend at a third-party facility, that facility shall be chosen by the College and testing shall be at the student's expense. If students admit to drug or substance use, they will be required to attend an assessment by a professional (at the student's expense). The Assistant Head - Senior School will

contact the student's parents and indicate that the student is using illegal or controlled substances that are interfering with their performance at school. The parties will work to develop a plan to help in the cessation of the misuse. Should the problem reoccur, the student might be asked to withdraw from the school to seek more intensive professional treatment.

2. If the student denies using illegal substances, the student's parents will be contacted by the Assistant Head - Senior School and informed of the school's concerns and the reasons for them. The student will be required to visit the Health and Wellness Centre to have a full medical examination which may include a drug screening test. The student will be given another opportunity, before the administration of the test, to admit or deny the use of any substances. Admission at that point would bring the student back to step 1. A positive test would result in an appearance before the Standards Committee and a disciplinary outcome, up to and including dismissal.
3. If the test is negative, the Assistant Head - Senior School will recommend full psycho-educational testing to determine whether or not an undetected learning disability could be responsible for the noted behaviour. This step should not precede step 2 since substance abuse in conjunction with a learning disability is doubly debilitating. Students must be free of substances before testing can be effective and before any legal drugs can be prescribed for use.

Where a student is required to participate in a drug screening test or where a student is referred to counselling, the student and the student's parents will be asked to consent to the testing or counselling and to the release of information/results to the College. The Head of School may discuss the information/results received with the student and the student's parents or guardians, and may disclose them to other College employees who are involved in addressing the student's substance use issues. Any such information will be treated as confidential. The student or the student's parents/guardians may refuse to consent to testing or counselling; however, refusal may result in the student being required to withdraw from the College.

The College reserves the right to conduct further random testing on any student who admits to using drugs or controlled substances or where a first drug screen is positive for use. The testing schedule will be administered at the discretion of the Head of School and any additional charges relating to the testing will be borne by the student.

### *Albert College Drug Policy*

Albert College prides itself in being a community built on trust, mutual respect, and honesty. The willingness of any student to uphold these core values will be an important consideration in any breach of school rules.

#### *Prescription Drugs*

It is an offence to keep prescription medication without informing the Health and Wellness Centre staff. The sharing of prescription medication is a very serious offence.

#### *Illegal Drugs and Controlled Substances*

The possession of drugs or controlled substances (including the possession of excessive amount of over-the-counter drugs) or drug paraphernalia, use, or being under the influence of drugs or controlled substances are serious offences at Albert College. Possessing, using, or being under the influence of drugs or controlled substances is prohibited while a student is under the care of the College, including while on College property or at College sanctioned events.

Where there is reason to believe that a student is using illegal drugs or misusing a controlled substance the College may require the student to participate in the process detailed in the Student Health and Safety Policy. Failure to participate may result in a student being asked to withdraw from the College.

#### *Trafficking*

Trafficking in drugs or controlled substances of any kind will result in immediate dismissal from the College and the police will be notified.

#### *Visitors in Residence*

No visitors will be allowed in residence without prior permission of the House Director. A breach of this policy will be considered a serious offence and may result in suspension or dismissal.

#### *Theft*

Theft is considered a serious offence and may result in suspension or dismissal (see residence section for guidelines).



## ADVENTURE

Adventure is a multi-faceted program that involves a variety of excursions; the focus of these excursions varies from outdoor adventure to cultural, recreational, and historical experiences. The program is designed to encourage students in all grades to participate, plan, lead, assist and have fun. Students involved in water-based activities will be required to wear a PFD. Higher risk activities, such as cliff jumping, will not be permitted. There is an additional cost for all of the adventure trips.

Students who are 14 years of age or older are encouraged to participate in the **Duke of Edinburgh's Award Program** and the school offers some opportunities to fulfill requirements at all levels. Participation in the program is voluntary but it requires a commitment to keep a record of hours spent on the following activities: physical fitness, community service, skill development and outdoor exploration.

Students may be recognized for their contributions to the Adventure Program by obtaining their Duke of Edinburgh bronze, silver or gold pins. Students may also be recognized through Albert College by being awarded their Adventure A Pin.

## ARTS & ACTIVITIES

At Albert College we strive to provide students with a well-rounded educational experience, and to that end we have created the Arts & Activities Period. In this period drama productions rehearse and many other activities are offered. Offerings vary each year but may include chess, culinary arts, visual arts, stained glass, and yearbook. Learning skills will be assessed for Arts & Activities Period and comments will be given at report time. Students are required to achieve specific goals within set time frames in each activity. **Students in Grade 12 may apply for a term off from one activity (arts & activities or athletics) during term 2. Applications for term off must be submitted by Thanksgiving Break. Only students with explicit permission from the Head of School will be exempt from their co-curricular obligations. Students opting out of arts & activities who are not at level 4 must report to the Resource Centre.**

## ATHLETICS

All students at the school, both day and boarding, are expected to be involved in athletics at the College. This involvement will be encouraged and monitored by the Advisor. Students participating on a varsity team are expected to fulfill their commitment to the team. This may include travel and games scheduled on the weekend. Students unable to fulfill their commitment to their team may be asked to leave the team and join a less competitive team. Only students playing in championship games will be awarded medals should the team place first or second. **Students in Grade 12 may apply for a term off from one activity (arts & activities or athletics) during term 2. Applications for term off must be submitted by Thanksgiving Break. Only students with explicit permission from the Head of School will be exempt from their co-curricular obligations.** Students' involvement in athletics may be adjusted based on their learning strategies level. Requests to increase co-curricular involvement should be addressed to the Assistant Head – Senior School.

### Additional Charges

There may be charges to student accounts for personal use equipment (mouth guards, shin pads, shirts and track suits) required for participation in athletic activities.

### Gym and Equipment Room

Students may have the privilege of using the gym during free time depending on the restrictions in place. If students are using the gym in an unsafe manner, they can lose this privilege. The gym is normally locked and students must ask a staff member to supervise and unlock the gym for use. The equipment rooms are off limits to students and should be locked at all times. If equipment is required, students must ask a staff member for the equipment.

### Weight Room

Students may only use the weight room when it is open and supervised by a staff member and when they have been properly trained. The weight room is not a common room. Students should only be in the space to exercise or to prepare to play squash. Any persons playing squash must wear protective eye wear.

### House League System

Each student is assigned to one of four houses – “Baker”, “Graham”, “Deroche”, and “Bishop” – for House League activities. House points are given during the year for house competitions, academic performance and service to the school.

### The Albert College Pins in Athletics and Arts & Activities

Students can earn an Albert College A pin in recognition of significant achievement and/or participation in school athletics and arts & activities. Students must accumulate 30 points in athletics and/or arts & activities to earn their Albert College Pin. Junior

Albert College Pins are awarded at the end of Grade 9 for participation in Grades 7-9 and Senior Albert College Pins are awarded at the end of Grade 12 for participation in Grades 10–12.

## **STUDENT SERVICES**

### **Dining Hall**

Appropriate dress (Academic Dress during the day and Dress #4 at other times) and behaviour are expected in Ackerman Hall at all times. Students will use normal speaking voices, use proper table manners, follow proper dining hall procedures, and refrain from bringing books, newspapers and musical devices into the dining hall. Personal electronic communication devices are not to be used in the dining hall. Formal dinners occur two times during the year. During formal dinners, the entire student body, including Day Students, is expected to be present in appropriate dress.

### **Online Book Store**

Textbooks are purchased online through the Albert College website. This is a simple procedure where you may purchase books with a credit card or a cheque. Book returns will be facilitated through the school at the end of each year. Refunds will not be issued until the books are resold.

### **Guild Shop**

The Guild Shop sells all College uniform items and College sports clothes, as well as a variety of College souvenirs and memorabilia. Students may also purchase stationery items, some food items and laundry tokens from the Guild Shop. It is located in the lower floor of Graham Hall; hours of operation are posted on the door. The profits revert to the College as part of the Albert College Guild fundraising efforts.

### **Health and Wellness Centre**

The Health and Wellness Centre is located in the lower floor of Graham Hall and is accessible to all students. Victoria Manor students are not permitted to stay in their rooms during the academic day and must report to the Health and Wellness Centre in the main building. A nurse is available in the Health and Wellness Centre from 8:00 a.m.–7:00 p.m. Emergency medical assistance is available on an on-call basis from 7:00 p.m.–8:00 a.m.

The College will arrange for referrals to specialists, dentists, orthodontists or counselling services when necessary. Appointments and transportation will be arranged by the College nurse and will be invoiced to the student account. Bill 142 in the Province of Ontario dictates that every child must be immunized. The medical forms **MUST** be completed by your family physician and returned to the College by August 1. Failure to comply with immunization standards may result in a student being suspended by **Provincial Law**.

Daily medications are dispensed Monday through Friday, 8:15 a.m. to 8:25 a.m. Saturday and Sunday medications are to be picked up Friday evenings by 5:45 p.m.

### *Health and Wellness Policies*

#### **Albert College Scent Policy\***

Albert College is working towards a scent-reduced environment for faculty, staff and students. All members of the community are encouraged to avoid using or reduce the use of fragranced products and to replace them with unscented alternatives. Consequences for students repeatedly wearing fragranced products could include an appearance before the Standards Committee and may result in a suspension and placement on probation.

The accountability will be as follows:

1. For the first offence: the student will receive a warning and a note will be placed in the student's file
2. For the second offence: the student will sign an Acknowledgement of the Albert College Scent Policy form and a copy of this will be sent home and a copy will be placed in the student's file
3. For the third offence: the student and parents will be notified and the student will not return to class unless they are scent-free
4. For the fourth offence: the student may be requested to appear before the Standards Committee

### **Anaphylaxis Policy\***

Ensuring the safety of anaphylactic persons in a school setting depends on the co-operation of the entire school community. To minimize the risk of exposure, and to ensure rapid response to an emergency, parents, students and school personnel should all understand their responsibilities. The school cannot assume responsibility for providing a completely allergen-free environment.

Parents of anaphylactic students will provide a Medic Alert bracelet for their child and will provide the school with two up-to-date auto-injection kits that are clearly labelled with the child's name and prescription details. Anaphylactic students will be required to keep an auto-injector in a pouch on their body at all times.

### **Asthma Policy\***

Ensuring the safety of students with asthma at the school depends on the co-operation of the school community. To reduce the risk of exposure to asthma triggers, and to ensure rapid response to an emergency, parents, students and school personnel should all understand and fulfill their responsibilities. Parents of students with asthma will provide the school with an Asthma Emergency Plan that is up-to-date about the medication the student is taking, along with any notes and instructions from the student's health care provider and a current emergency contact list. Students with asthma are required to carry their medication. A medic alert bracelet may be necessary for some students. Medication can only be administered by staff if consent has been obtained from a parent or guardian.

\*To review the complete policy, please contact the Health and Wellness Centre.

### **Travel Arrangements**

Students are not permitted to stay in hotels or hostels without a parent/guardian. Travel arrangements must ensure proper adult supervision during weekends or regularly scheduled breaks.

Parents may contact local travel agents directly and have tickets sent to the school. Transportation charges for short distances by train or bus may be billed to the student's account.

It is the College's policy that students who are going to Toronto on school breaks **MUST** take the buses chartered by Albert College. The buses leave the College at 4:00 p.m. Students are solely responsible for their personal items while travelling on the buses.

**To Toronto:** Leave Albert College at 4:00 p.m. The bus will stop at Scarborough Town Centre, and near Union Station  
**From Toronto:** Leave from Union Station at 6:00 p.m.  
**From Scarborough:** Leave Scarborough Town Centre at 6:30 p.m.

**STUDENTS WILL BE NOTIFIED OF DETAILS OR CHANGES AT EACH BREAK.**

### **Resource Centre**

Our centrally located Senior School Resource Centre is a spacious facility, and can be found directly below the Chapel.

Resource Centre Monitors are student peer helpers, and are available to assist with tasks such as photocopying, printing and computer troubleshooting. Students may sign up at the beginning of the school year to be RCMs and gain community service hours.

Student suggestions for new books and innovative programmes are welcome and encouraged.

The library webpage is easily accessible through Edsby.

Albert College has a new Library and Resource Management system: [albertcollege.follettdestiny.ca](http://albertcollege.follettdestiny.ca)

Sr. School students Login: albert, password: library  
Jr. School students Login: junior, password: panthers

Other databases and subscription services available through the library page include:  
EBSCO Host: username: albert, password: ebsco  
Encyclopedia Britannica: username: albertc, password: bol  
Discovery Education: Login: albertcollege, password: library  
CBC CURIO: username: albertcollege2014@gmail.com, password: gopanthers2014  
ABDO Digital: username: albert, password: library

## Academics and Guidance

The Academic and Guidance Office is responsible for counselling students in all aspects of their academic careers. If students or parents have any questions regarding course selections, course changes or university/college applications, they should contact the Academic and Guidance Office for assistance.

Advanced Placement exams are offered each year as an enrichment activity based on student interest. The examination fee for each Advanced Placement exam is charged to the student account.

## Academic Tutoring

Students who are struggling academically will be encouraged to seek help from their teachers and peers first. If further help is needed, the student may explore the option of tutoring. If it is decided that tutoring is necessary, a list of suitable tutors may be obtained through the Guidance Office and the costs will be borne by the parents. Students and/or parents are responsible for making scheduling arrangements with the tutor. Parents are to pay the tutor directly for tutoring services. The tutoring sessions will take place on site for boarding students during study periods, after classes or during Study Hall. Day students should arrange to be tutored in their homes. Once tutoring sessions have been arranged, attendance is the student's responsibility. Students are required to contact their tutors directly about any proposed absences twenty-four hours in advance of tutoring sessions. If a tutor does not receive at least a twenty-four hour notice of an absence, the regular fee may be charged.

## RESIDENCE LIFE

Accountability, initiative, and organizational skills are values, which are fostered within the Albert College residence experience. Self-confidence, a growing sense of independence, and lasting friendships are the results of living in our supportive environment.

Albert College offers complete boarding and day programs. A student either lives in residence as a boarding student or with their family as a day student. No other day student arrangements, such as renting apartments or home stays, are permitted.

## House Routines

**Students must remain in residence between their sign-in time and 7:00 a.m. Being absent from residence during this time without permission is a serious offence and may result in suspension or withdrawal.**

Students who fail to meet residence and/or academic expectations will be restricted to the campus, serve a work detail or attend additional study periods on Friday night. After three residence detentions, students will have a meeting with the Assistant Head - Senior School. After four residence detentions, students may appear before the Standards Committee.

Students leaving the main campus during the academic day must do so according to the sign-out policy, section 7.4.2. Between the hours of evening sign-in and lights out, students are expected to be preparing for retiring for the night and getting organized for the next day.

All students are to report directly to the staff on duty at the conclusion of a Friday or Saturday evening leave. It is important that this procedure be followed to ensure the safety and well being of individual students. Those who fail to do so may lose leave privileges or appear before the Standards Committee.

Grade	Day	Sign-in Time
7 – 9	Sunday to Thursday	Remain In Residence After Study Hall Sign-in Flat: 10:00 p.m. Lights Out: 10:30 p.m.
	Friday	Sign-in: 10:00 p.m. Lights Out: 11:00 p.m.
	Saturday	Sign-in: Gr. 7 & 8 10:00 p.m. Gr. 9 11:00 p.m. Lights Out: Gr. 7 & 8 11:00 p.m. Gr. 9 11:30 p.m.
10 - 12	Sunday to Thursday	Sign-in: 10:00 p.m. Lights Out: Gr. 10 10:45 p.m. Gr. 11 & 12 11:00 p.m.
	Friday	Sign-in: Gr. 10 10:30 p.m. Gr. 11 & 12 11:00 p.m. Lights Out: 11:30 p.m.
	Saturday	Sign-in: Gr. 10 11:00 p.m. Gr. 11 & 12 12:00 a.m. Lights Out: 12:30 a.m.

## **Expectations for Study Hall in Residences**

### **(Study Hours: 7:00 to 9:00 p.m.)**

Students will be on flat preparing for study at 6:45 p.m. Residence life skills will be assessed at each reporting period and will contribute to the determination of a student's learning strategies level.

#### **Learning Strategies Level 4**

A student in this level may exercise the privilege of independence according to the following:

- Sign in as usual at 6:45 p.m. and indicate to the person on duty the plans for the evening
- Remain quietly in their own room with the door closed (when no teacher is on duty) or, if taking privileges, then movement during the Study Hall should be limited so that other students are not distracted
- If on duty as a flat senior, the student must still fulfill these duties

If students do not complete homework and assignments, the privilege of independent study will be removed.

#### **Learning Strategies Level 3**

- Students are expected to work quietly in their own rooms
- Students in this level are not permitted to visit other students' rooms during the Study Hall hours
- Students may, at the beginning of Study Hall, request permission for special consideration to do group work which will take place in the last 30 minutes of Study Hall
- Students may have their doors closed for one hour of Study Hall. Doors must be open when a teacher is on duty
- If students need to ask questions, borrow materials, fill up water bottles and use the washroom, this should be done before Study Hall begins
- Computers are not to be used for any non-academic purpose. If this is violated, computers and/or Internet access will be removed with increasing consequences for further offences
- If all assigned homework has been completed, students will read a book, review notes, or study for upcoming tests
- Students are expected to work at their desks and not on their beds
- Earphones must be used if students wish to listen to music
- Laundry facilities may not be used during this time

#### **Learning Strategies Level 2**

- Students are expected to work quietly in their own rooms
- Students in this level are not permitted to visit other students' rooms during the Study Hall hours
- Students may, at the beginning of Study Hall, request permission for special consideration to do group work which will take place in the last 30 minutes of Study Hall
- Doors to rooms must be open
- If students need to ask questions, borrow materials, fill up water bottles and use the washroom, this should be done before Study Hall begins
- Computers are not to be used for any non-academic purpose. If this is violated, computers and/or Internet access will be removed with increasing consequences for further offences
- If all assigned homework has been completed, students will read a book, review notes, or study for upcoming tests
- Students are expected to work at their desks and not on their beds
- Earphones must be used if students wish to listen to music
- Laundry facilities may not be used during this time
- Electronic devices for Middle School students will be collected by residence staff at lights out

#### **Learning Strategies Level One – Directed Study**

- Directed study provides the students with direct access to an academic teacher during the evening study hall (teacher on duty will check in with each student on level one)
- Students may also be required to participate in a learning strategies course
- Teachers are available to assist students with their organizational skills and can help students to prioritize their work
- Students may be expected to work quietly in the designated area for the first hour of study
- Students may not listen to music
- Students in this level are not permitted to visit other students' rooms during the Study Hall hours
- If students need to ask questions, borrow materials, fill up water bottles and use the washroom, this should be done before Study Hall begins
- Computers are not to be used for any non-academic purpose. If this is violated, computers and/or Internet access will be removed with increasing consequences for further offences
- If all assigned homework has been completed, students will read a book, review notes, or study for upcoming tests
- Laundry facilities may not be used during this time
- Electronic devices for Middle School students will be collected by residence staff at lights out

### **Internet Access**

The internet is accessible during the following times but may vary depending on the grade level of the student:

#### **Monday to Thursday**

6:00 a.m. to 9:00 a.m.  
3:00 p.m. to 8:00 p.m.  
9:00 p.m. to 12:00 a.m.

#### **Friday**

6:00 a.m. to 9:00 a.m.  
3:00 p.m. to 1:00 a.m.

#### **Saturday**

6:00 a.m. to 2:00 a.m.

#### **Sunday**

6:00 a.m. to 8:00 p.m.  
9:00 p.m. to 12:00 a.m.

### **Consideration Hours in Residences**

- In effect from 9:00 p.m. to 7:00 a.m.
- No loud music (i.e. music which can be distinctly heard in another room) at any time
- No loud or disruptive noise
- Consideration for those continuing to work in the residence at the end of official study time must be given the highest priority
- Final lights out will be at the retiring time for each grade level. Extensions may be granted by the residence staff on duty

### **Use of Pathway to Victoria Manor**

The pathway is College property; therefore, all rules pertaining to the College also apply to the pathway. The pathway is a walkway not a stop-way. While using the pathway, do not loiter. The pathway is intended as a means for connecting the main campus with Victoria Manor. Students are only to use the pathway going to and returning from Victoria Manor. The pathway is found on a residential property; therefore, we must be kind and courteous citizens at all times. Disruptive, noisy and inappropriate behaviour will not be tolerated. Only Victoria Manor residents are permitted to use the pathway.

### **Visiting Hours in Victoria Manor**

\*may not be available depending on restrictions in place

Monday –Thursday:	4:30-6:30 p.m. and 9:10-9:45 p.m. Gr. 11-12
Friday:	4:30-9:45 p.m. Gr. 7-10 and 4:30-10:45 p.m. Gr. 11-12
Saturday:	12:00-9:45 p.m. Gr. 7 & 8 12:00-10:45 p.m. Gr. 9 & 10 12:00-11:30 p.m. Gr. 11 & 12
Sunday:	12:00-6:30 p.m. and 12:00-9:45 p.m. Gr. 11-12

Students from Graham Hall and Baker House will be allowed in the common room. All other areas are strictly out of bounds. This is a privilege which can be removed.

### **Overnight and Weekend Leaves**

All overnight and weekend leaves will require parental permission in consultation with boarding staff. Requests (with parental confirmation) must be made in writing by the Wednesday prior to the leave. Students are expected to be open and honest about leave plans and must notify their House Director of any changes which arise. Failure to do so will result in an appearance before the Standards Committee and a loss of weekend leave privileges. Students are not permitted to take overnight or weekend leave to hotels or hostels unless they are under the supervision of a parent or legal guardian.

### **Day Students Staying Overnight in Residence**

Any requests for overnight stays must be directed to the House Director.

### **Housekeeping**

#### **Expectations for care of the residence rooms:**

- Items in your room must stay in your room and not transfer to other student's rooms (e.g. blankets, etc.)
- Beds are made every day
- Music is off and lights out when not in room



- Clothes are hung up, or placed in dresser drawers
- Rooms are generally neat and tidy in appearance
- Desk tops are clear for study purposes
- Decorations are to be tasteful; no alcohol bottles, suggested cannabis use or offensive posters
- No pets of any kind are permitted in the residences
- Cooking appliances are not permitted in residence rooms
- Computer monitors must not exceed 29 inches

**There will be regular room inspections. Students are expected to maintain their rooms in an acceptable manner at all times. Excessive damage to a student's room will result in charges to the student's account.**

### **Flat Seniors and Prefects**

In order to facilitate the smooth running of the residences, both the Flat Seniors and Prefects will play a major role. The Flat Seniors and Prefects will each be allocated several rooms of which they will be specifically in charge. They may be expected to ensure the following:

- The occupants are up on time in the morning
- The rooms are neat and tidy
- The occupants are working at their desks during study periods
- Any problems are reported to the House Director
- Students are accounted for at on-flat and in-residence times
- They act as role-models and provide leadership as needed

### **Telephones and Communication Devices**

Cell phones are not to be used during Study Hall or academic time and school activities. **Note: students who bring a cell phone to Albert College do so at their own risk. Albert College is not responsible for lost, stolen or damaged cell phones.**

### **Main Campus Common Room**

The Common Room is the students' social centre in the school. It is equipped with comfortable, functional furniture, some games, and a large-screen TV for evening/weekend viewing. During the morning break, student mail is distributed in the Common Room.

### **Laundry Facilities**

Laundry areas containing washers and dryers are located in the lower level of Graham Hall and Victoria Manor. Operating tokens are available in the Guild Shop. Students must provide their own detergent and laundry bags.

### **Dry Cleaning**

Dry cleaning will be sent out from the residences once per term. The students' accounts will be charged for this service.

### **Storage**

Storage for bicycles is available in the lower level of Graham Hall for residents of Graham Hall and Baker House and in the lower level storage area of Victoria Manor for students residing there. Students must have locks, as the College is not responsible for damage or theft.

Summer storage is available on a limited basis for returning students only. All students are encouraged to take belongings home or make alternate arrangements for safekeeping.

### **Safekeeping of Valuables and Theft Prevention**

Students should make every effort to keep their personal possessions, valuables and books safe. Passports, travel tickets and large sums of money should be stored in the school vault in the Main Office. **It is important that clothing and books be labelled clearly indicating the student's name. Personal possessions should be properly secured in rooms or lockers when not in use.** Students must have their belongings insured under their parents' insurance policies.

- Students should never keep more than \$40 cash in their rooms. This money should be kept locked in their contents drawer
- Sums of money exceeding \$40 should be kept in a local bank account, in the care of the House Director or in the Finance Office
- Expensive electronic equipment, including personal electronic communication devices, and cameras should be kept under lock and key or left at home

- Laptops and any other expensive items, which are brought to school, should be locked away when not in use or secured with a security device
- All student property should be clearly and indelibly labelled
- Entry into another student's room without permission will be met with serious consequences. It may be assumed that unauthorized entry into another student's room is for the purpose of stealing. Day students are only allowed in the residence if accompanied by a boarding student
- Any thefts must be reported to the House Director immediately. Once a report has been completed, the police will be called at the discretion of the College
- Any student aware of stealing is obligated to report it to the House Director. This information may be reported anonymously by calling the duty phone or by passing a note to the House Director
- The College is not responsible for items left in storage over the summer

### **Social Committee Events**

Major events are printed in the calendar and there are additional supervised social events for students on weekends.

### **Miscellaneous Fees**

Students are responsible for the care of their rooms and their room keys. Lost keys will incur a charge of \$10. Residence staff will inspect rooms regularly. If damage is discovered, a fee will be charged to cover the cost of repairing the damage.

## ALBERT COLLEGE 5 ‘A’S

### Academics

Students who appear on the Outstanding Learning Skills list and obtain an 80% average or better (Level 4) will have their names placed on the Honour Roll at each reporting period. Students who appear on the Honour Roll for every reporting period will receive an academic A pin at Convocation.

### Arts & Activities

**Arts & Activities Junior and Senior A pins – for conspicuous contribution to artistic and non-athletic activities at the junior and senior levels. These pins are awarded at the end of Grade 9 and at the end of Grade 12.**

Points are awarded at the end of each term for participation and excellence in various artistic and non-athletic activities including: Choir, Concert Band, Wind Ensemble, Drama Productions, Chess competitions, Yearbook and Visual Arts. **A minimum of 30 points is required by the end of Grade 9 and by the end of Grade 12 to receive the pins. (Students planning to graduate “With Distinction” cannot take a term off.)**

### Athletics

**Athletics Junior and Senior A pins for conspicuous contribution to athletics at the junior and the senior levels. These pins are awarded at the end of Grade 9 and at the end of Grade 12.**

Points are awarded for participation and excellence in varsity teams, varsity individual sports, serving as team captains and athletic awards such as Most Improved Player and Most Valuable Player. **A minimum of 30 points is required by the end of Grade 9 and by the end of Grade 12 to receive the pins. (Students planning to graduate “With Distinction” cannot take a term off.)**

### Active Citizenship

Active citizenship pins are awarded for service hours completed in Grades 7 to 12/PG after a student has enrolled at Albert College. The pins are awarded as follows:

- for completion of 40+ hours earned over two years
- for completion of 70+ hours
- for completion of 100+ hours
- for completion of 250+ hours

### Adventure

Adventure pins are awarded to students in Grades 9 – 12/PG for participation in adventure activities throughout the year including but not limited to: camp, fall Duke of Edinburgh trip, Duke of Edinburgh dog sledding trip, ski day, spring Duke of Edinburgh trip, and the school’s major service/adventure trip. Points are also awarded for the Duke of Edinburgh Award (bronze, silver, and gold levels). **A minimum of 40 points is required to receive the pin.**

**Albert College “Diploma with Distinction”** is awarded to students in their graduating year who have excelled in the 5 ‘A’s of Albert College. Students must fulfill the following criteria to be eligible to graduate with distinction:

Students must earn 4 of the 5 ‘A’s – one of the ‘A’s must be academics **or** students must earn 130 points total throughout all of the 5 ‘A’s (maximum points per A is 40) but must have obtained the Academic A.

**Academic A:** achieve an average of 85% or above in six Grade 12 subjects (taken at Albert College) and Level 4 all year

**Arts A:** obtain Senior Arts & Activities pin (Grades 10 – 12) (no term off)

**Athletic A:** obtain Senior Athletics pin (Grades 10 – 12) (no term off)

**Active Citizenship A:** obtain minimum of 70+ hours Active Citizenship Pin (70 hours after beginning at Albert College)

**Adventure A:** achieve 40 points from participation in Adventure activities

**Beginning September 2020 – students must earn 4 of the 5 ‘A’s (as listed above) with a minimum of 20 points in the fifth ‘A’**

**Beginning September 2021 – students must earn 5 of the 5 ‘A’s (as listed above)**

## ANNUAL EDUCATION PLAN

### Annual Education Plan (AEP)



At Albert College we strive for students to set **6** goals each year (3 in the fall and 3 in the spring). These goals need to adhere to the SMART goal setting principles (specific, measurable, attainable, realistic and timely). Students, with their Advisor, will develop, publish and revisit these goals.

This goal setting is also part of the Ministry of Education Individual Pathways Plan (IPP). As per the IPP, in addition to goal setting, students will also “document their learning in education and career/life planning in a web-based IPP”. At Albert College we have chosen to use the software myBlueprint as a tool to support students with their IPP. At Albert College we refer to this process as the Annual Education Plan (AEP).

The content of each students’ IPP is very different depending on their interests, passions, ambitions and academic history, however, there is a certain set of criteria that each student must complete for each grade. This criteria is outlined on the back of this paper, and is tracked in myBlueprint.

#### EXAMPLES OF Effective Goals:

##### ACADEMIC

I will achieve an overall average of 75% in all of my courses by June.  
I will be on the Outstanding Learning Skills list at least three times this year.  
I will achieve 70% in English and Mathematics.

##### EXTRA-CURRICULAR (Arts and Adventure Goals)

I will earn excellent learning skills grades during arts period.  
I will practise my flute five times per week for a minimum of 30 minutes.  
I will complete my bronze level for the Duke of Edinburgh program.

##### PHYSICAL (Athletic Goals)

I will improve my basketball skills by executing drills for one hour per week.  
I will exercise four times per week for 30 minutes.  
I will participate in every house league event this year.

##### COMMUNITY (Active Citizenship Goals)

I will complete 20 hours of active citizenship this year.  
I will participate in Big Brothers Big Sisters.  
I will achieve an Active Citizenship 'A' pin.

##### LEARNING SKILLS

I will be on the Outstanding Learning Skills list consistently.  
I will only receive E and G level learning skills.  
I will participate more in class.

##### PERSONAL (Leadership Goals)

I will apply to be a flat senior in residence second term.  
I will apply to be on the social committee this year.  
I will act as a peer tutor.

#### HOW TO Set Effective Goals:

### Add New Goal

[New Goal](#) [Need Ideas?](#)

What's your goal?

What's your goal type?

Education

Family

Extra-Curricular

Community

Personal

Physical

Financial

Other

Career

Academic

Learning Skills

Competencies

What's your timeframe? ⓘ

Short Term

Medium Term

Long Term

Add a task?

+ Add your first task?

#### HELPFUL EXPLANATIONS:

##### What's your goal?

This is where students record their SMART goal.

##### What's your goal type?

Must have at least 1 goal for 3 or more of the highlighted types.

##### What's your timeframe?

SHORT TERM (completed by Fall Report)

MEDIUM TERM (completed by Winter Report)

LONG TERM (completed by Final Report) \*at least 1

##### Add a task?

These are the steps that students can regularly complete to achieve their goals. Students should aim for 1-3 tasks for each goal.

##### Examples of tasks:

Bring all of my materials to class.  
Not use my cell phone in class.  
Stay on track during Study Hall.  
Ask for help when I am unsure of something.  
Try out for the soccer team.

www. **myBlueprint** .ca

# myBlueprint and the Individual Pathways Plan (IPP)



## Completing IPP Tasks:

- These tasks are designed to help students plan their high school education, post-secondary education and career.
- There are different tasks for each grade
- It is expected that students complete all of their IPP tasks each year.
- Advisors will review the IPP with their advisees twice throughout the year.

## Complete your IPP Tasks

100%

## IPP Tasks (by grade):

Grade	Assessments	Goals	Work > Resumes & Cover Letters	High School	Post-Secondary	Work> Occupations	Money	Portfolios
7	Complete Learning Styles Survey	Add 6* Goals	Add 2 Interests			Favourite 1 Occupation		Add 1 Box and Write a Reflection
8	Complete Personality Survey	Add 6* Goals	Add 5 Skills & Abilities	Plan Courses for Grade 9		Favourite 1 Occupation		Add 1 Box and Write a Reflection
9	Complete Interests Survey	Add 6* Goals	Add 2 Extra-Curricular Activities	Plan Courses for Grade 10	Favourite 1 Opportunity	Favourite 1 Occupation		Add 1 Box and Write a Reflection
10	Complete Knowledge Survey	Add 6* Goals	Add an Objective	Plan Courses for Grade 11	Favourite 1 Opportunity	Favourite 1 Occupation	Create a Budget	Add 1 Box and Write a Reflection
11	Complete Motivations Survey	Add 6* Goals	Add 2 Work or Volunteer Experiences	Plan Courses to Graduation	Favourite 1 Opportunity	Favourite 1 Occupation		Add 1 Box and Write a Reflection
12	Complete 1 Compatibility Survey	Add 6* Goals	Add 2 Achievements	Ensure Your Plan Fulfills all Requirements	Favourite 1 Opportunity		Create/Review a Budget	Add 1 Box and Write a Reflection

\* the IPP only requires students to complete 2 goals each year, however, it is an Albert College requirement that students complete 3 goals each term (6 in total)

## POST-SECONDARY PLANNING:

At Albert College we encourage students to explore all of the tools in myBlueprint, not just those required for the IPP each year.

One of the many features of myBlueprint is the 'POST-SECONDARY' section, where students can search for University and College programs in Canada and the USA. Here, students are provided with important information such as: entry requirements, program details, tuition costs, and possible career choices. They can also link their search to their proposed high school timetable plan, to see the path their current timetable is on. Alternatively, students can do a reverse search, and search by 'Career' and track the post-secondary program(s) they need to take, and the high school courses that are required.

Another one of the features of myBlueprint is the 'WHO AM I' section where students can take surveys to learn more about themselves and their interests. While only 1 survey is required each year for the IPP, students are encouraged to take each survey multiple times throughout their high school career to keep up with their ever evolving interests.

www: **myBlueprint**.ca

## LEARNING SKILLS AND MARK SUMMARY

[illegible]



## **BULLYING PREVENTION AND INTERVENTION POLICY**

### **OBJECTIVE**

To promote the mission of Albert College (the “School”) and to provide a framework to support and maintain a positive school climate.

The School believes that all students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

The School also believes that a healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success.

The School understands that students cannot be expected to reach their full potential in an environment where they feel insecure or intimidated.

The School recognizes that a whole-school approach is required, and that everyone – educators, school staff, parents, students and the wider community – has a role to play in creating a positive school climate and preventing inappropriate behaviour such as bullying, sexual assault, gender-based violence and incidents.

The School acknowledges that an open and ongoing dialogue among the Head of School, school staff, parents and students is an important component of creating a positive school climate in which everyone feels safe and respected.

Bullying and hazing are not acceptable and will not be tolerated at the School. This Policy applies to all members of the School community, including students, staff, coaches, and anyone who performs duties, either on a paid or volunteer basis, or on a full-time or part-time basis for the School.

This Policy must be read in conjunction with all other applicable School policies and procedures, including the Code of Conduct and Progressive Discipline Policy.

### **DEFINITIONS OF BULLYING AND HAZING**

Bullying can happen in many different ways. A person who bullies harms someone else repeatedly and unfairly and has some advantage over the person who is being bullied. For example, the person who bullies may be older, bigger, smarter, or stronger. Sometimes a group of children or youth will bully another person.

Hazing is a type of bullying that involves humiliating and sometimes dangerous initiation rituals. Hazing is most often done by a group as a rite of admission into a group, club, or team; however, it can also be done by individuals. Hazing can be extreme, but it can also be more subtle. All kinds of hazing are unacceptable at the School.

In the *Education Act*, *bullying* means aggressive and typically repeated behaviour by a student where,

- (a) the behaviour is intended by the student to have the effect of, or the student 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 student 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.

This behaviour includes the use of any physical, verbal, electronic, written or other means. It includes cyberbullying, defined below.

*Cyberbullying* means bullying by electronic means, including,

- (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; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

As examples, and without limiting the generality of the above definitions, bullying and hazing can involve any of the following forms:

- **Physical bullying:**
  - when someone hits, shoves, kicks, spits at, or beats up on others;
- **Verbal bullying:**
  - name-calling, mocking, hurtful teasing;
  - humiliating or threatening someone;
  - making people do things they don't want to;
- **Social bullying:**
  - excluding others from the group;
  - gossiping or spreading rumours about others;

- setting others up to look foolish;
- making sure others don't associate with a person;
- **Electronic bullying:**
  - using a computer or phone text messages, or pictures to:
    - threaten or hurt someone's feelings,
    - single out, embarrass, or make someone look bad,
    - spread rumours or reveal secrets about someone;
- Other examples of electronic or cyberbullying include:
  - sending mean texts or instant messages to someone;
  - hacking into someone's social networking or gaming profile;
  - being rude or mean to someone, harassing or threatening someone, sending mean messages, or spreading secrets, gossip, or rumours about people online (including through instant messages, texts, emails, and social media);
  - pretending to be someone else to spread hurtful messages online;
  - creating fake social media accounts, or creating blogs or websites, that ridicule someone;
  - taking someone's password and impersonating them online, or breaking into an email account and sending hurtful materials to others under an assumed identity;
  - posting private or embarrassing photos online or sending them to others;
  - engaging someone in instant messaging and tricking them into revealing personal information or images, and then forwarding it to others;
- **Racial or Religious bullying:**
  - treating people badly because of their racial, ethnic or religious background;
  - saying negative things about a cultural or religious background;
  - calling someone racist names;
  - telling racist or inappropriate religious jokes;
- **Sexual bullying:**

- unwanted and unwelcome behaviour about sex or gender that interferes with someone's life and makes them feel uncomfortable;
- touching, pinching or grabbing someone in a sexual way;
- making crude comments about someone's sexual behaviour;
- spreading a sexual rumour about someone;
- calling someone “gay”, a “fag”, or something similar;
- **Disability bullying:**
  - leaving someone out or treating them badly because of a disability (e.g., learning, physical, speech);
  - making someone feel uncomfortable because of a disability;
  - making comments or jokes to hurt someone with a disability.

Examples of hazing include:

- Subtle hazing:
  - excluding or ignoring someone;
  - calling someone demeaning names;
  - requiring someone to carry certain things around with them at all times, memorize certain things, or do things exclusively for one's entertainment;
  - withholding certain information from someone, or deception as to that information;
  - engaging in contests (athletic or otherwise) between groups of students (e.g. new students or team members vs. existing students or team members), which are purposefully unfair and do not promote friendly competition;
- Harassment hazing:
  - preventing someone from attending class, or engaging them with lengthy work sessions that do not allow adequate time for academic work and studies;
  - requiring someone to perform ridiculous work assignments or personal service acts such as carrying books, running errands, performing maid duties, late night food runs, etc.;
  - subjecting someone to deliberately uncomfortable conditions (such as a hot or small room; extremely loud or repeated music; wearing unusual, embarrassing, or

- uncomfortable clothing or costumes; requiring roundabout entrance to buildings; imposing silence periods; preventing or impeding personal hygiene practices);
  - conducting any type of activity to falsely create respect and trust through trickery;
  - verbal abuse (yelling, taunting, getting “in their face,” etc.);
  - nudity at any time, causing indecent exposure or embarrassment;
- Violent hazing:
  - forced consumption or ingestion of any substance (including alcohol, food, or other substances), or preventing eating, drinking water, or sleeping;
  - sexual violation or unwarranted touching of the body;
  - physical assault, including pushing, shoving, tackling, paddling, beating, striking, hitting, burning, branding, tattooing, and marking;
  - throwing anything at or onto someone;
  - physical or mental shocks, regardless of degree or nature, and any form of forced physical activities and exercise, whether extreme or not;
  - forcing someone to participate in any activity or become involved in any situation that is in violation of law; contrary to the person’s genuine moral or religious beliefs; or contrary to School rules.

*Bullying prevention* refers to a whole-school approach that heightens expectations for a safe, caring and inclusive school climate. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

*Bullying intervention* is a comprehensive and effective response to the bullying incident that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, intervention for the student who was bullying, and strategies for responding to students who were directly observing the bullying incident.

*Harm* includes harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

A *positive school climate* is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm.<sup>1</sup> A positive school climate

---

<sup>1</sup> *Safe Schools Policy and Practice: An Agenda for Action*, Report of the Safe Schools Action Team (Toronto: June 2006), p. 8.

exists when all members of the school community feel safe, comfortable, and accepted and actively promote positive behaviours and interactions.

## **POLICY COMPONENTS**

The School recognizes that bullying:

- adversely affects students' ability to learn;
- adversely affects the school climate, including healthy relationships;
- adversely affects a school's ability to educate its students;
- will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on the school climate.

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, websites, social networking, or other technology).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

Students may attain or maintain power over others in the School through real or perceived differences. Some areas of difference include, but are not limited to, size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender and race.

## **PREVENTION, INTERVENTION AND SUPPORT STRATEGIES**

### ***Prevention and Awareness Raising***

All employees of the School must take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.

School employees who work directly with students – including administrators, teachers, and non-teaching staff (including bus drivers, educational assistants, staff in food services, health centre, and at the residences) – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour, including

bullying, at any time, at the School and at any school-related event if, in the employee's opinion, it is safe to respond to the behaviour.

Bullying in any form will not be tolerated at the School. Reports of circumstances or actions that represent bullying or may constitute bullying will be addressed in any age-appropriate manner in accordance with the circumstances of each individual case. **All students and other members of the School community are encouraged to report any incidences of bullying, physical aggression, intimidation, or threats, including suspected incidents and related conduct, to a staff member immediately.** The staff member will be responsible to ensure that the School's procedures are followed.

The School will put in place procedures:

- to allow students to report bullying incidents in a safe and welcoming environment, and in a way that will minimize the possibility of reprisal;
- that encourage parents and other persons, including teachers, coaches and other staff, to report incidents of bullying, and will facilitate such reporting;
- to address when and how to report to police, and how to work with police on an ongoing basis to promote the safety and security of students while not prejudicing ongoing criminal proceedings.

The School will provide programs, intervention and other resources and supports (including professional assistance) for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying.

The School's bullying prevention and intervention strategy will include ongoing effective, interactive education for all students, on at least an annual basis, respecting bullying, hazing and analogous conduct, and on strategies to prevent or address such conduct. It will also include special, but not exclusive attention, to sports activities, including specific strategies to reduce the likelihood of bullying, hazing and other undesirable initiation rites within a sports-related environment.

### ***Teaching and Training Strategies***

The School will develop teaching strategies that support school-wide bullying prevention policies. These strategies will focus on developing healthy relationships by including bullying prevention and highlighting equity and inclusive education principles in daily classroom teaching and school activities.

Students will have opportunities to participate in equity and inclusive education, bullying prevention and leadership initiatives within the School.

The School will put in place training strategies on bullying prevention and intervention for all administrators, teachers and non-teaching staff, including training on cultural sensitivity, respect for diversity and special education needs.

The School may also make training available to other adults who have significant contact with students (e.g., school bus operators/drivers, volunteers), and will recognize the ongoing need to support training for new teachers.

The School's strategies on bullying prevention and intervention will be comprehensive and will include ongoing, effective training for teachers, coaches and other staff who regularly interact with students on how to identify and address bullying, including effective strategies for vulnerable students.

### ***Communication Strategies***

The School will actively communicate its policies and procedures on bullying prevention and intervention, as well as the definition of bullying, to students, parents, teachers and other School staff, volunteers and school bus operators/drivers.

Upon request, the School will provide a list of out outside agencies/supports to parents seeking assistance where their children have been bullied, witnessed bullying, have engaged in bullying, and to parents who are concerned about bullying.

### ***Progressive Discipline***

The School will put in place a comprehensive intervention strategy to address incidents of bullying, including appropriate and timely responses. Intervention and support should be consistent with a progressive discipline approach. The strategies could range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies. Ongoing intervention and support may be necessary to sustain and promote positive student behaviour. For a student with special education needs, interventions, supports, and consequences will be consistent with the student's strengths, needs, goals, and expectations.

### ***Monitoring and Review***

The School will establish a monitoring and review process to determine the effectiveness of its bullying prevention and intervention policies and procedures, through indicators established in consultation with teachers, non-teaching staff, students, and parents (including anonymous surveys conducted at least every other year, and the collection and use of data on bullying in ways that protect confidentiality of affected persons). This Policy will be reviewed and revised periodically and as necessary pursuant to that process.

The School will also develop a plan for the sustainability of its bullying prevention and intervention strategy and related programming and resources over time.

## **SPECIFIC DIRECTIONS**

The Head of School is authorized to issue operational procedures to implement this policy.