



**SCHOOL POLICY DOCUMENT
2023-2024**

**Arnprior District High School
59 Ottawa Street
Arnprior, Ontario
K7S 1X2**

Telephone: (613) 623-3183

**Attendance: (613) 623-3183 Ext. #1 or Ext. #226
adhattendance@rcdsb.on.ca**

Fax: (613) 623-6973

Principal: Bryan Baird
Vice-Principal: Cheryl Welbanks / Samantha Noack

Bus Cancellations: www.onthebus.ca

Website: adh.rcdsb.on.ca
Facebook: Arnprior DHS
X: @ArnpriorDHS

**Welcome to ADHS, the Rapids Family.
Please read and familiarize yourself with our policies and procedures.
When we work together, everyone succeeds.**

STUDENT SUPPORT PROGRAMS

You are not alone! There are people you can talk to, who are there to listen and support you.

School Support Counsellor :

A School Support Counsellor is available to meet with students who have been referred by counselling, special education or administration.

Sarah Van Lindenberg vanlindenbergs@rcdsb.on.ca

Student Services:

The Student Services Centre is a resource open to all students currently enrolled at ADHS. The centre has information on colleges, universities, private vocational schools, apprenticeships and other forms of post-secondary training. Career information is also available.

| | |
|--|--|
| Jane Grant (Student Services) | grantj@rcdsb.on.ca |
| Graeme Wyatt (Student Services) | wyattg@rcdsb.on.ca |
| Kristina Gray-Paiement (Student Success) | paiementk@rcdsb.on.ca |
| Sarah Delahunt (Resource) | delahunts@rcdsb.on.ca |

Outside Resources:

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|---|----------------|
| Mental Health Service of Renfrew County (16+) | 1-800-991-7711 |
| Mental Health Crisis Line (24/7) | 1-866-996-0991 |
| PLEO (Parent's Lifeline of Eastern Ontario) | 1-855-775-7005 |
| Phoenix Centre (under 16) | 1-800-465-1870 |
| All Ages Crisis Line | 1-877-377-7775 |
| Robbie Dean Family Counselling Centre | 613-629-4243 |
| Family & Children Services | 1-800-267-5878 |
| Kids Help Phone | 1-800-668-6868 |
| RVH Regional Assault Care Program | 1-800-363-7222 |
| Addictions Treatment Services | 1-800-265-0197 |
| Bernadette McCann House (Women's Shelter) | 1-800-267-4930 |
| O.P.P. | 613-623-3131 |
| Emergency | 911 |
| Arnprior District Memorial Hospital | 613-623-3166 |
| ontrac Employment Resource Services | 613-623-4680 |

ADHS is a safe and respectful learning environment where success is attainable by every student. We are committed to teaching practices that are inclusive and equitable for all members of our Rapids community.

PRINCIPAL'S GREETING

We strive each day to provide an inclusive, welcoming and engaging learning environment for all people in our Rapids community. Our role is to support each child in their learning so that they can achieve their full potential and reach all of their goals. We work to support a global perspective that focuses on critical thinking, creativity and empowerment. Our community learns together. Thank you for your continued support of our school and I look forward to working with all of you.

Bryan Baird

ADHS STUDENT LEADERSHIP

SAA Leadership positions will be announced when available.

| DATES TO REMEMBER 2023-2024 School Year | |
|--|---------------------------|
| SEMESTER I | |
| Friday, September 1, 2023 | PA Day |
| Monday, September 4, 2023 | Labour Day |
| Tuesday, September 5, 2023 | Semester I Classes Begin |
| Friday, October 6, 2023 | PA Day |
| Monday, October 9, 2023 | Thanksgiving |
| Friday, November 17, 2023 | PA Day |
| Friday, December 22, 2023 | Board Holiday |
| December 25 – January 5, 2024 | Winter Break |
| SEMESTER II | |
| Friday, February 2, 2024 | PA Day |
| Monday, February 5, 2024 | Semester II Classes Begin |
| Monday, February 19, 2024 | Family Day |
| March 11 – 15, 2024 | March Break |
| Friday, March 29, 2024 | Good Friday |
| Monday, April 1, 2024 | Easter Monday |
| Friday, April 26, 2024 | PA Day |
| Monday, May 20, 2024 | Victoria Day |
| Friday, June 7, 2024 | PA Day |
| Thursday, June 27, 2024 | Last Day of Classes |

STUDENT EMAIL ACCOUNTS

The District issues each student an RCDSB Student email. Students are advised to check their notices frequently. Messages are forwarded with information regarding teacher classroom assignments, extra-curricular team notices, transportation, special bell schedules, and Student Service appointments.

ASSESSMENT & EVALUATION POLICIES- From AP 360 and Growing Success

All educators share a collective responsibility and accountability for student achievement and, in their respective roles, exercise their professional judgement as defined in Growing Success. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Assessment and evaluation practices are integral to the planning and delivery of curriculum and alternative programming. They will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning. To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers will use practices and procedures that:

- are fair, transparent, and equitable for all students
- support all students
- build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and co-constructing success criteria relating to the curriculum expectations. Special consideration shall be given to the interests, learning styles, preferences, needs, and experiences of all students. For a student who requires accommodated, modified or alternative expectations, assessment and evaluation of their achievement will be based on the expectations outlined in the student's Individual Education Plan (IEP)
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning
- provide ongoing descriptive feedback based on student actions that is clear, specific, meaningful, and timely to support improved learning and achievement
- develop students' self-assessment skills to enable them to assess and monitor their own learning within the context of Ontario curriculum and/or Individual Education Plan (IEP), and set specific goals, and plan next steps for their learning
- are based on professional judgement, which is judgement that is informed by professional knowledge of the curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with on-going reflection and self-correction.

*AP 360 is the District's policy on Assessment and Evaluation.

Reporting:

- Provincial report cards will be issued twice a semester. Reports will include an indication of a student's development of the Learning Skills and Work Habits as well as the student's achievement of the curriculum expectations.
- Students in Grades 9 – 12 can expect their achievement to be reported as a pegged percentage mark at midterm and a percentage mark on the final report card.
- Students in Grades 9 and 10, who have not been able to demonstrate their competency in a specific subject area, due to such instances as prolonged absence or illness will receive a mark of "I". This indicates that there is insufficient evidence to provide a mark at that time. According to Ministry Policy, a mark of "I" is not permitted in Grades 11 and 12.
- Students, who receive a mark below 50% on their final report card, may be eligible for Credit Recovery. This will be determined through the Student Success Team at the school, in consultation with the subject teacher.

Late or Missing Assignments:

The timely submission of assessment tasks is a Work Habit. As educators, our role is to support the development of learning skills and work habits. Teachers will use a variety of strategies to ensure that work is submitted on time. However, if work is late a teacher will require a student to complete the task and will notify parents to discuss next steps. In addition, the Student Success Team will be involved in providing support to both the student and teacher in the completion of this work. Any issues with non-compliance, regarding the submission of work will be referred to the Principal of the school.

CODE OF CONDUCT

All students, staff members, parents and school councils in Renfrew County District School Board are engaged in character development to promote safe, caring and respectful learning environments. All schools are implementing character development by modeling and naming attitudes and behaviours that are expected in a civil society. These include respect, responsibility, perseverance, initiative, caring, honesty, courage and optimism.

The promotion of strategies and initiatives such as Student Success and Character Development, and the employment of prevention and intervention strategies to address inappropriate behaviour, foster a positive school climate in which students can learn and teachers can teach.

When inappropriate behaviour occurs, schools will use a range of interventions, supports, and consequences that are developmentally appropriate, that include opportunities for students to learn from mistakes, and that focus on improving behaviour. In some situations, short-term suspension may be a useful tool. In the case of a serious incident, responses which are further along the continuum of progressive discipline, such as long-term suspension or expulsion, may be required.

Standards of Behaviour:

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity (e.g. avoidance of plagiarism);
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, especially when there is a disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, abilities or physical characteristics;
- respect the rights of others;
- employ non-violent means to resolve conflicts;
- show proper care and regard for school property and the property of others;
- adhere to administrative procedures with regard to the use of technology;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- attend to responsibilities in a punctual manner.

Safety:

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;
- smoke on school premises, on school buses or in taxis, or on school outings, trips or excursions;

- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

STUDENT CONDUCT

It is the intention of the School Board's Code of Conduct to treat students with respect and dignity. In order to ensure a safe and positive learning environment students must:

- exercise self-discipline, follow the established rules, and accept responsibility for their actions based on age and individual ability;
- come to school prepared, on time, and ready to learn;
- show respect for themselves, for others, and for those in authority;
- refrain from bringing anything to school that may compromise the safety of others.

Under the *Education Act*, principals are required to maintain proper order and discipline in schools, and students are responsible to the principal for their conduct. A vital goal of the school system is the development of self-disciplined, responsible citizens.

Students of the Renfrew County District School Board are expected to demonstrate a commitment to the core values reflected in the Code of Conduct, and character traits such as:

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|-----------------------|-------------------|
| Caring | Initiative |
| Respect | Integrity |
| Responsibility | Courage |
| Empathy | Optimism |

In acting according to these character traits, students will bring credit to themselves, their families and their school. Each student is expected to:

- attend classes punctually and regularly;
- be neat and clean in person and habits;
- be diligent in studies;
- be kind and courteous to fellow students;
- use proper, acceptable language at all times;
- be cooperative and respectful to all staff members;
- have respect for personal and public property;
- exhibit honesty and responsibility in personal obligations;
- be responsible for personal conduct on school premises, on school buses and during all extra-curricular functions;
- refrain from smoking and the use of tobacco and smoking related products, drugs, intoxicating inhalants, alcohol and near-beer or wine anywhere on the property of the Board, on school buses or in taxis, including on school trips or excursions and at school-related functions.

STUDENT DISCIPLINE

It is important that all students and staff members have a safe, caring and respectful learning and working environment that promotes student achievement.

When a principal has reasonable grounds to believe that a student has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has a negative impact on the school climate, the principal shall suspend the student.

SUSPENSION INFRACTIONS

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol or restricted drugs;
- being under the influence of alcohol or drugs;
- swearing at a teacher or at another person in a position of authority;

- committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
- bullying;
- any act considered by the principal to be injurious to the moral tone of the school;
- any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community;
- any act considered by the principal to be contrary to the Board or School Code of Conduct.

EXPULSION INFRACTIONS

The principal shall suspend a student pending an investigation (for or against expulsion) if they believe that the student has engaged in any of the following activities:

- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons or restricted drugs;
- committing robbery;
- giving alcohol or drugs to a minor;
- an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- a pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;
- activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other persons in the school or district;
- activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- a pattern of behaviour that demonstrates that the student has not prospered by the instruction available to them and that the student is persistently resistant to making changes in behaviour which would enable them to prosper; or
- any act considered by the principal to be a serious violation of the district or school Code of Conduct.

BULLYING/HARASSMENT PREVENTION AND INTERVENTION

Bullying adversely affects healthy relationships, the school climate, and a school's ability to educate its students. It impacts negatively on students' ability to learn. Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances where engaging in bullying will have a negative impact on the life of the school. Anti-bullying and awareness workshops for students and staff will take place throughout the school year. These will be put on by the ADHS SAFE@SCHOOL Committee.

DEFINITIONS

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

Harassment: Harassment is words, conduct or action that is directed at an individual and serves no legitimate purpose and which annoys, alarms or causes that individual emotional distress. Harassment occurs when an individual is repeatedly singled out for serious mistreatment, which may include threats, bullying, verbal assault, taunting, ostracizing or violent gestures and actions.

Both bullying and harassment are related to real or perceived power over others. Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of the peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender and race.

Bullying and harassment are dynamics of unhealthy interaction that can take many forms. Bullying or harassment can be physical (e.g. hitting, pushing, tripping); verbal (e.g. name calling, mocking, or making sexist, racist, or homophobic comments); or social (e.g. cyber bullying – spreading rumours, images, or hurtful comments through the use of email, cell phones, text messaging, Internet websites, or other technology).

Bullying and harassment are serious offences for which a student may be suspended.

ACADEMIC HONESTY POLICY

Under the School Board's Code of Conduct students are expected to "demonstrate honesty and integrity."

Consequently, students are expected to approach any opportunity to demonstrate knowledge or skill – be it an examination, an essay or the development of a portfolio of work – with integrity. Whether intentional or in ignorance of accepted practices, academic dishonesty cannot be tolerated in a place of learning. To this end teachers will communicate to students this policy dealing with academic honesty and their expectations relating to the completion of student assignments and/or other pieces of evaluation.

Academic dishonesty includes plagiarism, cheating on examinations or on individual projects/assignments. It also includes fraud, theft or use of other people's work for the purposes of earning a grade, recognition or credit.

Examples of plagiarism include but are not limited to:

- The use of direct quotations or of material paraphrased from other sources (including the internet) without proper acknowledgement. Students must, therefore, make themselves familiar with an acceptable approach both to citing sources and to listing references. The two most commonly used referencing formats (MLA and APA) are described, and examples are given, in the Library section of our school website. The required approaches should be clarified with the teacher of the course. An invaluable tool is the Research Guide available from the Library.
- The submission of homework, essays or other assignments for credit which have been written, in part or in whole, by someone else.

Examples of cheating include but are not limited to:

- Giving or receiving information or assistance during a test, quiz or examination without permission of the teacher.
- The buying, selling or exchanging of essays, tests, examinations or other assignments for the purpose of earning academic credit.

Process for Dealing with Issues of Academic Dishonesty:

Teacher will indicate to the student(s) the focus of concern relating to plagiarism or cheating and consequences for doing so, a course of action will be determined and parents/guardians will be contacted regarding this concern. The Student Success Committee will be informed and a report will go on file in the Vice-Principal's office.

ATTENDANCE POLICY

Attending class regularly and engaging in the learning that is occurring is an essential aspect to learning, growing and achieving success. Students should be in class, on time each day unless ill or have a scheduled appointment during the school day.

Attendance is taken four times each day at ADHS. Each period of attendance is recorded in the main office and is recorded on the student records and student report cards. Teachers also keep records of student attendance.

If your child will be away, please call the school to let them know the reason for the absence. Your support by calling in prior to an absence or the morning of the absence allows for accurate records to be kept.

The automated telephone service is available 24 hours a day at 623-3183, Extension #1 or Extension #226 or adhattendance@rcdsb.on.ca.

Any absences not reported in advance must be reported to the main office by 2:00 p.m. the day of the absence. Please be aware that the phone call facilitates the sharing of attendance information with the classroom teachers and allows your child to return to classes without reporting to the office.

For safety reasons no student is to leave school property, when classes are scheduled, without signing out at the main office. Students who become ill during the day are to report to the main office even if their absence from a classroom may be for a single period. The office receptionist will contact a parent if the student is ill and needs to go home.

STUDENTS IN GOOD STANDING POLICY

- All students at ADHS are considered “*in good standing*” at the beginning of every school year.
- Students are required to be “*in good standing*” for all extracurricular activities such as clubs, school dances, sports teams, bands & musicals, student council/athletic council/WAVE CREW and associated events, etc.
- This policy does not apply to curricular activities such as field trips or school wide activities and initiatives.
- A student may have their “*good standing*” status reviewed if any of the following situations arise:
 - Attendance concerns, including game day attendance (students must have appropriate documentation for game day absences in order to be eligible to play)
 - A pattern of inappropriate behaviour within the school or classroom
 - Incomplete assignments or disregard for submission deadlines
 - Maintaining a failing grade in a course due to the above listed situations or through overall lack of effort.

The process to remove a student from good standing will include interventions, communication, official review and finally removal of good standing. ***Student in Good Standing* is a school wide initiative and is not club or team specific. Once the status has been removed the student must use the resources offered at ADHS to take care of their “student responsibilities” before being eligible to participate again.**

COMPUTERS: NETWORK, INTERNET AND ELECTRONIC DEVICES

The RCDSB Administrative Procedure 141 addresses the implications of the use of technology in terms of safety, privacy and intrusion into district schools. The procedure states clear expectations for all users who access the Board network, or who use Board or Personal-owned devices while on Board property. The full Procedure is published at the RCDSB website: www.rcdsb.on.ca (and click on "Our District" then the "Administrative Procedures and Forms" link).

- Users are required to promote responsible use of board resources and to refrain from unauthorized access or abuse. Users are expected to make every attempt to avoid inappropriate materials. They are required to use computers and electronic devices as educational, business and communications tools and to avoid any use which has a negative impact on safe, caring and orderly schools/administrative buildings.
- Users in the RCDSB may have access to the Internet, an unregulated world-wide network of computers, to the RCDSB's network and in-school wired and wireless networks. The RCDSB network is maintained by network systems administrators who may from time to time intercept electronic communication. There can be no assumption of privacy when using the network.
- Personal technological devices may be used during instructional time for educational purposes.
- Personal technological devices may be used outside of instructional class time, so long as the use of these devices does not distract from instructional class time, extracurricular activities, co-curricular activities and the use of the device does not violate any other school or RCDSB policy or negatively impact the network.

The school and or RCDSB are not responsible for personal technological devices in the event of loss, damage or theft.

Technological devices (for example but not limited to: smart phones, iPods, smart watches, etc.) may not be carried or be in the possession of students during examinations and/or other major assessments unless the Principal has given permission for students to do so.

If a student violates this administrative procedure, their personal technological device may be confiscated and returned to the parent or guardian, or to an adult student or 16/17 years old withdrawn from parental control, after the instructional day, or as appropriate to the circumstances.

LATES TO CLASS

It is the duty of each student to report to class on time. The second bell will clearly indicate when a student is late. On the third late, the subject teacher involved will inform the parent or guardian. Continued problems with lateness may be referred to the Vice-Principal for consultation.

EXCLUSIONS

When referred to the office by a teacher, the student will report immediately to the Main Office. The student will fill in an exclusion form, and proceed to the area outside the Vice-Principal's office where they will work quietly for the remainder of the period and/or be counselled by the school's administration. Continued exclusions may result in the student being sent home for the day or suspended.

SMOKING POLICY

Provincial Legislation, as well as, Renfrew County District School Board Policy, has banned the use of tobacco and smoking related products on school property, and in its buildings. Students, who use tobacco or smoking related products and vaping on school property or during school activities, may be suspended.

VIDEO SURVEILLANCE

Video surveillance equipment is used at ADHS for the purposes of:

- Enhancing the safety of students and staff;
- Protecting school property against theft or vandalism;
- Aiding in the identification of intruders and of persons breaking the law.

LOCKS & LOCKERS

A pre-locked locker (equipped with a Dudley combination lock) will be assigned to each student during the first week of school. Grade 9 students will receive their locker information on orientation day. Students may not trade or change their assigned locker unless they have received permission from a Vice-Principal. Administration reserves the right to open, inspect and remove the contents of any locker if it is considered to be in the best interest of the school. Locks and lockers are the property of ADHS. In June, all students must clear their lockers. Locks are to remain on locker doors. Our school and the school board assume no responsibility for loss of property placed in school lockers. Any new damage to the locker will be the responsibility of the student.

DISPLAYS OF AFFECTION

As in a place of business, inappropriate kissing and embracing is not acceptable in the school setting. Consistent refusal to comply with teacher and/or administration requests may result in suspension.

SNOWBALL POLICY

To help ensure the safety of our students and staff, we have a zero-tolerance policy with respect to snowballs. Students throwing snowballs may be suspended.

LOST & FOUND

The Lost & Found is located at the front of the school. The Lost & Found is cleaned out regularly.

GARBAGE & FOOD

The ADHS community members are committed to keeping our school clean. Every student is expected to respect this commitment by putting their own garbage and recyclables in an appropriate container.

TEXTBOOKS & LIBRARY BOOKS

Textbooks will be assigned by your teachers at the beginning of each Semester. Students are responsible for school supplied texts and library books. Students will be required to reimburse the school for the replacement cost of texts that are not returned. Report cards, student transcripts, timetables or new textbooks could be withheld until any issues have been resolved.

YEARBOOKS

Students have the option to purchase a school yearbook. Orders are placed at the beginning of the school year and are available for pick up in June. Yearbooks must be picked up by all students on or before the last day of school in June.

DROPPING A SUBJECT

Before students are allowed to drop a subject they must discuss their request with a school counsellor in the Student Services Department. Any timetable change must be approved in writing by the parent/guardian and the school's administration based on input from the subject teacher and/or the school counsellor. **When dropping a subject, students must continue to attend the class until they have submitted all required paperwork.** Students who have not officially changed their timetable through Student Services will receive a final mark. Students in Grades 9, 10 and 11 will not normally be allowed to drop a subject.

Students must have 28 credits to be considered for part-time status (2 subjects or less).

SPARES

Senior students may go to the cafeteria, the library or leave the school. No student is to be in the halls during their spares. In general, grade 12 students are the only ones eligible for a spare. Students falling behind in their studies may be required to utilize their spare to get caught up.

ONTARIO SCHOOL TRANSCRIPT (OST)

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates.

FULL DISCLOSURE

For Grade 11 & 12 students: Five days after mid-semester report cards being issued, all courses, whether successfully completed or not, will be recorded on transcripts.

LIBRARY LEARNING COMMONS

The ADHS Library Learning Commons is an integral part of the school culture as a starting point for inquiry learning and a reflection of the diverse approaches to the learning that happens at ADHS. It is open to students and staff from 7:45 am to 3:15 pm on school days.

ADHS Library Learning Commons accommodates groups and/or individuals simultaneously with a spacious Main Lower Level, an Upper Level Café with a large screen TV, and an adjacent Computer Lab containing 25 desktop computers and a SmartBoard. The Main Library has six tables that seats 36 students, three study carrels, and sofa seating. The Library is available for quiet individual study, whole class research, computer use, presentations, or instructional sessions with classes booked in through classroom teachers. Students can also access a printer within the library.

The library also has electronic devices available for educational use. There are 37 Chromebooks that can be signed out by staff for classes and 60 netbooks available for individual use. Additionally the library has thousands of fiction and nonfiction books for students and staff to enjoy.

Students can access our library holdings and their account activity through the ADHS Library website: <http://adh.rcdsb.on.ca/en/academics/library.asp>. From here, students can also find the RCDSB e-Library where they can access thousands of ebooks and audiobooks using any smartphone, tablet, or computer. For more information about the ADHS Library Learning Commons, follow us on X @ADHSLibrary and receive instant updates on school and library events, contests, new arrivals, fun facts and more!

The ADHS Library Learning Commons - a safe, respectful, and welcoming learning environment.

ASSOCIATIONS, CLUBS, ENSEMBLES, ACTIVITIES & SPORTS

Student Activity Association: Every student is a member of the Student Activity Association and will each student will receive a photo ID student card with a signature line, and a lock for their school locker.

Extra Curricular Activities:

FALL:

Basketball – Girls
Cross Country - Boys & Girls
Football – Boys
Volleyball – Boys

Rugby - Boys & Girls
Tennis – Boys & Girls
Golf – Co-ed

WINTER:

Alpine Skiing – Boys & Girls
Badminton – Boys & Girls
Basketball – Boys

Snowboarding – Boys & Girls
Volleyball - Girls
Hockey – Boys & Girls

SPRING:

Soccer – Boys & Girls
Softball - Co-ed
Rugby – Boys & Girls

Track & Field – Boys & Girls
Tennis – Boys & Girls

Clubs, Ensembles and Activities:

ADHS demonstrates excellence in the areas of the arts and many other diverse clubs and activities. There may be nominal fees for some of the following activities:

Chess Club

GSA

Music Ensembles

- Senior Band
- Junior Band
- Jazz Band
- Red Velvet (September Auditions)

MSA

Performing Arts

- Musical (September Audition – November Performance)

Reach for the Top

Robotics Club

Wave Crew

Young Voyageurs

