

ERNESTOWN SECONDARY SCHOOL

STUDENT AGENDA 2017-2018



Principal: Ms. Anne Otonicar

Vice-Principal: Mr. Bryan Lambert

Student Council Co-Presidents:

Olivia Servage



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ERNESTOWN SCHOOL COUNCIL

The Ernestown School Council is an advisory committee of parents and community representatives who meet throughout the school year to discuss and support school programs. All members of the Ernestown community are invited to become involved in School Council. School Council meetings offer an excellent opportunity to gain insight about ESS and provide input on issues related to our children.

School Schedule

<u>Period</u>	<u>Time</u>
Warning Bell.....	8:10 am
Hrm/Period 1.....	8:14 am - 9:30 a m
Period 2.....	9:40 am - 10:55 am
Period 3.....	11:05 am - 12:20 pm
Lunch	12:20 pm - 1:15 pm
Period 4.....	1:15 pm - 2:30 pm
Week "A" - period order	1, 2, 3, 4
Week "B" - period order	1, 2, 4, 3

SCHOOL PICTURES

School photos will be taken on Tuesday September 12th, 2017. All Ernestown S.S. students (including students taking a focus program at E.S.S.) **MUST** have their pictures taken on that day, even if they are not planning on purchasing a picture package, or a student I.D. card.

STUDENT IDENTIFICATION (I.D.) / ACTIVITY CARDS (\$10.00)

Students attending dances, and/or participating in any extracurricular activities (clubs or teams) at E.S.S. are required to purchase a Student I.D. card. The purchase of these cards supports clubs and events sponsored by the Students' Council and the Athletic Council.

ERNESTOWN EAGLES HAVE CHARACTER!

Self discipline

— staying true to yourself and working to your potential.

Optimism

— keeping a positive attitude in all activities.

Action

— helping others, or doing something positive in your school or community, through positive acts.

Respect

— treating those around you the way you would want to be treated.



ERNESTOWN S.S. STUDENT CODE OF BEHAVIOUR

As a representative of Ernestown Secondary School, you are expected to behave appropriately, and to observe the Student Code of Behaviour at all times while on Limestone District School Board property and while attending any school activity, field trip, sporting or cultural event, and while riding a school bus. Incidents that occur off-site during and beyond the instructional day, and which are injurious to the moral tone of the school and/or the safety of students and/or staff, will result in school consequences and, where applicable, a referral to the police.

Progressive discipline is a whole school approach that utilizes a continuum of interventions, support and consequences that include opportunities for reinforcing positive behaviour while helping students make good choices. The focus is on a corrective and supportive approach using conflict resolution. Mitigating and other factors will be taken into consideration prior to assigning a consequence for inappropriate behaviour.

When inappropriate behaviour occurs, a range of interventions, supports, and consequences that are developmentally appropriate, that include opportunities for students to learn from their mistakes, and to focus on improving behaviour will apply. The frequency, severity and type of behaviour will also be taken into consideration.

The expectations at Ernestown S.S. are that all members of the E.S.S. community will:

- demonstrate honesty and integrity
- respect differences in people, their ideas, and their opinions
- respect the rights of others, and treat others fairly
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- respect all members of the school community, especially persons in positions of authority
- respect the need of others to work in an environment that is conducive to learning and teaching

RESPECT:

RESPECT FOR STUDENTS

All members of the school community have the right to feel safe at school. Bullying, harassment and discrimination means any comments or behaviour which makes another person feel uncomfortable or unsafe. It creates a hostile, intimidating environment and is harmful to all. Students should not engage in any activity that could be interpreted by others as harassment or intimidation. Do not use language, display pictures, or wear clothing or accessories that show words or images that are sexually suggestive, racially explicit, demeaning, degrading, rude, or promote illegal drugs, promoting the use of alcohol, or could be seen as being offensive to others in the school.

IF YOU ARE THE RECIPIENT OF A PHYSICAL THREAT OR PHYSICAL ASSAULT,
DO NOT RESPOND TO VIOLENCE WITH VIOLENCE.
INFORM ANY STAFF MEMBER IMMEDIATELY.

Conduct which can cause harm or discomfort to the mental and physical well-being of others does not make for a secure learning environment. If you harass, bully, or intimidate others, you can expect behaviour to be addressed by a staff member and you will be referred to the school administration. Consequences will result.

RESPECT FOR STAFF

All staff members at Ernestown Secondary School are here to help students be successful and to ensure a safe learning environment for all. Students are expected to treat staff in a courteous and respectful manner. Staff includes teachers, office staff, support staff, caretakers, bus drivers, volunteers, student teachers and anyone else entrusted with helping students reach their full academic and social potential. Students are expected to cooperate with staff when asked to provide their name, to leave an area, or to accompany a staff member to the Main Office. Failure for showing respect which includes harassment, intimidation, inappropriate language or threatening remarks will result in disciplinary action.

RESPECT FOR OUR COMMUNITY

Students are expected to act respectfully to everyone in the community. Students must behave appropriately and not loiter when visiting local businesses. Students must stay off private property.

RESPECT FOR PROPERTY

A pleasant, safe school building makes it possible for a good learning environment. The health and safety of everyone in a school is a shared responsibility. You are expected to treat all school property, including school buses, with care. Vandalism is the willful destruction of property which results in increased costs and loss of resources which would be much better used to support student learning. Willful destruction of school property may result in suspension and possible police action.

TOBACCO PRODUCTS, ALCOHOL, AND ILLEGAL DRUGS

The school recognizes the benefits of a tobacco-free environment to all persons. By law, smoking is not permitted at the school, on Board property, on school buses or while attending any school-related activity. School property includes cars that are on school grounds and all land to the edge of the street. The no smoking rule will be enforced within these areas. Other tobacco products (including electronic cigarettes) may not be used on school property.

Providing tobacco products to anyone under 19 years of age is illegal. If a student is engaged in providing cigarettes to anyone under the age of 19, a parent will be contacted, the student will be suspended, and there may be a fine from the Ministry of Health.

Alcohol and restricted drugs may be addictive and represent a health hazard. No students shall be under the influence of, or in possession of, alcohol or drugs or drug paraphernalia during a school day or during any school sponsored event, regardless of the quantity consumed or possessed. Lighters and drug-related paraphernalia that can be used for substance abuse are not permitted on school property.

Students or parents who wish counseling in this area are encouraged to contact student services. The Lennox and Addington Addiction Services provide confidential addiction counseling two days a week at the school. If a student is found in possession of, or under the influence of, drugs or alcohol or drug paraphernalia, the safe school protocol activates. If a student is believed to be engaged in trafficking at school, a parent/guardian will be contacted, the student will be suspended, the police will be informed and an expulsion will be recommended.

GAMBLING

Any form of gambling or possessing gambling equipment is strictly prohibited.

WEAPONS

Possessing or displaying weapons of any kind, including real, toy or replica, and all other objects that could inflict or threaten bodily harm, including all types of knives, are not permitted at the school, on any Limestone Board property, or at any school-related event or activity at any time. Any weapon found will be confiscated, and potentially involve police contact, forfeiture of the item, and disciplinary consequences.

PERSONAL SAFETY

Students are expected to show concern for the personal safety of themselves and others at all times. Students should report any unusual occurrences or unknown visitors to a teacher or to the office. Students should not engage in horseplay in the school or on school property. This includes play fighting, running in the hall, incidents of harassment or discrimination, or engaging in conduct potentially harmful to themselves or others. Our school must be a safe and comfortable place for all of us.

ELECTRONIC DEVICES

(Includes but not limited to cell phones, CD players, iPods, MP3's, hand-held games)

As the use of a range of communications technologies has expanded, so have the complications related to safety, privacy and intrusion in our schools and communities.

- Electronic devices (iPods, MP3 players, CD players, etc.) are not to be used in classrooms without permission from the classroom teacher. When electronic devices cause a disruption in the classroom, **they may be confiscated by the teacher and given to a vice-principal.** Laser pointers are not permitted at school. Electronic cigarettes, and / or vapour devices are not to be used on school property and/or at school related functions.
- Cell phones and other communication devices are to be powered off when students are in class, and must not be used in any classrooms or in the library unless the student has the permission of the classroom teacher.

Ernestown S.S. will not be held liable or responsible for any lost, stolen, or damaged electronic items. Photos and video are not to be taken of others without their explicit permission.

APPEARANCE AND DRESS

A certain standard of dress and appearance is expected at school. All students are expected to dress in a neat, clean and appropriate manner that reflects personal pride and proper consideration of others. Casual workplace attire is considered an appropriate standard of dress at school. The following is considered inappropriate:

- Clothing, jewelry, or accessories with images or wording that might be interpreted by some as sexually provocative, demeaning, degrading, rude or promote substances which are prohibited at school.
- Clothing that does not extend to the waistband of the pants, or that allows undergarments to be visible.
- Hoodies which are covering your head while in the school

If your clothing is found to be inappropriate, you may be reminded of the expectations by a staff member and referred to a Vice-Principal or the Principal.

LOCKERS AND DESKS

Lockers and desks are the property of LDSB and are on loan to students.

- If you are assigned a locker and/or desk they are school property and should be kept clean and in good condition. The locker and/or desk are being loaned to you, and the school has the right to access all lockers and withdraw locker privileges if necessary.
- Remember that items such as alcohol, drugs, weapons, or substances which threaten health or safety are prohibited on school property including lockers. If there is suspicion that a locker contains any of these items, it will be opened and searched. Consequences will apply if a prohibited substance or weapon is found and police will be contacted.
- It is also important that students occupy the lockers assigned to them, as they will be responsible for items found in those lockers. Only use a locker that has been assigned to you. Locks that have been placed on unassigned lockers will be cut off, and the contents of the locker removed.
- We hope that you will take pride in keeping your locker and/or desk in good condition. When lockers are open, their contents are on display to everyone. Students are not to post pictures or slogans that are inappropriate or of poor taste. You may be asked to remove material and

repeat offences will result in more serious consequences. Graffiti which is written or scratched into lockers or on desks are acts of vandalism and will be treated accordingly.

- The school is not responsible for lost or stolen goods. Do not store valuable items or money in lockers or desks. Please do not leave valuables in the gym changerooms.
- For security reasons, only Dudley combination locks purchased from the school are permitted. You may buy one at the Main Office. Non-approved locks will be removed without notice.

BUS PROCEDURES

A) Regular Busing (BUSES LEAVE AT 2:40 PM SHARP)

Riding on a school bus is a privilege and not a right. Students must exercise extreme caution when entering or exiting a school bus. Students must obey the bus driver at all times. You must remain seated while riding the bus. Disruptive behaviour is unsafe and may result in suspension of bus privileges. Persistent unsafe behaviour will result in permanent suspension of bus privileges. Parents will be notified. If the bus driver gives you a completed Behaviour Report Form you must bring the form to the Vice Principal and return the signed portion of the form to the driver before being allowed to ride the bus again. If a student is suspended from riding the school bus, it is the student's responsibility to find alternate means of transportation.

If you wish to ride on a school bus other than the one to which you are assigned, you must obtain written permission from home and then get a permission slip from the Main Office. Permission slips will be given out during the lunch hour. Students suspended from Ernestown are not permitted to ride on school buses during suspension.

B) Late Busing

Late buses will be offered only to students who are participating in extracurricular events after school. Late buses will be offered when there are a minimum number of students who request them. Students can sign up for late buses in the main office. Late buses will follow two routes and leave the school at 5:30 pm. The "Safe Schools" section of the Education Act and Bill 212 provides a basis for The Limestone District School Board's (LDSB) Policy, Safe Schools: Codes of Student Behaviour and Discipline Policy.

SAFE SCHOOLS: IN DIVERSE AND INCLUSIVE COMMUNITIES

Ensuring the safety of all students and staff is of utmost concern. A positive school climate is necessary to support an inclusive, responsive learning environment for all students and to maximize student success. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. The Whole School Approach including parents, students, staff, and community partners is critical to promote a positive school climate and acceptance for all.

Bullying Awareness, Prevention, and Intervention

Bullying 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.

Staff are teaching students to identify bullying behaviour and giving them tools to respond and to stop it from happening as part of our awareness and prevention strategies.

Bullying is typically a form of repeated, persistent and aggressive behaviour directed at another person that is intended to cause (or should be known to cause) fear, distress and/or harm to that person's body, feelings, self-esteem or reputation. Bullying occurs when there is a real or perceived imbalance of power. Bullying can be physical, verbal, social, or occur through electronic (cyber) communication.

When someone experiences or observes bullying behaviour, he/she is expected to report it to a teacher, teaching assistant or school administrator immediately. Bullying behaviour will be addressed using a progressive discipline approach with a range of interventions and consequences.

Progressive Discipline

The school encourages, supports and recognizes acceptable behaviour in our students through a variety of positive practices. Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies which promote positive behaviours.

We encourage students to take responsibility for their behaviour and to accept the consequences of their actions. A progressive discipline approach will be used to deal with inappropriate behaviour. This may include: oral reminders, review of expectations, contact with parent(s)/guardians(s), written reflection, volunteer services in the school community, conflict mediation and resolution, peer mentoring, and/or referral for support services.

We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behaviour will be considered before progressive discipline is applied. Students who behave inappropriately will receive an age and developmentally appropriate consequence. For a student with special education or disability-related needs, all progressive discipline approaches will be consistent with his or her Individual Education Plan and his or her demonstrated abilities.

Suspension and Expulsion

As part of progressive discipline, the school may also use suspension and/or expulsion for serious incidents as outlined in the Limestone District School Board's Safe Schools Policy.

Before considering whether to impose a suspension or make a recommendation for an expulsion, a principal must consider mitigating and other factors.

A principal or vice principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- swearing (written or verbal) at a teacher or at another person in a position of authority
- bullying
- uttering a threat to inflict serious bodily harm on another person
- committing an act of vandalism that causes extensive damage to school property
- possessing alcohol or restricted drugs
- being under the influence of alcohol or restricted drugs
- committing any act considered by the principal to:
 - < have a negative impact on the moral tone of the school
 - < have a negative impact on the physical or mental well-being of one or more school community members
 - < be contrary to the school or Limestone Board Codes of Conduct.

A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate. For the following incidents the principal will suspend and will also consider recommending to the Board's Discipline Committee that a student be expelled:

- physically assaulting another person causing bodily harm that requires medical treatment
- possessing a weapon or using a weapon to threaten or frighten another person
- trafficking in restricted drugs or weapons
- giving alcohol to a minor
- committing robbery
- committing sexual assault
- bullying, if the student has been previously suspended for engaging in bullying **and** the student's continuing presence in the school creates an unacceptable risk to the safety of another person
- any activity that a principal or vice principal shall consider for suspension that is motivated by bias, prejudice, or hate
- behaviour that:
 - < is significantly detrimental to the school climate and/or to the physical or mental wellbeing of others, whether the incident occurred at school or outside of the school
 - < causes extensive damage to school property
 - < causes his/her continued presence at the school to pose an unacceptable risk to other members of the school community
 - < a pattern of behaviour so inappropriate the student's continued presence is detrimental to the effective learning or working environment of others
 - < demonstrates a persistent resistance to changes in behaviour that would enable him or her to be successful
 - < is a serious violation of the school or the Limestone Board Codes of Conduct.

Safe Schools - Building Positive Places to Grow and Learn Together.

What You Need to Know

As part of the Safe Schools requirements for schools and the amended Threat Assessment Protocols for the Limestone District School Board, this is information in a condensed form to give you an overview of the efforts made to provide the safe and inclusive education opportunities our students deserve. It is important for all students and parents to be aware of these school safety procedures.

All schools have established procedures for Shelter in Place, Hold & Secure, Lockdown, and Evacuation. Staff and students will be trained in how to implement the procedures. As with fire drills, lockdown drills will be held without the prior awareness of students and/or staff.

Threats to School Safety

In order to facilitate common understanding among all community partners, school boards across Ontario, police services, Emergency Medical Services, and fire safety officials are using the following terminology:

- **Shelter in Place** - used for an environmental or weather-related situation where it is necessary to keep all occupants within the school (protecting them from an external situation). Examples: chemical spills, blackouts, explosions or extreme weather.
- **Hold and Secure** - used when it is desirable to secure the school due to an ongoing situation outside but not related to the school Example: Bank robbery occurring near a school but not on property. School functions normally with exterior doors locked until the situation is resolved.

- **Lockdown** - used only when there is a major incident or threat of school violence within the school. Overuse or misuse of this high level might result in not taking the lockdown seriously, so please note that two lockdown drills for each school year will occur.
- **Evacuation** - used in the event that students and staff must leave a school building due to some environmental concern in the school. Example: gas leak in the school or fire.

CHILDREN IN NEED OF PROTECTION

In April 2000, the amended Child and Family Services Act came into effect. This legislation has an impact on everyone in our community. For Children's Aid Societies, the definition of a child in need of protection because of suspected child abuse or neglect has been expanded. For the school system, every person who has reason to believe that a child is or may be abused or neglected must report his/her suspicions immediately to the Children's Aid Society. The Limestone District School Board is fully committed to supporting staff in meeting the legal requirements of the act.

This law means that:

- School staff do not have a choice if they suspect that a student is or may be in need of protection. They **MUST** report their suspicions to the Children's Aid Society.
- When staff report concerns to Children's Aid, they must also share with Children's Aid any information about the concern which might otherwise be confidential.
- It is not the school's responsibility to investigate suspicions, evaluate the situation, or assign blame.

FIRE ALARMS

When the fire alarm sounds, everyone must exit the building. In each room there is a yellow fire exit sign that indicates the primary and alternate exit. Upon exiting the building, students must remain with their teacher so that attendance can be taken. Do not enter the building until directed by a staff member. Vehicles may not enter or leave the property during a fire alarm. Police charges will be laid for anyone tampering with the fire alarm system.

STUDENT RECORDS

Over the course of the school year as part of its mandate to educate its students, the Limestone District School Board under the authority of the Education Act, as amended, will collect personal information about each student from both the student and his/her parent(s)/guardian(s). The information collected may be written, oral or visual. This personal information will be used to register and place the student in a school or for a consistent purpose such as the allocation of staff and resources and to give information to other employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and that may be required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records.

For more information regarding Ontario Student Records (OSR) and mandated components of these records, please go to <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf>. For questions about this collection of information for the OSR, please speak to your school principal.

ACCESSING STUDENT RECORDS

Each student and the parent/guardian(s) of a student who is not an adult (that is, a student who is under the age of eighteen) may request a meeting to review the contents of the Ontario Student Record (OSR). If the student or the parent/guardian(s) of a student who is not an adult (that is, a student who is under the age of eighteen) reviews the OSR and wants something removed, they may formally appeal to the principal.

For more information, please go to <http://www.edu.gov.on.ca/eng/document/curriculum/osr/osr.pdf>

ATTENDANCE PROCEDURES

Regular attendance in classes is critical to the learning process. Students with a high rate of absenteeism are at a disadvantage; their marks are, in general, significantly lower than those of students who attend regularly. Absences and lates will be recorded on the Provincial Report Card. These records may be scrutinized by school officials and prospective employers.

Every effort should be made to schedule medical, dental and business appointments outside of school hours. If you are going to be absent or late arriving, have your parent or guardian contact the attendance office at 386-5031 (24 hour automated attendance line) or call the school during business hours at 386-3054 to provide a reason. If you are over 18, contact the school yourself, prior to 8:15 a.m. This will minimize confusion and ensure a smooth return to school for their child. If a class is missed for any reason, it is the student's responsibility to catch up on missed work.

ATTENDANCE

Your attendance will be taken each period and reported to the office. As with all classes, it is important that you are on time. If you arrive late any time after 8:20 am you need to sign in at the Attendance Office before going to your scheduled class. You will then need to report directly to class and fill out a late log. Detentions are assigned for late arrivals and unexplained absences.

ABSENCE

If you are absent, have your parent call the school prior to 8:14 a.m. This enables the Attendance secretary to record your reason on the daily attendance printout so that your teachers know you are not a truant student. When ill, call each morning that you will be absent. A phone call may be made home if a student is absent and the school has not been informed of the reason by a parent or guardian. If for some reason your parent is unable to contact the school on the day of your absence, bring a note of explanation to the Attendance Office **ON YOUR FIRST DAY BACK** WHICH IS DATED AND SIGNED BY YOUR PARENT AND/OR GUARDIAN.

SIGN OUT

When you leave the school during the school day, **you must sign out at the Attendance Office**. If you are under 18, the Attendance secretary will contact your parent/guardian to get their permission for you to leave to assist them in making arrangements to get you home. Students are encouraged to make appointments outside of school hours. However, if you know ahead of time that you will need to leave early (e.g. dental appointment), present a note of explanation to the Attendance secretary before classes start in the morning so that she may record this for the teachers' attendance print-out. If your parent/guardian has contacted the school with this appointment information you are still required to sign-out at the attendance office. You must leave the premises at the time your sign-out goes into effect.

If you are at school, you may not sign out, or have your parent sign you out, to another part of the building or activity. You must be in your regularly assigned schedule or related, teacher-approved activity. If you are 18 years of age or older, you are to follow the same routine; you contact the Attendance secretary yourself. If you fail to do so, you will be considered truant.

EXTENDED ABSENCES

If you know you are going to be away from school for three or more days for reasons other than medical concerns, you must have your parents complete an extended absence form. This form will allow the school and your family to outline an educational plan for the time that you are away, and requires the signature of the principal. This form can be found in the attendance office. Upon your return, you may be

required to meet with a member of the student success team to ensure that you have completed the educational plan outlined on the prolonged absence form. Prolonged absences of more than two weeks may require a change to your timetable, and should be avoided if at all possible.

LATES

When you arrive late for class you must sign the late log. Your parent may be contacted. After three late arrivals, students are asked to serve a detention to make up for missed time. This will occur after each consecutive third late for a given class. Persistent lateness interferes with the classroom instruction/learning environment and your ability to be as successful as possible in the course.

NEED TO KNOW

INJURIES/ILLNESS

If you are injured please report to the Attendance Office immediately. Note that it is important that the office have your current address and telephone numbers for parents at home and at work. Please advise the office of changes. If you become ill during the school day you must report to the Attendance Office to contact parents. Students who remain in the school, but do not attend class and do not report to the Attendance Office will be considered truant.

STUDENT PARKING

It is a privilege to bring a vehicle to school. Students who drive to school are expected to exhibit safe driving habits at all times. Students driving inappropriately, recklessly, or unsafely, will not be permitted to drive to school. Students are responsible for the contents of their vehicles at all times. The school is not responsible for damage to parked vehicles. Students may not sit in parked cars at any time.

SCHOOL DANCES

School dances are fun events organized by students for students. All components of our code of conduct must be followed for school dances. Therefore, drugs and/or alcohol, or being under the influence of drugs and/or alcohol are not permitted, and students will be given consequences accordingly. Any student in this position will not be permitted to attend any other school dances for the remainder of the school year. Dances begin at 7:00 pm (doors close at 8:00 pm), and end at 10:00 pm. Students must have a student I.D. card with them for entry to the dance, and once admitted, students who choose to leave the dance will not be re-admitted. ESS students may sponsor one guest per dance by registering that guest with the Vice-principal by 12:00 noon two days prior to the dance. Any registered guest must also have a student card for entry into the dance. All guest must complete an E.S.S. Dance Guest form found in the main office and have this signed and returned to the vice-principal by the deadline.

POSTERS AND SCHOOL ANNOUNCEMENTS

Only activities sponsored by the school may be advertised in the building, and all posters must have the approval of administration.

ROLLER BLADES/SKATEBOARDS/SCOOTERS

Use of roller blades, skateboards and scooters are not permitted on school property.

ERNESTOWN READS

To promote reading and literacy, ten minutes of one period each day will be devoted to silent reading. Students must bring books, magazines, or other reading materials to class to read at this time. This is time to read for pleasure and is unrelated to the class!

FULL DISCLOSURE

Any grade 11 or 12 course that was either failed or dropped 5 or more days after the mid-term report was distributed will appear on the Ontario Student Transcript.

CHANGING A COURSE

After the first two weeks of either semester both teacher and parental approval will be required to change a course. Students who stop attending a course will be referred to student services.

STUDENT TIMETABLE

All students in grade 9, 10 and 11 must have a full timetable (4 credits in each semester), unless approval from parents and administration has been granted. This provides students with the opportunity to have spare periods in grade 12, when academic courses are often more difficult.

Students with spares are expected to be in the library, cafeteria or student services. **Students are not to be at their lockers or in the hallway during class time.**

LIBRARY BOOKS

Students are responsible for all books signed out in their name, and are expected to return library books on time. When students do not return library books, a replacement charge is levied for unreturned materials.

TEXTBOOKS

Lost books create shortages. Students with outstanding textbook accounts are asked to clear any outstanding textbooks each semester to ensure there are enough textbooks for every student. Textbooks are the property of the Limestone District School Board. A post dated cheque will be required before students can receive their texts for Grade 12 courses. This cheque will only be cashed at semester's end in the event that the assigned textbook(s) are not returned and/or damaged. The full replacement cost of unreturned or damaged materials will be charged to the student. Books loaned to you by the school are your responsibility. Treat them with care and do not loan them to other students.

COMMUNITY INVOLVEMENT HOURS

Completing 40 hours of community service is a requirement for graduation. Many students find that it is easier to complete a number of hours each year so that when they reach grade 12, they have already achieved that graduation requirement. There are many activities that a student can do in order to reach their 40 hours, but there are also activities which are ineligible.

Students should pick up a Community Involvement Activity Record form from student services to track their community involvement hours. As well, there is a yellow outline which provides examples of what activities are eligible and which ones are not. Students **MUST** complete 40 hours of **eligible** Community Involvement prior to graduation, or they will not graduate.

Some examples of **eligible** activities include:

- an event or activity designed to be of benefit to the community
- volunteer work with Seniors
- community events, such as helping to organize winter carnivals, parades, and fairs
- volunteering to assist someone with light snow removal, as a reading buddy, or tutoring
- participation as a volunteer coach
- community projects, such as participating in a food drive

Some examples of activities which are **not eligible** include:

- any activity which must be completed as a result of a class (ie. Co-op, work experience)
- any activity that would normally be performed for wages by a person in the workplace
- any activity that involves the operation of a vehicle, power tools or scaffolding
- any activity that consists of duties normally performed in the home (ie. chores), or personal recreational activities (ie. belonging to an athletic team)

The completion of 40 hours of community involvement is a graduation requirement. The 40 hours must be completed prior to graduation, and the activities must be eligible ones. If you have any questions about whether an activity is eligible to be included, see the Principal, Ms. Anne Otonicar, **BEFORE** beginning the activity.

ASSESSMENT, EVALUATION & REPORTING

WHAT IS ASSESSMENT?

Assessment is the process of collecting and interpreting information about your progress on learning skills and work habits and on overall expectations of each course as they are described on your course outline. Teachers use assessment to give feedback by describing your strengths and next steps as a learner so that you know how to improve your work. The three types of assessment are described below.

	HAPPENS...	IS IMPORTANT BECAUSE IT...
Diagnostic Assessment	at the beginning of a learning cycle or unit.	helps to determine what you already know to assist teachers in planning what you need to learn.
Formative Assessment	throughout a learning cycle or unit.	does not factor into grade determination. prepares you for summative assessment. may not include a grade, but takes the form of specific feedback offering strengths and next steps related to the learning goal.
Summative Assessment	at the end of a learning cycle or unit.	is used to determine your grade. provides feedback on your level of achievement of the course's overall expectations.

Think of it this way:

- *Diagnostic assessment tasks lets both you and the teacher know where you are and what you need to learn next. You can use the information generated by these tasks to determine your next steps for learning.*
- *Formative assessment tasks give you a chance to get feedback to help you do well on the summative assessment task. Not doing the work would be like arriving at a championship game or a musical recital without practising beforehand. The most important part is the feedback; grades are not necessarily assigned to these tasks; they do not contribute to your final grade because they focus on learning and less on achievement.*
- *Summative assessment tasks are used to confirm what you know or are able to do at the end of a unit of study. A summative assessment task consolidates your learning in that unit of study. The formative assessment tasks and activities will have helped you to prepare for the summative assessment tasks. The rubrics or checklists that the teachers give to you will help you to see exactly what you need to know to do well on the task. Feedback offered on summative tasks helps you to be successful on summative assessment tasks that you'll complete later in the semester, including the final summative assessment task.*

WHAT IS EVALUATION?

Evaluation is the process of judging the quality of your learning skills and work habits or academic achievement of the overall expectations of the course, and assigning a mark or grade to reflect that quality.

Think of it this way:

After you have experienced opportunities through formative assessment, you then have the opportunity to complete an assessment task that allows you to demonstrate what it is you know and can do. When your

teacher assigns a mark to the assessment, this is referred to as evaluation as it is the information that teachers use to determine your final grade.

WHAT IS REPORTING?

Reporting is the communication to you as well as to your parents/guardians of your most consistent level of achievement across the overall expectations and of the six learning skills and work habits. The grade you get will indicate the most consistent level of achievement at the time of the report. Teachers will evaluate your work in relation to the provincial standard (Level 3). Your teacher will give consideration to the most consistent evidence of achievement across the expectations, and will take into consideration growth in your demonstrated achievement. Your academic achievement is reported in the form of a numerical grade while the learning skills and work habits are reported as a letter grade: E (excellent), G (good), S (satisfactory), or N (needs improvement).

When Does Reporting Occur?

Reporting happens at least twice per semester. Mid-term and final reporting are done on the provincial report card, which is kept in your Ontario Student Record (OSR).

What Is Full Disclosure?

Failing grades at the junior level (grades 9 and 10) will not appear on your transcript. At the senior level (grades 11 and 12), grades will not be included if you withdraw from a specific course within five instructional days after the mid-semester reporting period. If the withdrawal occurs after this time, the grade will remain on the transcript. This policy is provincially mandated and is referred to as "full disclosure."

ACADEMIC ACHIEVEMENT

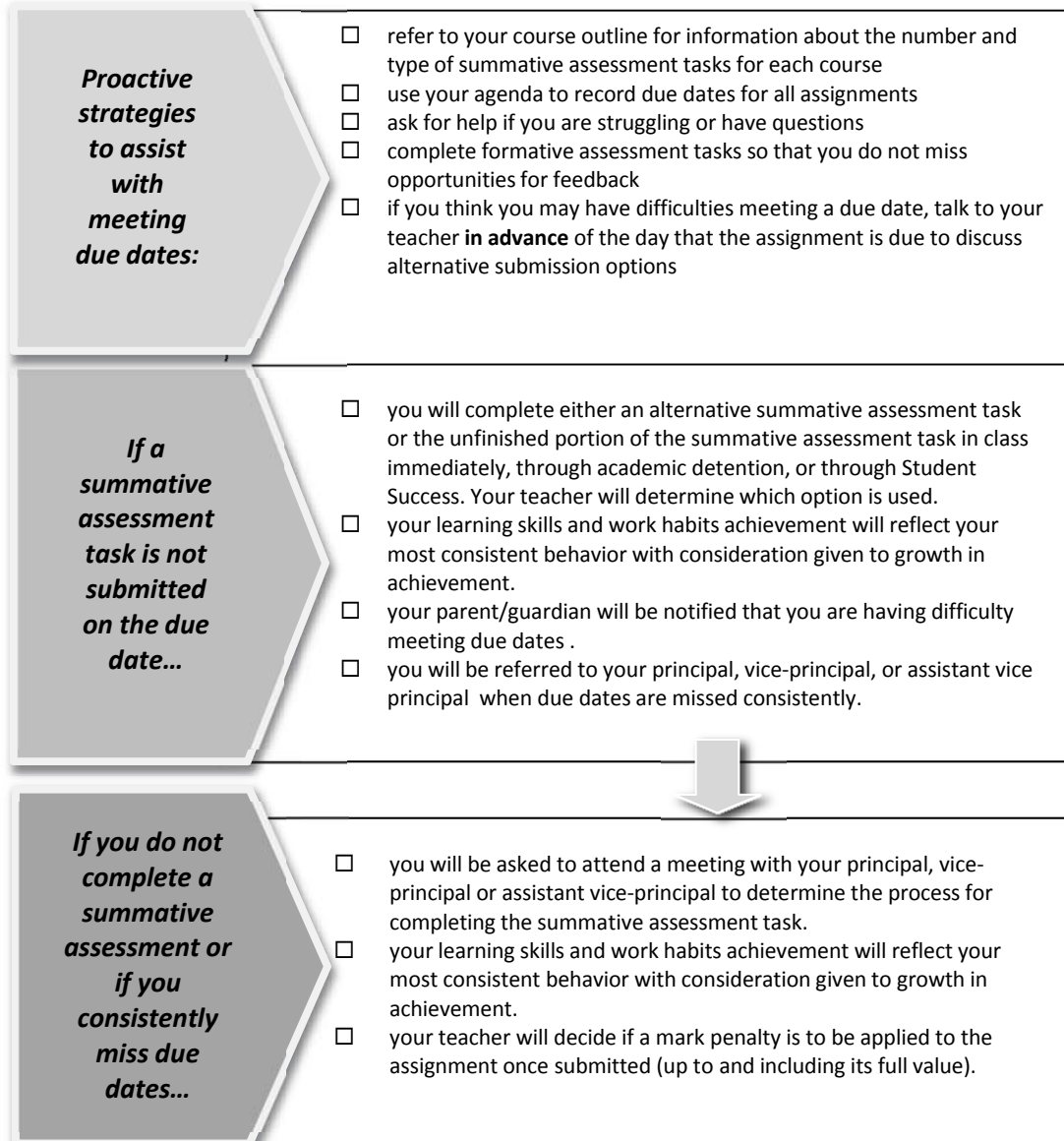
Your academic achievement is decided by your performance on your **term work**, as well as on your **final summative assessment task(s)**.

Term Work:

70% of your grade will be based on summative assessment conducted throughout the course. It is critical that you complete summative assessment tasks to ensure that your teachers have adequate evidence of your learning for grading purposes. Teachers assign a limited number of summative assessment tasks, so it is imperative that you complete all of them to demonstrate to your teacher what you have learned. Refer to your course outline for a tentative list of summative assessment tasks in each of your subjects.

Due dates for Term Work:

Due dates are designed to help ensure that you are successful and that you complete all course requirements. It is your responsibility to plan ahead. Your success in this area will be reflected in the learning skills and work habits section of the report card. In cases of illness, religious holiday, or other extenuating circumstances, due dates will be adjusted as determined by the school staff. In cases where you are aware that you may have difficulties meeting a due date, it is expected that you speak to the teacher in advance of the day that the assignment is due to discuss alternative submission options. Summative assessment tasks are not optional and it is expected that you will submit all summative assessment tasks on the date that they are due. Credits will only be granted once all summative assessment tasks have been submitted.



Think of it this way:

There are times when circumstances in your life will create challenges for meeting due dates. If such a circumstance were to arise, communication with your teacher is important so that s/he knows why the due date is posing a problem. If you don't talk to your teacher about solutions, then s/he may assume that there isn't a reasonable excuse for you not to meet the due date. On your course outline there is a list of summative assignments so that you are able to anticipate the demands of each course and plan accordingly. Your teachers need evidence of what you have learned to grant the credit and the credit can't be granted until such evidence is provided.

Final Summative Assessments Task(s):

30% of your grade will be based on final summative assessment task(s), in the form of an examination, culminating activity and/or any other method of assessment suitable to the course's overall expectations and delivery. These will be administered towards the end of the semester.

Completion of Final Summative Assessment Task(s):

You must complete all final summative assessment tasks at the scheduled times. You are informed at the beginning of the school year of the exact dates of the examination period. Plans for holidays or employment are not acceptable reasons for missing a final summative assessment task. The only exceptions will be conflicts in the schedule, medical reasons, or a court order. If you miss a final summative assessment for medical reasons, you will need to see an administrator. In the case of extenuating circumstances, your parent/guardian should contact the principal.

Accommodations:

All students need support from teachers, classmates, family, and friends to achieve success in their course work. Some students require supports beyond those typically provided in the school setting. These needs may be met through accommodations. Accommodations are set out in Individual Education Plans (IEPs) to meet the needs of exceptional students. There are three types of accommodations:

- Instructional accommodations are changes in teaching strategies, like presentation styles, organisational methods, and technology use, that support student learning and success.
- Environmental accommodations are changes in the classroom setting, like preferential setting, or special lighting, that support student learning and success.
- Assessment accommodations are changes in the way that student work is assessed, like allowing extra time for students to complete work, and permitting students to offer oral responses to test questions, to support student learning and success.

Accommodations allow all students to achieve to their full potential in their course work.

WHAT ARE LEARNING SKILLS AND WORK HABITS?

Learning skills and work habits are assessed and evaluated separately from your academic achievement. You will be assessed frequently on your level of achievement of the following six learning skills and work habits (through conferences with your teacher, observation during class activities, and completion of assignments where specific learning skills are addressed), and evaluated at mid-term and again at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement):

- **Responsibility** (e.g. fulfils responsibilities and commitments within the learning environment, completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for managing own behaviour)
- **Organization** (e.g. devises and follows a plan for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates and uses information, technology and resources to complete tasks)
- **Independent Work** (e.g. independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision)
- **Collaboration** (e.g. accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of other; 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)
- **Initiative** (e.g. 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)

- **Self-regulation** (e.g. sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks 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)

Think of it this way:

Learning skills and work habits are important to cultivate. First, well-developed learning skills and work habits can often help improve your academic achievement. As you develop the ability to understand how you learn, recognize areas for improvement, and set goals for yourself you become more involved in your learning. Remember, school is not happening to you; rather, you are in charge of your success. Second, focusing on learning skills and work habits helps prepare you for success beyond school. For instance, your learning skills and work habits achievement will be of interest to employers who are considering you as a potential employee.

WHAT ABOUT ATTENDANCE AND PUNCTUALITY?

Your grades are determined by your most consistent level of achievement across the overall expectations of the provincial curricula. Your learning skills and work habits are important because they support your academic achievement of these expectations. In much the same way, attending regularly and arriving punctually are important for success in your course work. Your teachers will expect you to attend regularly and arrive on time, prepared to work.

Think of it this way:

Your teachers want you to do your best. Arriving on time and attending regularly shows your teachers that you are interested in doing your best. Remember that your report card captures all measures of achievement; information about attendance and arriving on time is included on your report to communicate their importance in terms of your success at school.

ACADEMIC HONESTY POLICY

Academic honesty is a core value in our school. If you submit work or parts of work that are not your own, you have not shown that you can demonstrate the curriculum expectations. A breach of academic honesty is the theft of intellectual property and is treated with the utmost seriousness. To avoid this, your teachers will help you plan your work. If you find that you require assistance in order to complete the assignment properly, see your teacher well in advance of the due date. Your teacher can help you to establish a reasonable timeline to complete an assignment and/or strategies to do your research and write your final submission. Remember when you do research, that you must cite all sources.

Unauthorized sharing of work:

Providing work to another student for the purposes of academic dishonesty is a violation of our code of conduct. If you intentionally allow another student to use your work and present it as his or her own, you will be referred to administration and serve an academic detention where a paper on academic ethics may be assigned. A record will be kept centrally in the main office and consequences will be more severe for subsequent infractions, which may include suspension from school.

Proper Citation Rules: What is a citation?

A citation is a brief reference to someone else's work embedded in the body of your paper that acknowledges and gives credit for sources of information that you have used. You must cite another person's ideas or opinions (whether they are quoted directly or paraphrased), as well as any fact, statistic,

illustration, image, graph, or information that is not common knowledge. Talk to your teacher or teacher librarian to learn more about the conventions of appropriate citation.

Breach of Academic Honesty

Breaches of academic honesty are intentional attempts to gain credit for work that is not your own. For intentional cases where you have submitted work that is clearly not your own, your teacher will speak to you and the following steps will apply:

